Overview of assessment

* You will sit a writing test in May or June
* Students will be expected to demonstrate an ability to use the language for different purposes and in different settings, although these can relate to the same theme. The examination features two tasks.

Section 1: Short writing (30-70 words). In this section you will have a choice of 4 questions. You choose and answer **ONE** question only.

Section 2: Long writing (120 -150 words). In this section you will have a choice of 4 questions. You choose and answer **ONE** question only.

* **Time:** One hour.

Mark scheme and success criteria: Section 1

Communications and content

Communication and content	Mark
• Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read.	13-15
• Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious.	10-12
• Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole.	7-9
• Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read.	4-6
• Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker.	1-3
• No content worthy of credit.	0

Knowledge and application of language

Knowledge and application of language	Mark
• Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease.	9-10
• Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination.	7-8
• Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination.	5-6
• Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task.	3-4
• Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences.	1-2
• No language worthy of credit.	0

Accuracy

Accuracy	Mark
• Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors.	5
• Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable.	4
• A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate.	3
• Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms.	2
• Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation.	1
• No language worthy of credit.	0

Taoufiq Cherkaoui

(c) Write an article in Arabic entitled السياحة في الوطن العربي *(tourism in the Arabic World)*

Give your opinion on what attracts travellers to some of the Arabic-speaking countries

You may wish to give examples of your own experience or the experience of people you know and say whether tourism will increase in these Arabic-speaking countries in the future.

Note: Your answer might be written in all three tenses. You might add descriptions and opinions with reasons on Arabic countries, cities, food etc... (Mostly present tense).

You might write about any future plans to travel to the Arab World, say where and when and with whom you are going (future tense). You could also write a paragraph, in the past tense, about a trip you took in the Arab World or about Arab history and past achievements.

Suggestions:

Mention some important Arabic cities (Cairo, Beirut, Marrakech, Damascus etc... You could use what you have learned in my town and area and activities (places in town and what you can do in town etc).

Provide opinions with reasons.

You could add a past trip to the Arab as an example (past tense) or a future trip you are planning to the Arab world **(future tense)**

Possible answer: Use your generic vocabulary sheets to improve the text and add further details

I like Arabic and I love the Arab World. I love Arabs, Arabic culture and I also like Arabic food and clothes because it is exciting. I also like Arabic history because it is important and very rich. The Arab World is very interesting and very important because it has a rich and old history.

In the Arab Word there are many historical and important cities and buildings. My favourite country is Lebanon; it is a beautiful and historic country. My favourite city in Lebanon is Beirut. Beirut is a big and modern city. In Beirut there are many beautiful cafes and there are also many interesting buildings. There are historical mosques and churches. There are also beautiful museums, cinemas and theatres. In Beirut you can swim in the sea because Beirut is a coastal city.

I also like Morocco, and my favourite city is Marrakech. Marrakech is a historical city, and the old medina in Marrakech is very interesting, shopping in it is fun and very interesting. Moroccan food is very delicious and in Marrakech there are many good and famous restaurants. Shopping in the Arab World is great, cheap and very enjoyable.

Arabic culture and history are very important and this is why we must visit the Arab World

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Taoufiq Cherkaoui

مَدينَة المَلَاهي — Theme park
مُزْدَحِمَة — Crowded
فَاخِرَة — posh
غير — Not
جميلة — Nice/beautiful
نَظِيفَة — Clean
مَحْبُوبَة — Lovable
ليسَتْ — Not
مملة — (boring)
هادئة — Quite/calm
مهمة — Important
عصرية — Modern
حديثة — Modern
مثيرة — Exciting
تاريخية — Historic
مَشْهُورَة — Famous
نادي الرِّيَاضَة — Sports
المتاحف — Museums
مَرْكَز التَّسَوُّق — Shopping centre
وسط المدينة — City centre
الجَبَل — The mountain
الشَّاطِئ — The beach
تَذْهَبَ إلَى — Go to
فنادق أنيقَة — Luxurious hotels
الريف — The countryside
تزور — Visit
يُمْكِنُكَ أنْ ... — You can...
أيضا — Also

مَدِينَتي ... — My town/city…
مِنْطَقَتي ... — My area…
لأنّها... — Because it is
لأنّ فيها... — Because in it there is
أنا أُحِبُّ — I like
أنا لا أُحِبُّ — I don't like

الريف — Countryside
باكستان — Pakistan
البرازيل — Brazil
فرانسا — France
لندن — London
الجبل — The mountain
إيطاليا — Italy
المغرب — Morocco
مراكش — Marrakech
مصر — Egypt
سوريا — Syria
إسبانيا — Spain
مدريد — Madrid
مدينة — Town of

مع صديقتي — My friend (F)
مع — With
أصدقائي — My friends
خالي — Uncle (maternal)
إبن عمي — Cousin (paternal)
عمتي — Aunty (paternal)
عائلتي — My family
و — And
عمي — Uncle (paternal)
أسرتي — My family

مدهشة — Awesome
كانت مدينة... — The city was…
قديمة — Old
عريقة — Old
تاريخية — Historical
مهمة — Important
وَ — and
كان بلد... — The country was… (male)
مشوقة — Motivating
رائعة — Great
مثيرة — Exciting
جدا — A lot
جميلة — Beautiful
عجيبة — marvellous

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