

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE
in Arabic (6AR02/01) Paper 2

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

SECTION A: Reading and Writing
Passage One

Question Number	Answer	Mark
1(a)	من شكاوى / رسائل المواطنين	(1)

Question Number	Answer	Mark
1(b)	مرة كل أسبوع / كل ثلاثاء	(1)

Question Number	Answer	Mark
1(c)(i) (ii)(iii)	عدم مقدرة الطلاب على الذهاب إلى مدارسهم وجامعاتهم لا يستطيع العاملون الذهاب إلى أعمالهم الإهمال الشديد ازدحام المنطقة التلوث تعطيل حركة المرور الإزعاج / الضوضاء احتلال الباعة للمنطقة وخلافات الباعة مع المشتريين Any 3 of the above	(3)

Question Number	Answer	Mark
1(d)(i)	البقاء في المنزل / البيت	(1)
Question Number	Answer	Mark
1(d)(ii)	غلق النوافذ / الشبابيك	(1)

Question Number	Answer	Mark
1(e)(i)(ii) (iii)	مناقشة نقيب الباعة نقل الباعة إلى منطقة أخرى تخليص المنطقة من الضوضاء إصدار تراخيص خاصة Above 3 in any order	(3)

Question Number	Answer	Mark
1(f)(i)	لأنه جديد / استلم الوظيفة قبل أسابيع قليلة	(1)
Question Number	Answer	Mark
1(f)(ii)	لم يعلم بالمشكلة من قبل / لأن الناس انزعجوا	(1)

Question Number	Answer	Mark
1(g)	One mark awarded for each reason. Candidates are free to give any two reasons but must be based on the text. No mark for naming the solution. For example: إنشاء منطقة خاصة لأنها: (السببان) 1- تستوعب جميع الباعة 2- تسهل حركة المرور	(2)

(Total for Question 1 = 14 marks)

SECTION B: Translation
Passage Two

Question Number	Answer	Mark
2	<p><i>The above translation is to be used as a guide only. Candidates may offer variations which are equally acceptable.</i></p> <ul style="list-style-type: none"> 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.	Almond oil soap	صابون زيت اللوز (العنوان) إن صابون زيت اللوز		
2.	Is considered to be	يعتبر		
3.	one of the best soaps	من أجود أنواع الصابون ،	أفضل/ أحسن	
4.	ever made	صُنعت على الإطلاق		
5.	and is popular	وله شعبية	مشهور - إقبال - مرغوب	
6.	across the Arab world.	في جميع أنحاء العالم العربي.		

7.	Almonds are collected	يُحصَد اللوز	يجمع - يقطف - يقطع	
8.	from local trees	من الأشجار المحلية		
9.	in early August	من أوائل آب/أغسطس		
10.	until late September	حتى آخر أيلول/سبتمبر.		
11.	to produce the oil,	لإنتاج الزيت،		
12.	from which the soap is made.	الذي يصنع منه الصابون.		
13.	When soaps are made in general,	عند صناعة الصابون عامة،		
14.	oils are usually boiled	يغلى الزيت عادة		
15.	with herbs	مع الأعشاب		
16.	and natural chemicals.	والمواد الكيميائية الطبيعية.		
17.	The hot liquid	إن السائل الساخن		
18.	is then cooled	يبرد		
19.	and dried,	ويجفف	ويُنشف	
20.	sometimes for several months.	لعدة أشهر أحياناً.		
21.	Later,	لاحقاً،	بعد فترة - فيما بعد - بعد ذلك	
22.	large blocks	كتل كبيرة	ألواح	
23.	of fresh soap	من الصابون الطازج،	الجديد	
24.	are cut	يتم قطع	تقسيم	
25.	and stamped	وختمها أو تختم		
26.	with the maker's name	باسم الصانع		
27.	and symbol.	والعلامة المميزة.	رمز / ماركة accept	
28.	Many Arabs like almond soap	إن الكثير من العرب يحبون صابون زيت اللوز		
29.	because it is good for the skin	لأنه جيد للبشرة	مفيد - نافع	
30.	and has a beautiful fragrance.	وله رائحة جميلة.	طيبة - زكية	

Spelling errors and omission of essential grammar would render a section incorrect. If a candidate repeatedly makes an error, this is only penalised once.

30 marks divided by 3

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)	Candidate should demonstrate his/her knowledge about the chosen Arab country and differentiate between the two eras; before, people less educated, behind modern life abroad, had little industrial development, poor agricultural methods, medical services, public transport, cars, lack of human rights, poverty, slavery. After: freedom, change in government type, official state name & flag, international relations. The candidate needs to give his/her personal opinion regarding the change between eras.	(28)

3 (b)	Candidate should choose one of the crops, e.g. cotton, wheat, sugar cane, coffee, dates and gum-Arabic. The result of revenue e.g. improving lives and economy that makes an impact on education, village development, etc. The candidate needs to explain his or her opinion regarding their choice of crop.	(28)
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	Answer	Mark
4 (a)	Candidates can choose any television series that discusses any Arab topic, whether this be social, historical etc. They have to explain the events and say how effective this was/is.	(28)

	Answer	Mark
4 (b)	The candidate should demonstrate knowledge with details of any Arab song. They need to choose one type and discuss its importance and role. They should give reasons for their opinion.	(28)

	Answer	Mark
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5 (a)	The candidate should demonstrate some of the social problems such as: poverty, education, unemployment, marriage, divorce, and political crisis and health. Solutions should be suggested for one or more problems in their opinion with logical arguments. The candidate is required to explain in his or her opinion on how to overcome these problems.	(28)
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	Answer	Mark
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	Answer	Mark
5 (b)	<p>The candidate has to demonstrate his knowledge and opinion of the way the Arabic language is used in daily life, education, media and online. The danger is the progressive use of foreign words and constructions in conversation; some people are very proud that they speak a foreign language better than their native language, or consider mixing Arabic with the foreign words or phrases they know as prestigious. This phenomenon has invaded the Media, drama, social life (Shop signs, menus and shopping), Children’s programmes, education and employment. Candidates should include some of these reasons: Internet, foreign schools & universities (teaching subjects exclusively in European languages). The candidate needs to give opinions for the reasons such as: The employment opportunities for those with foreign language qualifications greatly increases their prospects of finding work. To protect Arabic, proficiency should be promoted, and general employment opportunities should be equal for all regardless of extra languages they can speak or understand.</p>	(28)
6 (a)	<p>The candidate must concentrate on the relationship between both of them, avoiding a narrative of the novel’s plot. Scenes, events and characters must relate logically to the candidates response; explaining his/her answer with justification.</p> <p>The Sheikh was a friend of Saïd’s father, and used to often visit him in the mosque. As the first person Saïd visited after leaving prison, he made Saïd feel safe, and secure in the sanctuary of his presence, with a meal and shelter from the outside world. Considering his traumatic upbringing. The Sheikh often tried to convince Saïd that the relationship with God was far more important than anything else in his life. NB: The candidate’s response must answer the question directly, not a narrative of the novel, with evidence of planning and a sense of logical flow. Bullet points are not sufficient for a full mark.</p>	(28)

	Answer	Mark
6 (b)	<p>The candidate must concentrate on the comparison and contrast in the relationships of the two characters with Saïd, avoiding a narrative of the novel's plot. Scenes, events and characters must relate logically to the candidates response; explaining his/her answer with justification.</p> <p>Analyse the two female characters, the situation and thoughts of Saïd with each. Saïd loved his wife so much, and her betrayal shocked him deeply. Nur has a totally different character, she loves him and will do almost anything for him, Desperate to marry and settle down with Saïd, but he didn't realise his feelings for her, until it was too late as he was consumed with revenge.</p> <p>NB: The candidate's response must answer the question directly, not a narrative of the novel, with evidence of planning and a sense of logical flow. Bullet points are not sufficient for a full mark.</p>	(28)

	Answer	Mark
7 (a)	<p>The king Ilath had a bad dream called "The monks". He asked the monks to interpret the dream to him. Taking the opportunity, they told him to kill his supporters (which were their enemies). Taking revenge through the king, on the premise of avoiding big problems for him, they named their enemies.</p> <p>The lessons are: Don't seek advice from your enemies, be patient and advice should be trustworthy.</p>	(28)

	Answer	Mark
7 (b)	<p>The candidate should write a summary about a story, then mention the moral lessons and how we can benefit from it in our daily life.</p>	(28)

	Answer	Mark
8 (a)	<p>The candidate has to mention 3 members of Ismail's family and explain which character had the greatest influence on him and why e.g. (Grandfather, when he moved from the countryside to Sayyeda Zeynab, the father who set up a business, the brother that refused to leave the countryside and remained tending the land, the mother who was looking after everybody and maintaining all traditions. Additionally, Fatima, Ismail's cousin and bride. Each played an integral part in Ismail's life.</p> <p>NB: The candidate's response must answer the question directly, not a narrative of the novel, with evidence of planning and a sense of logical flow. Bullet points are not sufficient for a full mark.</p>	(28)

	Answer	Mark
8 (b)	<p>The Candidate should give an account of how the author described the Sayyeda Zeynab district and the role of the mosque. The candidates should then give their opinion about how the author described these.</p> <p>NB: The candidate's response must answer the question directly, not a narrative of the novel, with evidence of planning and a sense of logical flow. Bullet points are not sufficient for a full mark.</p>	(28)

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.

TOTAL FOR SECTION C = 56 MARKS
TOTAL FOR PAPER = 80 MARKS

Mark	Quality of language (A03)
0	No rewardable language.
1	Quality of language is poor. <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	Quality of language is basic. <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	Quality of language is adequate. <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	Quality of language is good. <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	Quality of language is excellent. <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.

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.