## MARK SCHEME for the October/November 2013 series

## 0508 FIRST LANGUAGE ARABIC

0508/01 Paper 1 (Reading), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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للسادسة٪
-- القرى الرباضبة تكون نمونجّا حرّاً للاسشّمار .



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-
 للصحلمي.

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- بزيادة الوعي البئئ لاى لأراد المجنَع.
 المطلوب.
[ تُضافـ o علهات لجودة اللغة المستغفة [


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\begin{aligned}
& \text { • }
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 بالعند اللمطوب ل1 لكلمات.
 علامات. اللمجوع عالك大ل اللعلمات - 0 ع علمة. تنبيهات:


 الأكلوب وعطى الاقة.


-


أمد نقاط لالنص الأول:
-



 اللسباحة ممارسةً للرياضة.
-
للسبِاحة ومفهومها.









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كل بطولة أو دورة عالمية عالل مُّبع للمباحة الرباضبية.





- تساعد على تُطورِ الأماكن والخدمات العامة في دولة اللقصـد اللسياحي الرياضني.
- تساعد على رفع مصنوى الوعي باهصية السباهة الرياضية لاى الـناس.
- تسهم في تنمية شعور المو الطن بمواطنتئه.







- تعمل على المحافظة على البيئة وحمالينّها.
- تَزيد من الو عي اليبئي لاى أفزاد الهجنمع المصبي.
- تُعل على تحقَيقَ الحوار ومعرفة الآخرين.
- تُساعد على التّفاهم يثن شُعوب الدول العختلفةٍ.
- تّاعم أواصر الصدالةٌ بين الثُعوب.
- 










- طر أ نحول في مغهوم لعبة كرة القدم.

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 - تغيرت اللنظرة أِيصنا للاعب الكرة بلالنسية للمستئمرين. --لو تُورير المهارات.
تأثهر على رياضتاتهم.


- حين بدا زغكر في لستّذدلم هسـه اللحصول على للغذاء.
- 



- كثّر اه أُدبة من هِّل رجال أعمال من مختلف الجِنسبات.

لسنورات.
- 
- المستمّر
--
 وترَفيهُا

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Question 1: 20 marks are available for Reading, awarded according to a detailed mark scheme written specifically for each question paper.

5 marks are available for Writing, awarded as follows:

| $\mathbf{5}$ (Excellent) | Clear, carefully chosen language with complex syntax where appropriate. Varied, <br> precise vocabulary. <br> Hardly any or no technical errors. |
| :--- | :--- |
| $\mathbf{4}$ (Good) | Clear, appropriate language. Appropriate vocabulary. Few technical errors. |
| $\mathbf{3}$ (Adequate) | Language generally appropriate, but unsophisticated and generally simple syntax. <br> Adequate vocabulary. Some technical errors. |
| $\mathbf{2}$ (Weak) | Unsophisticated language, not always appropriate. Very simple syntax with some <br> clumsiness. Thin vocabulary. A number of technical errors. |
| $\mathbf{1}$ (Poor) | Thin, inappropriate use of language. Confused and obscure. Many errors. |

Question 2: 15 marks are available for Reading. The examiner ticks each relevant point extracted from the text by the candidate; a mark is awarded for each tick, up to a maximum of 15.

10 marks are available for Writing, awarded as follows:

| $\mathbf{5}$ (Excellent) | Excellent expression and focus with assured use of own words. Good summary style <br> with orderly grouping of ideas; excellent linkage. Answer has sense of purpose. |
| :--- | :--- |
| $\mathbf{4}$ (Good) | Good expression in recognisable summary style. Attempts to focus and to group ideas; <br> good linkage. |
| $\mathbf{3}$ (Adequate) | Satisfactory expression in own words. Reasonably concise with some sense of order. <br> Occasional lapses of focus. |
| $\mathbf{2}$ (Weak) | Limited expression but mostly in own words (i.e. may contain some lifting). Some sense <br> of order but little sense of summary. Tendency to lose focus (e.g. by including some <br> anecdote); thread not always easy to follow. |
| $\mathbf{1}$ (Poor) | Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much <br> irrelevance. |


| $\mathbf{5}$ (Excellent) | Clear, carefully chosen language with complex syntax where appropriate. Varied, <br> precise vocabulary. Hardly any or no technical errors. |
| :--- | :--- |
| $\mathbf{4}$ (Good) | Clear, appropriate language. Appropriate vocabulary. Few technical errors. |
| $\mathbf{3}$ (Adequate) | Language generally appropriate, but unsophisticated and generally simple syntax. <br> Adequate vocabulary. Some technical errors. Some lifting. |
| $\mathbf{2}$ (Weak) | Unsophisticated language, not always appropriate. Very simple syntax with some <br> clumsiness. Thin vocabulary. A number of technical errors OR language is almost <br> entirely lifted. |
| $\mathbf{1}$ (Poor) | Thin, inappropriate use of language. Confused and obscure. Many errors. |

