

Mark Scheme (Results)

Summer 2012

GCE Arabic (6AR02) Paper 01

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SECTION A: Reading and Writing
Passage One

Question Number	Answer	Mark
1 (a) (i)	Human/man, Animal الإنسان و الحيوان Accept "live objects" also الموضوعات الحية	(1)
1 (a) (ii)	help the artist's design process لأنها تيسر عليه ، لأنها تيسر للفنان عمله التشكيل	(1)
1 (b) (i)	It is the starting point. هي نقطة الانطلاق / أو البداية	(1)
1 (b) (ii)	استخلاص أجزاء الشكل الخارجي/ أو كالرأس و الجذع و الأطراف The sculptor takes some of the design features/such as the head, trunk and limbs.	(1)
1 (c) (i)	Granite الجرانيت خشن السطح	(1)
1 (c) (ii)	Marble المرمر شفاف	(1)
1 (c) (iii)	Bronze البرونز لامع Accept Clay – Wood also المعادن - ذو ألياف- الخشب	(1)

Question Number	Answer	Mark
1 (d) (i)	The choice of raw material اختيار الخامات	(1)

Question Number	Answer	Mark
1 (d) (ii)	طرق استخدامها The method used لا تترك للمصادفة فكل خامات لها إمكاناتها - لأنها تظهر إبداع الفنان	(1)

Question Number	Answer	Mark
1 (e) (i)	Lines الخط	(1)

Question Number	Answer	Mark
1 (e) (ii)	Shadows الظل	(1)

Question Number	Answer	Mark
1 (e) (iii)	اللون Colour لمس السطح - النور - المساحة - الكتلة - الخامات - الحيز - الحركة Accept also any one Surface texture - light - space - mass - space - movement	(1)

Question Number	Answer	Mark
1 (f) (i)	في اعتماده على الأحجام و الفراغ Start with sizes	(1)

Question Number	Answer	Mark
1 (f) (ii)	التصميم دراسة Study light الفاتح الغامق Accept also any one Harmony - Dark تشكيل أو تنسيق علاقات الأحجام مع - تنسيق العلاقات بعضها بعضاً -	(1)

(Total for Question 1 = 14 marks)

SECTION B: Translation
Passage Two

Question Number	Answer	Mark
2	<p style="text-align: center;"><u>Languages Could Help Your Brain</u></p> <p><i>Scientists in Canada have found that the skills needed to use two or more languages may <u>delay</u> the <u>onset</u> of dementia in elderly people. They believe that <u>learning languages</u> strengthens the brain's <u>ability</u> to perform under <u>stressful</u> conditions. New research has been made to determine if using more than one language <u>physically</u> changes the brain.</i></p> <p><i>Early <u>results</u> suggest that it does, and found that, on <u>average</u>, patients with one language were diagnosed with dementia five years earlier than people using two.</i></p> <p><i>These Canadian scientists will now study <u>further</u> in countries with people that speak many languages, such as in Europe and the Middle East.</i></p> <p>dementia = الخَرَف</p> <p style="text-align: center;"><u>اللغات تنشط المخ</u></p> <p>اكتشف علماء في كندا أن القدرات الذهنية تحتاج إلى التحدث بلغتين أو أكثر، حتى تساعد على تأخير ظهور الخرف عند كبار السن من الناس. يعتقد العلماء أن ثنائي اللغة يتمتعون بقدرات عقلية تجعلهم يتحملون العمل تحت حالات الضغط النفسي. هناك بحث حديث تؤكد نتائجه الأولية أن تعلم أكثر من لغة يؤدي إلى تغييرات عضوية في المخ. ووجد أن متوسط عدد المرضى من المتحدثين بلغة واحدة يصابون بالخرف مبكراً بخمس سنوات عن الذين يتحدثون بلغتين. هؤلاء العلماء الكنديون يجرون دراسات متقدمة في الدول التي بها نسبة عالية من متعددي اللغات، مثلما في أوروبا و الشرق الأوسط.</p> <ul style="list-style-type: none">• The above translation is to be used as a guide only. Candidates may offer variations which are equally acceptable.• Vocalisation is not required unless absolutely necessary to clarify meaning.	(10)

(Total for Question 2 = 10 marks)

Section 2 Translation				
	English	Arabic	Acceptable Answers	Reject
1.	<u>Languages Could Help Your Brain</u>	اللغات تنشط المخ	تساعد العقل/ الدماع/الذهن	
2.	<u>Scientists in Canada</u>	علماء في كندا	كندة - باحثون	العلماء
3	have found that the skills	اكتشفوا أن المهارات/القدرات الذهنية	وجدوا	لقوا / الحرف
4	needed to use	اللازمة للاستخدام	الضرورية	
5	two or more languages	لغتان أو أكثر- ثنائي اللغة	لسانان	أو أكثر من اللغات اثنتين
6	may <u>delay</u>	قد تؤخر	تؤجل	
7	the <u>onset</u> of dementia	بدء ظهور الخرف		الخرف بداية
8	in elderly people.	عند كبار السن	المسنين- الشيوخ-الأكبر سناً	العجايز
9	They believe that <u>learning languages</u>	وهم يعتقدون أن تعلم اللغات	وهم يعتقدون	اللغات تعلم وهم يعتقدون أن
10	strengthens the brain's <u>ability</u>	يعزز قدرة الدماغ	المقدرة/ تقوية	
11	to perform under <u>stressful conditions</u>	على العمل تحت حالات الضغوط النفسانية	أوقات الشدة/ التوتر	في ظل لتنفيذ-الضغوط ضاغطة ظروف
12	New research has been made	بحث حديث قد أعدّ		بحث جديد أحرز
13	to determine if using	أكد أن استخدام		
14	more than one language <u>physically</u> changes the brain	أكثر من لغة يسبب تغيراً طبيعياً في المخ		لغة من أكثر في فعلياً التغييرات واحدة المخ
15	Early <u>results</u> suggest that it does	نتائج أولية أشارت إلى مفعولها	دلت	تشير النتائج في وقت مبكر
16	and found that on <u>average</u> patients with one language	و وجدت أن المتوسط من المرضى ذوي اللغة الواحدة		لغة واحدة مع المرضى

17	were diagnosed with Dementia five years earlier than people using two	تظهر عليهم أعراض الخرف خلال الخمس سنوات الأولى مبكرة عن الذين يتحدثون بلغتين		المصابين قبل تشخيص تم الأشخاص من خمس سنوات اثنين الذين يستخدمون
18	These Canadian scientists will now	الان هؤلاء العلماء الكنديون سوف		العلماء في كندا
19	study <u>further</u> in countries with people that speak many languages	يدرسون أكثر في البلاد التي يتحدث مواطنوها عدة لغات		مزيد من اللغات
20	such as in Europe and the Middle East	كأوروبا و الشرق الأوسط		الدول العربية و أوروبا

Spelling errors and omission of essential grammar would render a section incorrect. If a candidate repeatedly makes a semantic error of a word, this is only penalised once. The omission of a comma or speech marks is only penalised once.
20 marks divided by 2

SECTION C: Topics and Texts

Note : Candidates must write these answers **in Arabic**. These are suggested responses. Candidates may offer others which are equally acceptable.

	Answer	Mark
3 (a)	<p>الطلاب لهم حرية الاختيار - أية دولة عربية - للكتابة عن الثورة و مسيرة الكفاح. الإجابات لابد أن تكون عن أحداث وقعت كلها خلال القرن العشرين ، والأسباب محددة. وهناك مرونة في مناقشة الأحداث و التعبير عنها. ومهما يكن من أمر، فهناك دول عربية حصلت على حقوقها في الاستقلال و الحرية ، و أيضاً الطموحات الوطنية كالوحدة بين بلدين أو أكثر ، و اتفاقيات السلام والتعاون المشترك مثل ما جرى في الإمارات و الجزائر و السودان و الكويت و مصر و غيرها . و يجب على الطلاب أن تكون إجاباتهم مدعومة بالأدلة و البراهين المنطقية . و يلاحظ أن أية إجابات تشير إلى الثورات التي وقعت خلال القرن 21 لا يمكن قبولها.</p> <p>Candidates are free to choose one of the Arab countries to write about political struggles and revolution. This should be firmly placed in the <u>20th Century</u> and the reasons must be accurate, although there is flexibility in the interpretations of events. However, conclusions made regarding successes/achievements can be subjective as long as they can be logically supported.</p>	(28)

	Answer	Mark
3 (b)	<p>Some countries in the Arab world suffer from water shortages. Choose one Arab country and discuss the features of that crisis, the political, social and economical effects; and the possible solutions to these in your opinion.</p> <p>Candidates are supposed to include with their answers the following points or other relevant point.</p> <p>CAUSES & EFFECTS</p> <ul style="list-style-type: none"> • Dry Wells • Lack of rain • Political threat • Civil wars • Emigration of fieldworkers • Consuming water excessively • Dry rivers or no natural water sources/drought • Conflict of access of water • Effect the livestock, agriculture • Famine • Desertification 	

الأسباب و المؤثرات

جفاف الآبار

قلة الأمطار

التهديدات السياسية

الحروب الأهلية

هجرة الفلاحين

الإسراف في استهلاك المياه

التبوير أو جفاف الأنهار أو عدم وجود مصادر طبيعية للمياه

المشاحنات حول توزيع المياه

التأثير على الثروة الحيوانية و الزراعية

المجاعات

التصحّر

	<p>SOLUTIONS</p> <ul style="list-style-type: none"> • Water Conservation • Well Digging • Desalination • Building Artificial Rivers • Uphold international treaties and regulations • Building dams • Fair distribution of water • Any other relevant answer 	<p>الحلول المقترحة</p> <p>ترشيد الاستهلاك</p> <p>حفر الآبار</p> <p>تحلية المياه</p> <p>بناء الأنهار الصناعية</p> <p>التمسك بالمعاهدات و المواثيق الدولية</p> <p>بناء السدود</p> <p>عدالة توزيع المياه</p> <p>إجابات أخرى مناسبة</p> <p>(28)</p>
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	Answer	Mark
<p>4 (a)</p>	<p>In Arab capitals and cities, you see statues and portraits in their squares, to commemorate the valuable contribution (politically, socially or culturally) of the subject. Choose one from any Arab country and discuss its background/history for why it has been created.</p> <p>Candidates can choose one of the symbolic statues or Portrait to talk about his/her life, work or positive/negative influence on Culture, Art or Political Affairs:</p> <p>يختار الطالب أحد التماثيل أو اللوحات لشخصية عربية مثل طلعت حرب ، سعد زغلول، سيد درويش ، عمر المختار ، رفيق الحريري، الأسد، القذافي، صدام حسين أو غيرهم ، و يكتب عن أعماله و مساهمته في نهضة وطنه أو القضاء عليه .</p> <ul style="list-style-type: none"> •Talaat Harb , Saad Zaghloul ,Sayed Darwish ,Omar Mokhtar, Rafiq Hariri, Al-Asad, Sadam Hussein, Qadaffi etc... •Unknown soldier 	<p>الجندي المجهول</p>

	<ul style="list-style-type: none"> •Arab Kings Or Presidents •Athlete, Art ,and Political Figures •Any other national emblem/s شخصية 	<p>الملوك و الزعماء العرب</p> <p>نجوم الرياضة و السياسة</p> <p>أي مناسبة</p>	(28)
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	Answer	Mark
4 (b)	<p>Candidates can mention any Arab play of a historical or social theme, and comment accordingly as required by the question.</p> <p>Plays from Egypt, Kuwait, The Sudan, Jordan and United Arab Emirates or similar are accepted.</p> <p>يستطيع الطالب أن يذكر أية مسرحية ذات أهداف تاريخية أو اجتماعية و يعلق عليها طبقا لما هو مطلوب بالسؤال هناك مسرحيات مصرية و كويتية و سودانية و أردنية وإماراتية وغيرها.</p>	(28)

	Answer	Mark
5 (a)	<p>Culture and Arabic Social Life – Divorce</p> <p>A potentially major issue for the Arab family is Divorce. What are the reasons, advantages/disadvantages, and how to preserve a health family life in your opinion.</p> <p>Candidates should mention the reasons for divorce and the advantages and disadvantages of it; how to maintain a healthy family life.</p> <p>REASON FOR DIVORCE</p> <ul style="list-style-type: none"> • Incompatibility • Addiction • Poverty 	<p>أسباب الطلاق منها</p> <p>عدم الانسجام / التنافر</p> <p>الإدمان</p> <p>الفقر</p>

•	Infidelity	الخيانة الزوجية
•	Infertility	عقم أحد الزوجين
•	Family Dispute	الخلافاات العائلية
•	Forced Marriage	الزواج القسري أو بالإكراه
•	Illness	المرض المزمن
•	Disappearance	الغياب و الاختفاء
•	Domestic Violence / Assault	الضرب و الإهانة
	ADVANTAGES	مزايا الطلاق
•	Freedom to remarry مرة أخرى	حرية الزواج
•	Keeping the dowry & presents	الاحتفاظ بالمهر و الهدايا
•	Looking after the children	رعاية الأطفال
•	Wife and Child's maintenance	الحصول على نفقة للزوجة و الأطفال
	DISADVANTAGES	مساوئ الطلاق
•	Family Collapse	انهيار الأسرة
•	Psychological Crisis (love and loyalty)	الأزمات النفسانية

	• التأثير السيء على الحياة و Affect on lifestyle/conditions	(28)
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	Answer	Mark
5 (b)	Different Arab countries have diverse customs for welcoming new born babies (candidates would be expected to mention both Arab and religious traditions). المتوقع من الطالب أن يذكر العادات و التقاليد المتبعة في بلده العربي وأيضاً الدينية عند استقبال مولود جديد.	(28)

	Answer	Mark
6 (a)	Candidates are expected to mention and explain the nature of the relationship between Saed and his mother, his wife Nabwia, Noor, and Sanaa. The candidate should comment on those events or how that relationship had an effect on his life and death. يجب على الطالب/ة أن يشرح طبيعة العلاقة التي ربطت بين سعيد و كل من : أمه ، و زوجته ، و نور ، و ابنته سناء ، و يعلق على تلك الأحداث التي أثرت في حياته و أدت إلى موته .	(28)

	Answer	Mark
6 (b)	Candidates can interpret as long as they can give justification, whilst indicating the writer's point of view. المطلوب هو تحليل طبيعة العلاقة الروحانية بين الشيخ الصوفي علي الجندي وبين سعيد مهران ، حيث كان يزوره ملتماً منه المساعدة العملية و لكن الشيخ كان يخلق به مع الروحانيات التي لم يستطع سعيد الإمام بها و لا فهمها . قد يعد ذلك نقداً لرجال الدين و ليس الدين بذاته . و يمكن رؤية ذلك على إنه انعكاس لعدم الاكتراث . يجب أن يوضح الطالب/ة وجهة نظر المؤلف عند تسويغه لذلك. Shiekh Ali Al-Junadi, the Sufi holy-man, can be viewed in different ways: Saed often came to him seeking help. He was unable to help Saed with the practical advice he wanted, and spoke on a spiritual level that Saed couldn't understand. This could be interpreted as a criticism of an elitist approach to religion, rather than religion itself. It could also be seen as a reflection of Saed's insensitivity.	(28)

	Answer	Mark
7 (a)	Candidates should mention the story and its lesson, and provide their opinions. يجب على الطالب/ة أن يذكر القصة، و الدروس المستفادة منها ، و التعبير عن رأيه .	(28)

	Answer	Mark
7 (b)	The idea is to teach morals and good, via animal fable stories. An account of that story should be given and the extent to which it was effectively conveying the moral. كمثال /الفكرة هي تعليم الأخلاق من خلال قصص تروى على ألسنة الحيوانات و الطيور . على الطالب/ة أن يذكر القصة موضحاً كيف استطاعت أن تنقل القيم الأخلاقية وتأثيرها في القارئ .	(28)

	Answer	Mark
8 (a)	The place is one of the main pillars of building the story. Describe some of the places related to Ismail, and what sort of relationship there is between those places and Ismail; and how those places were reflecting the different lifestyles of people in your own opinion. The candidate should mention the places and its role in Ismail's life, such as: <ul style="list-style-type: none"> • The Square and area of Sayyeda Zeinab ميدان السيدة زينب • The shrine of Sayyeda Zeinab and the mosque مسجد و مقام السيدة زينب • England المملكة المتحدة/بريطانيا • Hotel of the Greek woman فندق السيدة اليونانية • The clinic العيادة و المستشفى The candidate to go around those places and explain the relationship between Ismail and every place, and express his	

	<p>opinion on the role of those places (especially those that make Ismail regard every person according to where he/she lives).</p> <p>المتوقع من الطالب أن يذكر الأماكن التي ارتادها إسماعيل موضحاً العلاقة بينه و بينها ؛ ومعيراً عن رأيه عن دور كل مكان خاصة التي جعلت إسماعيل يتأمل كل شخصية طبقاً للمكان الذي تعيش فيه .</p>	(28)
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	Answer	Mark
8 (b)	<p>The candidate should include the following points (or other relevant answer) in their essay:</p> <p>1st: Ismail had been influenced since he was a child, and continued until the awareness stage and changing through his experience and values. He was brought up in a religious house. His day was organised according to the praying times, he had a strong bonds between himself and Egyptians.</p> <p>تأثر حياة إسماعيل منذ طفولته حتى مرحلة الوعي ، و تطور ملامح شخصيته نتيجة للخبرة و القيم التي اكتسبها. فقد تربى في بيئة دينية ، و نظام حياته اليومية مرتبط بمواقيت الصلاة ، و أصبحت له روابط قوية بينه و بين المصريين .</p> <p>2nd: His family paid a great deal of attention to Ismail, devoting and dedicating their lives to him, and providing all means to help him carry on his studies. That convinced him that he was leading, by achieving all their hopes. Then he took the initiative to practical steps towards a social reform.</p> <p>لقد كان الشغل الشاغل لأسرته هو توفير كل السبل لاستكمال دراسته ، و هذا جعله مقتنعاً بأنه الوحيد الذي يستطيع تحقيق آمال أسرته. هذا ما دفعه لاتخاذ المبادرة و التخطيط من أجل رفع المستوى الاجتماعي.</p> <p>3rd: Culture and tradition towards relationships between to sexes, outside the family's umbrella or legally approved; comparing that with his relationship with Mary in England.</p> <p>العادات و التقاليد الخاصة بالعلاقة بين الجنسين لابد وأن تكون تحت مظلة الأسرة و شرعية، مقارنة بعلاقته مع ماري في إنجلترا .</p> <p>4th: The spiritual values against materialistic values.</p> <p>القيم الروحانية لا تتفق و القيم المادية</p>	(28)

(Total for Section C = 56 marks) TOTAL FOR PAPER: 80 MARKS

Mark	Transfer of Meaning & Quality of Language
9-10	Excellent transfer of meaning showing awareness of nuance and idiom. Excellent range of structure appropriately used. High level of accuracy.
7-8	Very good transfer of meaning skills with some awareness of nuance and idiom. Very accurate with only a few minor errors in grammar and structure. Appropriate choice of lexis.
5-6	Competent transfer of meaning but with some errors of transmission. Mostly accurate but sometimes lacks flow with errors in grammar, structure and lexis.
3-4	Satisfactory transfer of meaning but with evidence of misunderstanding and/or structure and lexis. Communication is sometimes achieved, but with little fluency although occasionally uses apt vocabulary.
1-2	Very limited transfer of meaning with little rewardable language. Occasional communication. Major errors in grammar, structure and lexis.
0	No rewardable language.

Mark	Content (A02)
0	No rewardable material.
1-2	Minimal knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has not addressed the question. ■ There is little correct factual information about the topic/text.
3-4	Limited knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has addressed the general topic area, but not the specific question. ■ There is some basic factual information about the topic/text.
5-7	Some knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made at least one relevant point in response to the question: however, there is, no substantiation of this point(s). ■ The factual information about the topic/text is correct, but may be basic and/or irrelevant.
8-10	Good knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; at least one of the points has been substantiated. ■ The factual information about the topic/text is correct and mostly relevant. ■ There may be some evidence of independent thought.
11-13	Excellent knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; most of the points have been substantiated. ■ The factual information about the topic/text is correct, relevant, and well integrated into the essay. ■ There is evidence of a good degree of independent thought.

Mark	Organisation and development (A02)
0	No rewardable organisation and development.
1-2	Minimal organisation and development; answer largely disorganised.
3-4	Limited organisation and development; structure lacks coherence.
5-6	Organisation and development not always logical and clear.
7-8	Organisation and development logical and clear.
9-10	Extremely clear and effective organisation and development of ideas.

Mark	Quality of language (A03)
0	No rewardable language.
1	<p>Quality of language is poor.</p> <ul style="list-style-type: none"> ■ Communication is only occasionally achieved. ■ Grammatical structures are basic, and often used incorrectly. ■ The vocabulary is often lacking or incorrect.
2	<p>Quality of language is basic.</p> <ul style="list-style-type: none"> ■ Communication is sometimes achieved at a basic level. ■ Grammatical structures are mainly AS ones, but are sometimes used correctly. ■ There is a limited range of vocabulary.
3	<p>Quality of language is adequate.</p> <ul style="list-style-type: none"> ■ Communication is achieved most of the time. ■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these. ■ There is an adequate range of vocabulary.
4	<p>Quality of language is good.</p> <ul style="list-style-type: none"> ■ Communication is achieved almost all of the time. ■ A good range of grammatical structures are used; many A2 structures are used correctly. ■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text.
5	<p>Quality of language is excellent.</p> <ul style="list-style-type: none"> ■ Fluent and varied communication is achieved throughout. ■ A wide range of grammatical structures are used; most of these are correct. ■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text.

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