

**ARABIC**

**0544/03**

Paper 3 Speaking Role Play Cards One – Nine

**May/June 2018**

**TEACHERS' NOTES**

**Approx. 15 minutes**



No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Each candidate's Speaking test must consist of the following **three** parts:

**Part One** of the test consists of two role plays. The role play situations are set out on pages 15–20 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

**Part Two** of the test starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the examination must last **about five minutes** in total.

**Part Three** of the test is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking test must be marked by the Centre according to the instructions and a sample submitted for External moderation.

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This document consists of **22** printed pages and **2** blank pages.

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## BEFORE THE TEST

Centres are advised to view the Speaking test support videos for IGCSE Foreign Language Arabic (0544) before conducting the tests. The video is available on Teacher Support.

### 1 Examination period

Choose a date or dates for your speaking tests before the main examination series, as notified on the timetable.

### 2 Choosing a teacher/Examiner

Choose a teacher/Examiner (usually from your languages department). Cambridge is not responsible for any fees agreed if you choose a teacher/Examiner from outside your Centre.

There should be only **one** teacher/Examiner per Centre. If it is **impossible** to use only one teacher/Examiner, you **must** contact Cambridge before the date of the speaking tests for permission to use more than one teacher/Examiner. Special instructions for this can be found in the section ‘Using more than one teacher/Examiner’ in this booklet.

### 3 Speaking test materials

The confidential speaking test materials will be sent to you before the speaking test period.

Open these **4 working days** before your speaking tests, so that the teacher/Examiner can fully prepare to conduct the tests.

Keep the materials in a secure place until the day the tests begin. Only the teacher/Examiner should have access to the materials. Materials must not be removed from the Centre. When not being used by the teacher/Examiner for preparation or for the tests, the materials must be locked away.

Centres should ensure the following are available in the examination room:

1. Teachers’ Notes Booklet
2. Role Play Cards  
*NB these are despatched 2–3 weeks before the examination period and must be stored confidentially. They should be opened and studied 4 working days prior to the test.*
3. Stopwatch
4. Working Mark Sheets prefilled with names and numbers in the order candidates take the test
5. Recording equipment and batteries

Please note mobile phones and dictionaries are **not** permitted in the room.

#### 4 Test venues

The room chosen for the speaking tests must be **quiet** and **suitably sized**, with **examination notices displayed** to prevent interruptions.

The preparation room should be close to the examination room. This room should be separate and not be accessible to other candidates.

An Invigilator must be present to supervise the candidate who is preparing to go into their test, to ensure that candidates cannot communicate with each other.

Each candidate must be tested on their own. There may be another member of staff or teacher/Examiner present, but only one teacher/Examiner may take part in each test.

#### 5 Recording the tests

Before the tests, check that the equipment works and that both candidate and teacher/Examiner are clearly audible. External microphones are strongly recommended. Cambridge does not supply equipment or CDs.

All tests must be recorded.

Once the test begins, the recording must **not** be paused or stopped.

**Before the first candidate's test, the teacher/Examiner must announce:**

'Centre number e.g. AE308  
 Centre name e.g. International School, Abu Dhabi  
 Examination number 0544  
 Examination name Cambridge IGCSE Arabic  
 Name of Examiner e.g. Mr I Al-Khayyat  
 Date i.e. the date the examination is conducted.'

**At the beginning of each candidate's test, announce:**

"Candidate number....., Candidate name....., Role Play Card number....."

**At the end of each candidate's test, announce:**

'End of test'

Use CDs (.mp3 format) to submit your recordings.

The CD and sleeve must be labelled with 0544/3 IGCSE Arabic. Include centre name/number and candidate numbers.

Check your CDs before sending them to Cambridge, to ensure they are not blank or damaged. If there is a problem, immediately contact Cambridge.

#### CDs

CD cases must be labelled with:

Syllabus name\_syllabus/component number\_Centre name/number and candidate name/number in recording order.

CDs must be labelled with:

Syllabus/component number and Centre number.

Please use CD friendly marker pens.

Each candidate must be introduced by the teacher/Examiner, as follows:  
‘Candidate Number e.g. 047  
Candidate Name e.g. Issam Ahmed  
Role Play Card e.g. Number 4’

After each candidate’s test, the teacher/Examiner must announce:  
‘End of test’.

Each candidate’s test should be recorded as a separate digital file in .mp3 format.

Each .mp3 file on the CD must be named in the format:

Centre number\_candidate number\_syllabus number\_component number

A CD will hold approximately 80 minutes of sound, or 5 candidates’ tests.

Please check each candidate is clearly audible. If for any reason there are problems with the audibility of the recordings, contact Cambridge Customer Services [info@cie.org.uk](mailto:info@cie.org.uk) immediately to seek advice.

If possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used it should be placed nearer to the candidate than to the teacher/Examiner.

Moderation samples must be recorded at normal speed onto standard format CDs. **Mini CDs must not be used for sending the moderation sample to Cambridge.**

## 6 Mark sheets

Use the Working Mark Sheet during each speaking test to record the marks.  
Teacher/Examiners must mark the candidates during the tests, not afterwards.

Transfer the total mark for each candidate to the MS1 or online marks return system.

## 7 Using more than one teacher/Examiner

If you need to do this, you **must** contact Cambridge in advance for permission.

Follow the instructions below:

- All teacher/Examiners must meet to study the test materials and confirm they will conduct the tests in the same way.
- One teacher/Examiner will lead the team. This person is responsible for making sure that all the candidates have been assessed in the same way and that a valid rank order of candidates for the whole Centre has been produced.
- This lead teacher/Examiner produces the overall sample to send to Cambridge: this will contain 16 recordings, including the first 10 candidates in the Centre (by candidate number), plus another 6 spread between the top, middle and bottom of the mark range. This sample must contain, where possible, an equal number of recordings from each teacher/Examiner.
- Include the Working Mark Sheet of each teacher/Examiner, with their name clearly written on in the packet to send to Cambridge.
- The lead teacher/Examiner will check the marking of a sample of each teacher/Examiner’s tests and record their findings on each Working Mark Sheet, in the column ‘Internal and/or External Moderation’.

Contact Cambridge for advice before the tests begin if you are unsure about how to follow these instructions.

## DURING THE TEST

### **8 Conduct of the tests**

Candidates are not allowed to bring any notes, or make any notes during their preparation time.

The entire test must be conducted in Arabic.

Candidates must not take the Role Play Cards away from the examination room.

The teacher/Examiner should do their best to make the candidate feel relaxed about the test.

There must be no smoking or walking about during the test.

Teacher/Examiners should not correct candidates, or express surprise/disapproval. They should appear interested and engaged in the conversation.

**In all sections of the test, make sure that the candidate has the opportunity to speak more than the teacher/Examiner.**

### **9 Test 1: Role Plays (about 5 minutes) 30 marks**

Candidates should arrive at the preparation room 15 minutes before their test. Give the candidate one Role Play Card to study for 15 minutes. Use the nine cards in rotation, so that candidates do not all do the same role plays.

Each candidate must perform both the A and B role play on their card. While one candidate is doing their test, the next has 15 minutes of preparation time with their Role Play Card. The teacher/Examiner must keep to the script provided. If a candidate misses out a task, the teacher/Examiner should try to guide them back to it by repeating a question. However they must not change the task, for example:

The candidate is told ‘say which colour you would like’ but misses this task out. The teacher/Examiner should **repeat** or **rephrase** the prompt given on the script ‘What colour would you like?’, hoping that the candidate will then attempt the task. The teacher/Examiner must not give away the answer, for example by saying ‘would you like this blue one, or that orange one?’ as the candidate cannot get a mark for answering ‘blue’ or ‘orange’ in that scenario.

Some candidates may complete this section in less than 5 minutes. In this case, move to Test 2.

### **10 Topic Presentation/Conversation (about 5 minutes) 30 marks**

Candidates should choose a topic in advance of the test they are interested in. Examples include ‘School life’, ‘Hobbies’, ‘My country’ and ‘My ambitions’. Topics should not be too ambitious for the linguistic level or maturity of the candidate. Please avoid topics ‘Myself’ or ‘My life’ as these can overlap with the General Conversation. It is **not** advisable for all candidates in a centre to choose the same topic.

Candidates present their topic, **uninterrupted**, for 1–2 minutes. They may bring supporting illustrative material such as photos, if appropriate, but no written notes. If illustrative material is used, the Centre must enclose a photocopy of it with the sample for External Moderation. The Centre number and candidate number must be clearly written on the photocopy of the illustrative material.

After 1–2 minutes, the teacher/Examiner asks questions to encourage a conversation to develop.

The conversation must not be pre-prepared: the dialogue should be spontaneous.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include ‘how’, ‘why’, ‘when’, ‘tell me more about...’ Candidates who do not express past and future meaning cannot achieve more than 6 marks for language.

## 11 General Conversation (about 5 minutes) 30 marks

The teacher/Examiner must announce when the Topic Conversation ends and the General Conversation starts.

The General Conversation must not overlap with the subjects discussed in the Topic Conversation.

The General Conversation must last 5 minutes.

**The conversation should cover two or three different topics from the Defined Content Examination Topics** (these are listed in the Syllabus Content section of the syllabus booklet).

If a candidate is weak, you may need to cover more topics in less depth.

With a stronger candidate, you may want to use only two or three topics, in greater depth.

Candidates are not expected to have precise factual knowledge in this section.

If a candidate is having difficulty answering, move on to another topic.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include ‘how’, ‘why’, ‘when’, ‘tell me more about...’ Candidates who do not express past and future meaning cannot achieve more than 6 marks for language.

## 12 Impression (10 marks)

At the end of the test, the teacher/Examiner awards a mark out of 10 for the candidate’s pronunciation, intonation and fluency in the test as a whole.

## 13 Marking

Mark the candidate whilst they are speaking. Use Table A for the Role Plays, Tables B and C for the Topic and General Conversations, and Table D for the Impression mark. See the table on page 10 for full instructions.

## AFTER THE TEST

### **14 Recorded sample**

Each Centre must record and send to Cambridge a recorded sample as follows:

**1) Centres entering 1–16 candidates** must send the recordings of all the candidates.

**2) Centres entering 17 or more candidates** must send:

- (a) the recordings of the first 10 candidates according to their candidate numbers and
- (b) the recordings of 6 candidates spread as evenly as possible across the ability range (top, middle, bottom). **NB** These must not be the candidates from the first 10.

The recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

Centres entering 17 or more candidates must send a total of 16 recordings.

Highlight the candidates included in the sample on the Working Mark Sheet, for the ease of the Moderator.

### **15 Sending materials to Cambridge**

**As soon as you have completed the speaking tests**, submit the total marks to Cambridge. In the envelope provided for your sample for External Moderation, send:

- 1) The **Cambridge copy of the completed Internal Assessment Mark Sheet (MS1)** in the separate envelope provided, or electronically. Please follow instructions.
- 2) the **Moderator copy of the completed Speaking Examination Working Mark Sheet (WMS) (p.21)** or a signed print-out of the marks file for Centres submitting marks electronically
- 3) a copy of the completed **Cover Sheet for Moderation Sample (p.23)**
- 4) **the recorded sample**
- 5) details of **Internal Moderation procedures** (only for Centres using more than one teacher/ Examiner).

Centres should take copies of both types of mark sheet in case of postal losses or delays. Centres should also keep a copy of all recordings in case of postal losses or damage.

**MARKING INSTRUCTIONS****General marking guidance:**

Do not use half marks.

Mark positively: reward what the candidate can do, not what they cannot do.

For each Table, start at the bottom and work upwards until you find the description that best fits the candidate's performance. Then check the next band up, in case the candidate fulfils some of that description.

The teacher/Examiner is a sympathetic native speaker: the candidate's language does not need to be completely perfect in order to get full marks.

In the role plays, candidates are tested on their ability to communicate the required information: grammatical accuracy and full sentences are not essential.

In Tables B, C and D, use the mark at the bottom of the descriptor band if the candidate has only just fulfilled some of the criteria. Use the mark at the top of the descriptor band for candidates who fulfil all of the criteria in that band securely, but are not good enough for the band above. Use the mark in the middle of the band (when available) for candidates who are fairly secure in that band.

**Role Play A**

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 1–5.

**Role Play B**

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 6–10.

**Topic Presentation/Conversation**

Use Table B to give a mark out of 15 for communication in column 11.  
Use Table C to give a mark out of 15 for language in column 12.

**General Conversation**

Use Table B to give a mark out of 15 for communication in column 13.  
Use Table C to give a mark out of 15 for language in column 14.

**Impression**

Use Table D to give a mark out of 10 for impression in column 15.

**CHECK YOUR ADDITION OF MARKS CAREFULLY**

**TABLE A – Test 1: Role Plays (30 marks)**

In this part of the test, the teacher/Examiner plays the part of a sympathetic native speaker of the Arabic language with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten tasks to be performed in the role plays will be assessed using the mark scheme below. **Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.**

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

NB 1 If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated

1 = partial communication

2 = all points communicated – but with some linguistic inaccuracies – meaning clear

3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

**TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation  
(2 × 30 marks)**

Each of Tests 2 and 3 is awarded two marks: a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C).

It is important that teacher/Examiners award marks positively. In order to ensure that they reward achievement rather than penalise failure or omissions, teacher/Examiners should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

The teacher/Examiner should adopt a ‘best-fit’ approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the mark scheme, s/he will eventually arrive at a set of descriptors that fits the candidate’s performance. When s/he reaches this point, the teacher/Examiner should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

When awarding the marks for the Topic Presentation/Conversation, the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

To select the most appropriate mark within each set of descriptors, teacher/Examiners should use the following guidance:

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptor and work which just meets the descriptors.

**TABLE B – Mark Scheme for Communication**

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	<ul style="list-style-type: none"> <li>A spontaneous interchange between candidate and Examiner.</li> <li>Candidate responds fully and confidently to all question types.</li> <li>Can justify and explain routinely.</li> <li>Very consistent performance. Not necessarily of native speaker standard.</li> </ul>	14–15
Very good	<ul style="list-style-type: none"> <li>Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions.</li> <li>Regularly develops own ideas and opinions and provides justifications.</li> </ul>	12–13
Good	<ul style="list-style-type: none"> <li>Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones.</li> <li>Communicates essential elements and can expand occasionally.</li> <li>Regularly expresses opinions with some simple justifications.</li> </ul>	10–11
Satisfactory	<ul style="list-style-type: none"> <li>Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing.</li> <li>Communicates most of the essential elements.</li> <li>Can convey simple, straightforward opinions.</li> </ul>	7–9
Weak	<ul style="list-style-type: none"> <li>Has difficulty with many straightforward questions, but still attempts an answer.</li> <li>Communicates simple pieces of information.</li> </ul>	4–6
Poor	<ul style="list-style-type: none"> <li>Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>Communicates a few facts.</li> </ul>	1–3
	<ul style="list-style-type: none"> <li>Communicates no relevant information.</li> </ul>	0

**TABLE C – Mark Scheme for Language**

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

Outstanding	<ul style="list-style-type: none"> <li>Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language.</li> <li>Not necessarily of native speaker standard.</li> </ul>	14–15
Very good	<ul style="list-style-type: none"> <li>Wide range of mostly accurate structures and vocabulary.</li> </ul>	12–13
Good	<ul style="list-style-type: none"> <li>Good range of generally accurate structures, varied vocabulary.</li> </ul>	10–11
Satisfactory*	<ul style="list-style-type: none"> <li>Adequate range of structures and vocabulary. <b>Can use past and future tenses accurately.*</b> Some ambiguity.</li> </ul>	7–9
Weak	<ul style="list-style-type: none"> <li>Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.</li> </ul>	4–6
Poor	<ul style="list-style-type: none"> <li>Shows very limited range of structures and vocabulary.</li> </ul>	1–3
	<ul style="list-style-type: none"> <li>Nothing coherent or accurate enough to be comprehensible.</li> </ul>	0

\*If the candidate does not demonstrate this, their mark cannot be higher than 6 for Language.

**TABLE D – Test 4: Impression (10 marks)**

This assesses the candidate's performance across the whole Speaking test in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible.	0

**General marking principle:**

Be consistent in your marking. External Moderation is designed to be able to make adjustments to consistently harsh or generous marking.

**For Role Play Cards One, Two, Three. Role Play A.****A****الطالب: نفسك****المعلم: صديقك**

**أنت في مطبخ صديقك وتريد أن تساعده في تحضير وجبة الغداء.**

**المعلم: رَحِب بالطالب.**

**الطالب: (i) رَحِب بصديقك؛**

**و (ii) أذكر ماذا تُريد أن تعمل.**

**المعلم: إسأل "ماذا تحب أن نطبخ اليوم؟"**

**الطالب: أذكر الطعام الذي تحب تحضيره.**

**المعلم: إسأل "هل تريدين مساعدتي في تحضير الطعام أو في غسل الصحون؟"**

**الطالب: استمع إلى صديقك ثم اختر الإجابة المناسبة.**

**المعلم: إسأل "في أيّة ساعة تريدين تناول الغداء؟"**

**الطالب: أذكر في أيّة ساعة تريدين تناول الغداء.**

**المعلم: قل "حسناً! حضر الطاولة، الصحون في الخزانة."**

**الطالب: (i) أشكّر صديقك؛**

**و (ii) إسأله عن عدد الصحون.**

**المعلم: أحب بطريقة مناسبة لإنهاء المحادثة.**

**For Role Play Cards Four, Five, Six. Role Play A.**

**A**

**الطالب: نفسك**

**المعلم: صاحب البيت**

**أنت في بيت جديد فيه غرف كثيرة وتريد أن تختار غرفة نومك.**

**المعلم: رَحِب بالطالب.**

**الطالب: (i) رَحِب بصاحب البيت؛**

**و (ii) قُل ماذا تُريد أن تعمل.**

**المعلم: إِسْأَل "في أي طابق تُريد غرفتك؟"**

**الطالب: أُذْكُر الطابق الذي تقضله.**

**المعلم: إِسْأَل "هل تُريد غرفة فيها شرفة أو نافذة؟"**

**الطالب: إِسْتَمِع إلى صاحب البيت، ثم اخْتَر الغرفة التي تُريد ها.**

**المعلم: إِسْأَل "ما الأَثاث الذي تُريد هه في غرفتك؟"**

**الطالب: أُذْكُر الأَثاث الذي تُريد هه في غرفتك.**

**المعلم: قُل "حسناً، نذهب معاً إلى محل الأَثاث ويمكنك اختيار ما يعجبك".**

**الطالب: (i) أُشْكُر صاحب البيت.**

**و (ii) إِسْأَله عن يوم الذهاب إلى محل الأَثاث.**

**المعلم: أَجِب بطريقة مناسبة لإِنْهَاء المحادثة.**

## **For Role Play Cards Seven, Eight, Nine. Role Play A.**

A

الطالب: نفسك

المُعلّم: صديق

أَنْتَ تَكَلَّمُ صَدِيقَكَ بِالْهَاتِفِ وَتَدْعُوهُ لِحُضُورِ حَفْلَةِ عَرْسِ أَخِّكَ.

المعلم: رَحْبٌ بِالطالب.

**الطالب:** (ا) رَحْب بِصَدِيقٍ؟

و (ii) أذكر سبب المكالمة.

**المعلم: إسأل "متى حفلة العرس؟"**

**الطالب: أجب عن السؤال.**

**المعلم:** اسأل "هل هذه حفلة عرس للرجال أو للنساء؟"

**الطالب:** استمع إلى صديقك ثم اختر الإجابة المناسبة.

**المعلم:** اسأّل "أين حفلة العرس؟"

**الطالب:** أذكر مكان حفلة العرس.

**المعلم:** قُل "هذا جيد! المكان بعيد ولكن يسعدني الحضور."

الطالب: (i) أُشْكُرْ صَدِيقَاكَ؛

و (ii) إِسْأَلْهُ أَنْ يُسَاعِدَكُ فِي تَحْضِيرِ الزَّهْوَرِ.

**المعلم:** أَجْب بطريقة مناسبة لإنهاء المحادثة.

**For Role Play Cards One, Four, Seven. Role Play B.**

**B**

**الطالب: نفسك**

**المعلم: معلم**

**أنت ت يريد أن تُعدّ موقعًا إلكترونيًا وتريد مساعدة من معلمك.**

**المعلم: رَحِب بالطالب.**

**الطالب: (i) رَحِب بالمعلم؛**

**و (ii) قُل ماذا تُريد أن تعمل.**

**المعلم: اسأل "ما موضوع موقعك الإلكتروني؟ ولماذا اخترته؟"**

**الطالب: (i) أُذْكُر موضوع موقعك الإلكتروني.**

**و (ii) أُذْكُر سبب اختيارك له.**

**المعلم: اسأل "ماذا ستضع في الموقع؟"**

**الطالب: أَجِب عن السؤال.**

**المعلم: قُل "هذا الموضوع ستدرسه هذا العام، ما المساعدة التي ستحتاجها؟"**

**الطالب: (i) عَبَر عن فرحتك؛**

**و (ii) أُذْكُر المساعدة التي ستحتاجها.**

**المعلم: قُل "طبعاً سأساعدك بكل سرور. هل لديك سؤال؟"**

**الطالب: اسأل عن كيفية الحصول على مساعدة مالية لإعداد الموقع.**

**المعلم: أَجِب بطريقة مناسبة لإنهاء المحادثة.**

**For Role Play Cards Two, Five, Eight. Role Play B.**

**B**

**الطالب: نفسك**

**المعلم: مدير المدرسة**

أنت في نهاية اليوم الدراسي ولم تجد دراجتك؛ فذهب إلى مدير المدرسة لمساعدتك.

**المعلم: رحب بالطالب.**

**الطالب: (i) رحب بالمدير؛**

**و**

**(ii) أذكر سبب مجيئك.**

**المعلم: إسأل "أين تركت دراجتك؟"**

**الطالب: أجب عن السؤال.**

**المعلم: إسأل "متى اشتريت الدراجة؟ وكم كان ثمنها؟"**

**الطالب: (i) أذكر زمن شراء دراجتك؛**

**و**

**(ii) أذكر ثمن دراجتك.**

**المعلم: قل "حسناً! سأكتب إعلاناً في صحيفة المدرسة. كيف سترجع إلى البيت؟"**

**الطالب: (i) عَبَر عن شعورك؛**

**و**

**(ii) أذكر كيف سترجع إلى البيت.**

**المعلم: قل "انتبه إلى نفسك. هل لديك سؤال؟"**

**الطالب: إسأل إذا فقد أي طالب آخر دراجته من قبل.**

**المعلم: أجب بطريقة مناسبة لإنتهاء المحادثة.**

**For Role Play Cards Three, Six, Nine. Role Play B.****B****الطالب: نفسك****المعلم: مُضيف**

أنت في الطائرة وتريد أن تغير مقعدك فتتكلّم مع المضيف.

**المعلم:** رَحِب بالطالب.

**الطالب:** (i) رَحِب بالمضيف؛

و  
(ii) قُل ماذا تُريد أن تعمل.

**المعلم:** إِسْأَل "لماذا تُريد تغيير مقعدك؟"

**الطالب:** أَجِب عن السؤال.

**المعلم:** قُل "حسناً! هناك مقعد عند مخرج الطوارئ، ما رأيك؟"

**الطالب:** (i) عَبَر عن شعورك؛

و  
(ii) أُذْكُر رأيك في المقعد الموجود عند مخرج الطوارئ.

**المعلم:** إِسْأَل "كيف ستقضي وقتك في الطائرة؟ وما سبب سفرك؟"

**الطالب:** (i) أُذْكُر كيف ستقضي وقتك في الطائرة؛

و  
(ii) أُذْكُر سبب السفر.

**المعلم:** قُل "أتمنى لك رحلة ممتعة. هل تُريد خدمة أخرى؟"

**الطالب:** إِسْأَل عن الأفلام المعروضة في الطائرة.

**المعلم:** أَجِب بطريقة مناسبة لإِنْهَاء المحادثة.

**ARABIC (0544)**  
**Speaking Examination Working Mark Sheet**  
**IGCSE 2018**

Please read the instructions printed in the Teachers' Notes Booklet before completing this form



## Cambridge IGCSE Arabic (0544): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the moderation documentation and recorded sample to be despatched to Cambridge.

**Centre name:**

**Centre number:**

**1 Tick to confirm that the required moderation documents are enclosed:**

- (i) Moderator copy of MS1 or printout of marks file if marks submitted electronically.
  - (ii) Copy of completed Working Mark Sheet(s) (WMS).\*
- (\* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

.....

**2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:**

- (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- (ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

**3 Tick to confirm that the recording quality of moderation samples has been checked:**

All sample recordings are clearly audible.

Samples are recorded on standard size CDs/cassettes and recorded at normal speed.

**Digital recordings only:** each candidate saved individually and files saved as .mp3.

**4 Tick to confirm that the correct number of candidates has been submitted for moderation:**

**For Centres with 16 or fewer candidates, the following are enclosed:**

Recordings of the complete Speaking tests of all candidates.

**For Centres with 17 or more candidates, the following are enclosed:**

- (i) Recordings of the complete Speaking tests of 6 candidates across the range **AND**
- (ii) Recordings of the complete Speaking tests of the first 10 candidates by candidate number.

**5 CENTRES USING MORE THAN 1 EXAMINER – tick to confirm Internal moderation procedures:**

Copy of permission from Cambridge to use more than 1 Examiner enclosed.

Internal moderation carried out and details of Internal moderation procedures enclosed.

**Materials checked by:**

	(name)
	(signature)

**Date:**

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