

INTERNATIONAL GCSE **ARABIC – FIRST LANGUAGE**

9267/1

Paper 1 Reading comprehension and grammar

Mark scheme

Specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

(a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.

(b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied:—if the alternative/addition does not contradict the key idea/make it ambiguous, **accept**—If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.

(c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. The following general principles should be applied in relation to answers in the target language in Sections A, B and C:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Question	Answer	Total marks
1.1	كوكب الشرق. C	1 AO1 = 1

Question	Answer	Total marks
1.2	أسطورة في مجال الموسيقى العربية. B	1 AO1 = 1

Question	Answer	Total marks
1.3	كان قويًا وعميقًا. D	1 AO1 = 1

Question	Answer	Total marks
1.4	بقدراتها الصوتية. B	1 AO1 = 1

Question	Answer	Reject	Mark
2.1	في قرينتها.	في القاهرة	1 AO1 = 1

Question	Accept	Reject	Mark
2.2	ساعد التعاون مع كبار الشعراء والملحنين في صقل موهبتها، مما أدى إلى صعودها السريع إلى القمة الفنية.	جعلها أكثر شهرة	2 AO1 = 2

Question	Accept	Reject	Mark
2.3	Any one of the following: - لأن حشودًا كبيرة كانت تتجمع من مختلف أنحاء العالم العربي للاستماع إليها - كان الكثير من الناس يتركون أنشطتهم اليومية لحضور حفلاتها أو متابعتها	لأن أغانيها كانت تتحدث عن المشاعر والحب والجمال	1 AO1 = 1

Question	Accept	Reject	Mark
2.4	- كان لصوتها القدرة على نقل المستمعين إلى عالم آخر مليء بالمشاعر والحب والجمال - جعله مؤثرًا ومميزًا بشكل كبير	لأنها تغني بلغتهم	2 AO1 = 2

Question	Accept	Reject	Mark
2.5	استمرت شهرتها من خلال انتشار أغانيها في مختلف دول العالم، حيث بقيت أعمالها حية وتحاكي مشاعر الناس حتى بعد وفاتها.		2 AO1 = 2

Question	Accept	Reject	Mark
2.6	<ul style="list-style-type: none"> - تناولت في أغانيها موضوعات مثل الحب والوحدة الوطنية والصعوبات الاجتماعية - جعل كلماتها تعكس مشاعر الناس وتجاربهم المختلفة 		2 AO1 = 2

Question	Accept	Reject	Mark
2.7	<ul style="list-style-type: none"> - أسلوبها الدرامي والمؤثر جعل الجمهور يتفاعل عاطفياً مع أغانيها - ويشعر وكأنه يعيش تفاصيلها - زاد من ارتباطهم بها 		3 AO1 = 3

Question	Accept	Reject	Mark
2.8	<ul style="list-style-type: none"> - لأن هذا الدمج جذب جمهوراً واسعاً - قدمت لمسة عصرية - تجذب المستمعين من خلفيات مختلفة 		3 AO1 = 3

Section B

Question	Accept	Reject	Mark
3.1	<p>Any two of the following:</p> <ul style="list-style-type: none"> - موقعها الاستراتيجي - تاريخها العريق - كونها مركزاً حضارياً وثقافياً لا نظير له - دورها في العلم والفن والتجارة والحضارة الإسلامية 	<p>أقدم المدن مدينة عربية وإسلامية</p>	<p>2 AO1 = 2</p>

Question	Accept	Reject	Mark
3.2	<p>Any one of the following:</p> <ul style="list-style-type: none"> - الجامع الأموي: الأهمية: يُعد من أعظم مساجد العالم الإسلامي، يتميز بجماله المعماري وروحانيته، وهو رمز ديني وثقافي مهم في دمشق. - سوق الحميدية: الأهمية: أحد أقدم الأسواق في المدينة، ويعكس تاريخ دمشق التجاري والثقافي، ويُظهر حيوية الحياة اليومية في المدينة القديمة. - قلعة دمشق: الأهمية: بُنيت في العصور الوسطى، وتتمتع بإطلالة رائعة على المدينة، وتمثل الجانب العسكري والدفاعي من تاريخ دمشق. - حديقة الأمويين / حديقة الشهداء: الأهمية: من الحدائق التاريخية التي تجسد جمال الطبيعة في دمشق، وتُظهر الجانب الجمالي والترفيهي في حياة المدينة. 		<p>2 AO1 = 2</p>

Question	Accept	Reject	Mark
3.3	تلعب دار الأوبرا السورية دورًا هامًا في تعزيز الثقافة الفنية من خلال استضافة عروض موسيقية ومسرحية متنوعة.		1 AO1 = 1

Question	Accept	Mark																													
3.4	<p>The text contains more than 5 key messages (see below), though students are only expected to summarise 5 messages. No additional marks are gained if more than 5 messages are summarised.</p> <p>As a general rule, the wrong person or wrong tense of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.</p> <p>The summarised response is assessed for:</p> <ul style="list-style-type: none">conveying key messages (5 marks)application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. <p>Conveying key messages</p> <table><tr><th>Total ticks</th><th>Mark</th></tr><tr><td>5</td><td>5</td></tr><tr><td>4</td><td>4</td></tr><tr><td>3</td><td>3</td></tr><tr><td>2</td><td>2</td></tr><tr><td>1</td><td>1</td></tr><tr><td>0</td><td>0</td></tr></table> <p>Application of grammatical knowledge of language and structures</p> <table><tr><th>Level</th><th>Marks</th><th>Response</th></tr><tr><td>5</td><td>5</td><td>Excellent knowledge of vocabulary and structures, highly accurate</td></tr><tr><td>4</td><td>4</td><td>Good knowledge of vocab and structures; generally accurate</td></tr><tr><td>3</td><td>3</td><td>Reasonable knowledge of vocab and structures; more accurate than inaccurate</td></tr><tr><td>2</td><td>2</td><td>Limited knowledge of vocab and structures; generally inaccurate</td></tr></table>	Total ticks	Mark	5	5	4	4	3	3	2	2	1	1	0	0	Level	Marks	Response	5	5	Excellent knowledge of vocabulary and structures, highly accurate	4	4	Good knowledge of vocab and structures; generally accurate	3	3	Reasonable knowledge of vocab and structures; more accurate than inaccurate	2	2	Limited knowledge of vocab and structures; generally inaccurate	10 AO2 = 10
Total ticks	Mark																														
5	5																														
4	4																														
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1	1	Very limited knowledge of vocab and structures; highly inaccurate
	0	The language produced does not meet the standard required for Level 1.
	<p>Notes A mark of zero for conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures.</p> <p>1. دمشق تجمع بين العراقة والتحديث، حيث تعكس الحياة فيها الطابع العربي التقليدي.</p> <p>2. رغم التحديات، يحرص الدمشقيون على الحفاظ على عاداتهم مثل صناعة القطايف في رمضان وتناول الشاورما.</p> <p>3. أهل دمشق يشتهرون بالكرم وحسن الضيافة رغم صعوبات الحياة اليومية.</p> <p>4. دمشق تظل واحدة من أهم مدن الشرق الأوسط، وتعتبر مركزاً حضارياً وثقافياً.</p> <p>5. المدينة تتمتع بتنوع ثقافي واضح في الحياة المعاصرة من خلال وجود العديد من المقاهي والمطاعم التي تقدم أطعمة تقليدية وعالمية.</p> <p>6. شهدت دمشق نهضة معمارية حديثة لتواكب النمو السكاني والتحول الاقتصادي.</p> <p>7. دمشق ليست مجرد مدينة تاريخية، بل هي رمز للثقافة والحضارة التي تجمع بين الأصالة والحداثة بشكل مدهش.</p>	

Section C

Question	Answer	Mark
4.1	يوسف	1 AO2 = 1

Question	Answer	Mark
4.2	هناك	1 AO2 = 1

Question	Answer	Mark
4.3	أكتسب	1 AO2 = 1

Question	Answer	Total marks
5.1	النية محلُّها القلبُ.	1 AO2 = 1

Question	Answer	Total marks
5.2	لا طالب متكاسلٌ.	1 AO2 = 1

Question	Answer	Total marks
5.3	إنَّ محمداً لمهذبٌ.	1 AO2 = 1

Question	Answer	Total marks
5.4	أدرس رغبةً في العلم لا رهبةً من الإمتحان.	1 AO2 = 1

Question	Answer	Total marks
6.1	المحامي B	1 AO2 = 1

Question	Answer	Total marks
6.2	مستأذناً C	1 AO2 = 1

Question	Answer	Total marks
6.3	تفهّمه C	1 AO2 = 1

Question	Answer	Total marks
6.4	حامداً A	1 AO2 = 1

Question	Answer	Total marks
7.1	<p>- فعل ماض مبني على السكون (لاتصاله بضمير الرفع المتحرك وهو التاء)</p> <p>- والتاء ضمير متصل مبني على الفتح في محل رفع فاعل.</p>	<p>2</p> <p>AO2 = 2</p>

Question	Answer	Total marks
7.2	<p>حال منصوب، وعلامة نصبه الفتحة الظاهرة على آخره.</p>	<p>1</p> <p>AO2 = 1</p>

Question	Answer	Total marks
7.3	<p>اسم أن منصوب، وعلامة نصبه الفتحة الظاهرة على آخره.</p>	<p>1</p> <p>AO2 = 1</p>