

# Cambridge IGCSE™ (9–1)

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**ARABIC**

**7180/01**

Paper 1 Writing

**For examination from 2025**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **10** pages. Any blank pages are indicated.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

**Section A****Question 1 or 2**

Question	Answer	Marks
<b>EITHER</b>		
1	<p>شاركتَ في يوم لحماية البيئة في منطقتك. اكتب رسالة إلى صديقك تخبره فيها عن ذلك اليوم.</p> <p>Use Table A to give a mark out of 10 for content, and Table B to give a mark out of 10 for language and structure.</p>	20
<b>OR</b>		
2	<p>يفضل بعض الطلاب ارتداء الزي المدرسي. اكتب تقريراً عن هذا الموضوع.</p> <p>Use Table A to give a mark out of 10 for content, and Table B to give a mark out of 10 for language and structure.</p>	20

**Marking criteria for Section A****Table A, Content**

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>
<b>Level 5</b>	<p><b>The interest of the reader is consistently aroused and sustained.</b></p> <ul style="list-style-type: none"> <li>Content consistently shows facts, and expresses ideas and opinions in order to interest, inform or convince.</li> <li>The topic is addressed and developed with consistent relevance.</li> <li>Fully appropriate text style, tone and register.</li> </ul>	<b>9–10</b>
<b>Level 4</b>	<p><b>The interest of the reader is generally aroused and sustained.</b></p> <ul style="list-style-type: none"> <li>Content generally shows facts, and expresses ideas and opinions in order to interest, inform or convince.</li> <li>The topic is addressed and developed with general relevance.</li> <li>Generally appropriate text style, tone and register.</li> </ul>	<b>7–8</b>
<b>Level 3</b>	<p><b>The interest of the reader is sometimes aroused.</b></p> <ul style="list-style-type: none"> <li>Content shows some facts, and expresses ideas and opinions in order to interest, inform or convince.</li> <li>The topic is addressed and developed with some relevance.</li> <li>Some appropriate text style, tone and register.</li> </ul>	<b>5–6</b>
<b>Level 2</b>	<p><b>The interest of the reader is distracted from the merits of content.</b></p> <ul style="list-style-type: none"> <li>Content occasionally shows facts, and expresses ideas and opinions in order to interest, inform or convince.</li> <li>The topic is occasionally addressed and developed with occasional relevance.</li> <li>Text style, tone or register may be uneven.</li> </ul>	<b>3–4</b>
<b>Level 1</b>	<p><b>The interest of the reader is obscured by the weight of linguistic errors.</b></p> <ul style="list-style-type: none"> <li>Content rarely shows facts, or expresses ideas and opinions in order to interest, inform or convince.</li> <li>The topic is rarely addressed.</li> <li>Inappropriate text style, tone and register.</li> </ul>	<b>1–2</b>
<b>Level 0</b>	<ul style="list-style-type: none"> <li>No creditable content</li> </ul>	<b>0</b>

**Table B, Language and structure**

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>
<b>Level 5</b>	<p><b>Highly accurate writing, apart from very occasional slips.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures are highly varied and accurate.</li> <li>• Verb forms and spelling correct, apart from very occasional slips.</li> <li>• Vocabulary wide and precise and accurate meaning is conveyed.</li> <li>• Paragraphs are well organised, are linked, and show clear evidence of planning.</li> </ul>	<b>9–10</b>
<b>Level 4</b>	<p><b>Accurate writing; occasional errors are either slips or caused by ambition.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures are varied and are generally accurate.</li> <li>• Verb forms and spelling generally accurate, with some occasional slips.</li> <li>• Vocabulary precise enough to convey intended meaning.</li> <li>• Paragraphs are generally organised, are usually linked, and show some evidence of planning.</li> </ul>	<b>7–8</b>
<b>Level 3</b>	<p><b>Writing is sufficiently accurate to communicate meaning, with patches of clear, accurate language.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures show some variation and accuracy.</li> <li>• Verb forms and spelling contain some errors.</li> <li>• Vocabulary adequate to convey intended meaning.</li> <li>• Paragraphs are used but may lack unity or coherence.</li> </ul>	<b>5–6</b>
<b>Level 2</b>	<p><b>Overall meaning not in doubt, but some errors sufficiently frequent to hamper precision.</b></p> <ul style="list-style-type: none"> <li>• Some simple sentence structures are accurate, but accuracy is not sustained.</li> <li>• Verb forms and spelling will sometimes confuse sequence of events.</li> <li>• Vocabulary is limited and intended meaning not always clear.</li> <li>• Limited use of paragraphs.</li> </ul>	<b>3–4</b>
<b>Level 1</b>	<p><b>Scripts almost entirely impossible to recognise as piece of Arabic writing; whole sections make no sense at all.</b></p> <ul style="list-style-type: none"> <li>• Sentence structures show little or no variation and accuracy.</li> <li>• Verb forms and spelling contain multiple errors.</li> <li>• Vocabulary is poor and intended meaning is unrecognisable.</li> <li>• Little or no use of paragraphs.</li> </ul>	<b>1–2</b>
<b>Level 0</b>	<ul style="list-style-type: none"> <li>• No creditable content</li> </ul>	<b>0</b>

**Section B****Question 3, 4 or 5**

Question	Answer	Marks
<b>EITHER</b>		
3	<p>ذهبت إلى سوق محلي مع أصدقائك. صف السوق والأجواء هناك.</p> <p>Use Table C to give a mark out of 15 for content and structure, and Table D to give a mark out of 15 for language and accuracy.</p>	20
<b>OR</b>		
4	<p>على أولياء الأمور تحديد وقت لاستخدام أولادهم الهاتف النقال. ناقش هذا الموضوع.</p> <p>Use Table C to give a mark out of 15 for content and structure, and Table D to give a mark out of 15 for language and accuracy.</p>	20
<b>OR</b>		
5	<p>حضرت حدثاً رياضياً لا ينسى. اسرد ما حصل في ذلك اليوم.</p> <p>Use Table C to give a mark out of 15 for content and structure, and Table D to give a mark out of 15 for language and accuracy.</p>	20

**Marking criteria for Section B****Table C, Content and structure**

<b>Level</b>	<b>Content and Structure</b>			<b>Marks</b>
<b>Level 5</b>	<p style="text-align: center;"><b>General</b></p> <ul style="list-style-type: none"> <li>Structure is secure, well balanced, carefully managed for deliberate effect.</li> <li>Content is highly engaging and has effective adaptation of some sophisticated language to describe, narrate or discuss.</li> </ul>			<b>13–15</b>
	<p><b>Narrative</b> Narratives are complex, sophisticated, possibly tense and may contain devices such as flashbacks.</p>	<p><b>Descriptive</b> Descriptions have well-developed images helping to create complex atmospheres</p>	<p><b>Discursive</b> Discussion is balanced, sometimes sophisticated, showing full awareness of both sides of the issue.</p>	
<b>Level 4</b>	<p style="text-align: center;"><b>General</b></p> <ul style="list-style-type: none"> <li>Structure is well managed, with some choices made for deliberate effect.</li> <li>Content is engaging and has adaptation of a wide variety of vocabulary language to describe, narrate and discuss.</li> </ul>			<b>7–9</b>
	<p><b>Narrative</b> Narratives have effective detail creating character or setting and may contain some sense of climax.</p>	<p><b>Descriptive</b> Descriptions have interesting images and a range of detail, helping to create interesting atmospheres.</p>	<p><b>Discursive</b> Discussion is clearly presented and balanced, showing very good awareness of both sides of the issue.</p>	
<b>Level 3</b>	<p style="text-align: center;"><b>General</b></p> <ul style="list-style-type: none"> <li>Structure is competently managed.</li> <li>Content is relevant and has some adaptation of a variety of language to describe, narrate and discuss.</li> </ul>			<b>1–3</b>
	<p><b>Narrative</b> Narratives are straightforward with proper sequencing of sentences.</p>	<p><b>Descriptive</b> Descriptions have satisfactory images, ideas and details which help to create atmosphere.</p>	<p><b>Discursive</b> Discussion is coherent and sometimes relevant, showing good awareness of both sides of the issue.</p>	
<b>Level 2</b>	<p style="text-align: center;"><b>General</b></p> <ul style="list-style-type: none"> <li>Structure is mostly organised but may not always be effective.</li> <li>Content is straightforward with relevant information and uses suitable vocabulary to describe, narrate and discuss.</li> </ul>			<b>3–5</b>
	<p><b>Narrative</b> Narratives are largely a series of events with only occasional details of character and setting.</p>	<p><b>Descriptive</b> Descriptions have some detail but may rely too much on narrative.</p>	<p><b>Discursive</b> Discussion is generally sound but sometimes repetitive, showing some awareness of both sides of the issue.</p>	

<b>Level</b>	<b>Content and Structure</b>	<b>Marks</b>		
<b>Level 1</b>	<b>General</b>  <ul style="list-style-type: none"> <li>• Structure is limited or partially organised, and ineffective.</li> <li>• Content is simple and ideas and events may be limited to describe, narrate and discuss.</li> </ul>	<b>1–2</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="276 423 625 629" style="width: 33%; vertical-align: top;"> <p><b>Narrative</b> Narratives are simple and lack characterisation, scene setting and coherence.</p> </td> <td data-bbox="625 423 981 629" style="width: 33%; vertical-align: top;"> <p><b>Descriptive</b> Descriptions have some limited relevant events but lack scope or variety.</p> </td> <td data-bbox="981 423 1334 629" style="width: 33%; vertical-align: top;"> <p><b>Discursive</b> Discussion is generally unclear, there is little or no acknowledgment of the opposing view of the issue.</p> </td> </tr> </table>		<p><b>Narrative</b> Narratives are simple and lack characterisation, scene setting and coherence.</p>	<p><b>Descriptive</b> Descriptions have some limited relevant events but lack scope or variety.</p>
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<b>Level 0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>	<b>0</b>		



**Table D, Language and accuracy**

<b>Level</b>	<b>Descriptor</b>	<b>Marks</b>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Sentence structures are highly varied and accurate.</li> <li>• Verb forms and spelling correct, apart from very occasional slips.</li> <li>• Vocabulary wide and precise and accurate meaning is conveyed.</li> <li>• Paragraphs are well organised, are linked, and show clear evidence of planning.</li> </ul>	<b>13–15</b>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Sentence structures are varied and are generally accurate.</li> <li>• Verb forms and spelling generally accurate, with some occasional slips.</li> <li>• Vocabulary precise enough to convey intended meaning.</li> <li>• Paragraphs are generally organised, are usually linked, and show some evidence of planning.</li> </ul>	<b>10–12</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Sentence structures show some variation and accuracy.</li> <li>• Verb forms and spelling contain some errors.</li> <li>• Vocabulary adequate to convey intended meaning.</li> <li>• Paragraphs are used but may lack unity or coherence.</li> </ul>	<b>7–9</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Some simple sentence structures are accurate, but accuracy is not sustained.</li> <li>• Verb forms and spelling will sometimes confuse sequence of events.</li> <li>• Vocabulary is limited and intended meaning not always clear.</li> <li>• Limited use of paragraphs.</li> </ul>	<b>4–6</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Sentence structures show little or no variation and accuracy.</li> <li>• Verb forms and spelling contain multiple errors.</li> <li>• Vocabulary is poor and intended meaning is unrecognisable.</li> <li>• Little or no use of paragraphs.</li> </ul>	<b>1–3</b>
<b>Level 0</b>	<ul style="list-style-type: none"> <li>• No creditable content</li> </ul>	<b>0</b>

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