

Cambridge International AS & A Level

ARABIC**9865/03**

Paper 3 Writing and Literature

For examination from 2029

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **12** pages. Any blank pages are indicated.

General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Candidates respond to three questions. One from Section A, one from Section B and one from Section C.

The recommended response length is 350–450 words for each question. There will be no penalty for responses that do not adhere to the recommended response length.

Candidates will write their answers in Modern Standard Arabic.

The approach to marking Section A is different from marking Sections B and C.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a ‘best-fit’ level statement has been identified, examiners should use the following guidance to decide on a specific mark:

- Where the candidate’s work **convincingly** meets the level statement, award the highest mark.
- If the candidate’s work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- Where the candidate’s work **just** meets the level statement, award the lowest mark.

Section A

In Section A candidates will be awarded marks in three categories for their response:

- Content (maximum of 10 marks): see Table A
- Linguistic range and organisation (maximum of 5 marks): see Table B
- Language accuracy (maximum of 5 marks): see Table C.

The relevant assessment objectives for Section A are:

AO2: Writing and evaluation:

W1: Communicate information, opinions and arguments clearly and effectively, with support/justification.

W5: Organise ideas into coherent text by using a range of cohesive devices and paragraphing where appropriate.

W6: Use text conventions and register appropriate to the given purpose and audience.

W7: Use a wide range of vocabulary and grammar.

W8: Use vocabulary and grammar accurately.

TABLE A – Questions 1 and 2: Content**W1:** Communicate information, opinions and arguments clearly and effectively, with support/justification.**W6:** Use text conventions and register appropriate to the given purpose and audience.

The recommended response length is 350–450 words. There will be no penalty for responses that do not adhere to the recommended response length.

Level	Description	Marks
5	- Information used is fully relevant to the question. - Fully develops complex ideas, expanding particular points, with a wide range of supporting evidence, justifications and examples. - A very detailed argumentative response written in an assured and natural style appropriate to the task. - Convincingly argues a case with an effective conclusion.	9–10
4	- Information used is mostly relevant to the question. - Develops some complex ideas, expanding particular points, with a range of supporting evidence, justifications and examples. - A detailed argumentative response written in a natural style appropriate to the task. - Clearly argues a case with a clear conclusion.	7–8
3	- Information used is partially relevant to the question. - Develops ideas and main points with some supporting evidence, giving reasons and examples. - An argumentative response with some detail, written in an appropriate style. - Argues a case with some repetition. May draw a simple conclusion.	5–6
2	- Information used is occasionally relevant to the question. - Partially develops ideas and main points with occasional supporting reasons and examples. - An argumentative response with limited detail; attempts to write in an appropriate style. - There are inconsistencies in the argument with repetition.	3–4
1	- Information used is of very limited relevance. - Very limited development of ideas or basic facts with limited, if any, reasons or support. - A response that is generally not argumentative and may not be in an appropriate style. - The argument is weak and repetitive.	1–2
0	No creditable content.	0

TABLES B and C – Questions 1 and 2: Quality of written communication

W5: Organise ideas into coherent text by using a range of cohesive devices and paragraphing where appropriate.

W7: Use a wide range of vocabulary and grammar.

W8: Use vocabulary and grammar accurately.

Only work which is clearly related to the question can be considered when applying the marks for quality of written communication. Essays which do not relate in any way to the exact essay title/question will be awarded 0 marks for content and 0 marks for language.

Linguistic range and organisation		
Level	Description	Marks
3	- A clearly-organised and coherent text using a good range of cohesive devices and appropriate paragraphing. - Uses a wide range of grammar, including complex structures. - Uses a wide range of appropriate vocabulary including less common vocabulary. Uses language naturally and with ease.	4–5
2	- A generally well-organised and coherent text using a range of cohesive devices and possibly using paragraphing. - Uses a range of grammar including some complex structures. - Uses a range of appropriate vocabulary. Can avoid repetition with some success.	2–3
1	- The text is not well organised. May include limited or repetitive use of cohesive devices. - Uses mostly simple structures with occasional use of complex structures. - Uses vocabulary appropriate to the task, but frequently overuses some vocabulary.	1
0	No creditable content.	0

Language accuracy		
Level	Description	Marks
3	- Consistently maintains a high degree of grammatical accuracy. - Spelling and punctuation are accurate with occasional slips. - Errors do not impede communication.	4–5
2	- Good use of simple grammar. Use of some complex grammar with occasional errors. - Spelling and punctuation are generally accurate, with occasional errors. - Errors rarely impede communication.	2–3
1	- Uses simple grammar, with some errors. - Attempts to use more complex grammar, with frequent errors. - Some errors in spelling and punctuation. - Errors sometimes impede communication.	1
0	No creditable content.	0

Glossary of terms used in Section A marking grids**TABLE A – Content**

- **Argumentative:** An argumentative piece of writing attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view.

TABLES B and C – Quality of written communication

- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Cohesive devices:** refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Simple structures:** A simple structure is, for example, a sentence that has just one independent clause (i.e. it stands alone and expresses one complete thought) and uses a basic tense.
- **Complex structures:** A complex structure is, for example, a sentence that has an independent clause (i.e. it stands alone and expresses one complete thought) and a dependent clause (i.e. one that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Errors and slips:** **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/ grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

Sections B and C

In Sections B and C, examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

In Sections B and C, candidates will be awarded marks in two categories for each response:

- Knowledge and understanding (maximum of 10 marks): see Table D
- Analysis and structure (maximum of 10 marks): see Table E

Passage based questions: Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer.

Essay questions: Examiners should consider the extent to which candidates show detailed knowledge and understanding of the wider text.

Candidates may address the question in many different ways. There is no one required answer or approach, so do not penalise answers for leaving out a particular focus.

The assessment objectives for Sections B and C are:

AO1: Reading and understanding

R5: Demonstrate understanding of literary texts in a variety of genres, with an appreciation of relevant contexts and cultures.

R6: Demonstrate understanding of the ways in which writers create meaning and effects to engage the reader.

R7: Present a response with relevant support from the literary text.

AO2: Writing and evaluation

W3: Analyse literary texts and communicate personal opinions and interpretations.

W4: Present a relevant, structured and supported response.

TABLES D and E – Questions 3–11

Table D: Knowledge and understanding		
Level	Description	Marks
5	Perceptive - Shows consistently detailed knowledge and understanding of the text and its themes, including context that is relevant to the question. - Demonstrates perceptive understanding of the ways the writer conveys meaning and creates effects in the text; can comment in detail on how the text engages the reader. - The response is supported by appropriate and concise textual references or quotations.	9–10
4	Competent - Shows sound knowledge and understanding of the text and its themes. - Demonstrates sound understanding of the ways the writer conveys meaning and creates effects in the text. Can comment on how the text engages the reader. - The response is supported by appropriate textual references or quotations.	7–8
3	Satisfactory - Generally secure knowledge of the text and shows some understanding of the themes; may focus on narrative. - Demonstrates some awareness of the ways the writer conveys meaning and creates effects. May describe language use rather than comment on how the text creates effects and engages the reader. - Includes some relevant references or quotations but may omit key points.	5–6

Table E: Analysis and structure		
Level	Description	Marks
5	Perceptive - Produces a thoughtful and balanced personal interpretation and analysis of the text. - Presents a relevant, focused and well-structured response to the question.	9–10
4	Competent - Produces a personal interpretation with some analysis of the text. - Presents a relevant, mostly focused and structured response to the question.	7–8
3	Satisfactory - Expresses a personal response to the work, showing some understanding of the text. Little analysis. - Presents a more generalised response to the question.	5–6

Table D: Knowledge and understanding		
Level	Description	Marks
2	Limited - Shows limited knowledge of the text and limited understanding of the themes, focusing on narrative. - Shows limited understanding of how the writer conveys meaning and creates effects. - References to the text are not always correct or relevant.	3–4
1	Simplistic - No knowledge of the text. Response is too general to show understanding. - Shows no understanding of how the writer conveys meaning and creates effects. - Few and/or irrelevant textual references.	1–2
0	No creditable content.	0

Table E: Analysis and structure		
Level	Description	Marks
2	Limited - Expresses a limited personal response without analysis. - Responds with limited focus on the question.	3–4
1	Simplistic - May express a simplistic personal response. - Responds in an unstructured way, with little or no focus on the question.	1–2
0	No creditable content.	0

Glossary of terms used in TABLES D and E – Questions 3–11

Textual references: A textual reference paraphrases or gives a short summary of a part or parts of the text.

Quotations: Quotations are words or phrases copied directly from the text.

Themes: Themes are the key ideas, subjects or deeper meanings that a writer communicates throughout their work.

Context: Context refers to the time or location in which the writer lived or the writer's personal experience. It may also refer to the cultural, historical and physical setting of the text.

Conveys meaning: This refers to how writers use language to communicate their ideas.

Creates effects: This refers to the ways in which writers use language and techniques to create specific effects for the reader such as building tension or creating sympathy for a character.

Engages the reader: This refers to the ways in which writers actively shape their material to interest and hold the attention of their readers.

Personal interpretation: This refers to a candidate expressing their individual opinions about a text. It does not refer to opinions or interpretations produced by other writers/editors.

Narrative: Narrative is used to describe a response that focuses on retelling the story or plot.

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