

Mark Scheme (Results)

June 2011

GCE Arabic (6AR02) Paper 1

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SECTION A : Reading and Writing

Passage 1

سؤال رقم 1

(a) لماذا قام العباسيون بالترجمة ؟

(1) حتى يطلعوا على معارف الأجانب /الأمم الأخرى.....

(b) ماذا نتعلم عن حجم العالم الإسلامي من خلال حملة العباسيين للترجمة ؟ ولماذا ؟ أعط سببين.

(1) كان كبيراً جداً/ممتداً/متسعاً /منتشر الأرجاء (i)

(1) نعرف أنهم وصلوا حتى إلى الهند /فارس /الفتوحات (ii)

(1) لأنهم ترجموا كتباً هندية /يونانية /سريانية /فارسية..... (iii)

(c) كيف استفاد العلماء من بعض الخلفاء ؟

(1) اشتغلوا لهم في الترجمة (i)

(1) استلموا منهم أموالاً كثيرة (ii)

(1) عطاءات/مرتبات/منزلة اجتماعية..... (iii)

قدروهم - e.g. Also accept deductions such as

(d) ما هي طريقة الترجمة اليوم ؟

(1) هي نقل للنص كما هو /كلمة بكلمة /دون تغيير أو تصرف.....

(e) ماذا كان يجد المترجمون أحياناً في الماضي من مشاكل في الكتب الأجنبية ؟ وماذا كان الحل لذلك ؟

(2)كانوا يجدون أشياء تؤدي مشاعر المسلمين / فكانوا لا يترجمونها /بما يلائم الثقافة الإسلامية

(f) كيف استفادت مصر من حركة الترجمة في عهد محمد علي ؟ اذكر مجالين وبين سبباً لكل مجال .

(2) استفادت بنقل العلوم العسكرية والطبية / لأنها أرسلت بعثات مصرية إلى فرنسا (i)

استفادت بمعلومات عن طرق الحكم أو البرلمان / عن طريق رجال الفكر (ii)

الذين تأثروا بالثورة الفرنسية /نقل الحضارة الغربية/تطور الصحافة /ظهور

المجلات..... (2)

TOTAL : 14 MARKS

SECTION B : Translation

Passage 2

Question 2

Arabic calligraphy is both an art and a science that has its own rules. It is one of the most widespread forms of Islamic art, and uses Arabic letters, words and Quranic passages, which often have vocalisation markers. It has several different styles and these are written on the walls and ceilings of mosques as well as on paper. The Quran has, therefore, played an important role in the development of Arabic calligraphy. So, it is a link between the Muslims and their religion. Non-Arab nations, such as the Persians and Turks, have used and greatly developed Arabic calligraphy.

الخط – Calligraphy

إن الخط العربي فن وعلم له قواعد/قوانينه الخاصة. وهو من أكثر الفنون الإسلامية انتشارا وتستخدم الحروف العربية وكلماتها ونصوصها القرآنية، التي كثيرا ما تضاف عليها علامات التشكيل. للخط العربي أشكال متعددة ومختلفة وتكتب هذه الأشكال على حيطان/جدران الجوامع/المساجد وسقوفها كما تكتب على الورق. فيلعب القرآن دورا هاما في تطور الخط العربي. وبهذا يكون أيضا أداة للربط/للوصل بين المسلمين ودينهم. استعملت الدول/الأمم غير العربية مثل الفرس والأترك الخط العربي وطورته تطورا كبيرا.

Note: Please refer to the relevant assessment grid in the Specification

- 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.

TOTAL : 10 MARKS

SECTION C: Topics and Texts

Note: Candidates must write these answers in Arabic

من أي سؤالين تجيب عليهما. اكتب ما بين (b) أو (a) أجب عن أي سؤالين. اختر
250 و 350 كلمة باللغة العربية في الإجابة عن كل سؤال .

التاريخ العربي سؤال رقم 3

EITHER

(a) تكلم عن حرب أهلية واحدة حدثت في بلد عربي في القرن العشرين. اشرح أسباب هذه الحرب وكيف أثرت على البلد.

The Lebanese Civil war of 1975-90 is the most expected answer, although it is not exclusive. Mention is expected of the different elements involved – the roles of Christian and Muslim groups, the Palestinians, Syria and others and how this war can be traced to a time long before it started. Discussion can focus on the war in general, on the different phases of it or on the conflict in Beirut itself. Reference would be expected on the outcome of the war – elections, government being shared between Christians and Muslims etc.

OR

(b) ماذا كانت أسباب هجرة العرب إلى المدن والخارج للعمل في القرن العشرين؟ وماذا كانت نتيجة هذه الهجرة؟

Poverty, rise in population and decrease in mortality, over-population in rural areas, improved agricultural techniques and machinery (e.g. tractors), less need for labourers, meant movement away from land to the cities of their own countries and overseas – e.g. North African Arabs to France, Egyptians to Lybia and Gulf, within Morocco, Egypt and Iraq – move to Casablanca, Cairo and Baghdad etc. Other relevant reasons and information accepted (c.f. ch 22 Hourani, a History of the Arab Peoples).

الثقافة والفنون العربية سؤال رقم 4

EITHER

(a) اكتب عن قصة عربية ظهرت خلال العشر سنوات الماضية تتناول مشكلة اجتماعية عربية. هل أعطت صورة حقيقية للمشكلة وللمجتمع العربي اليوم؟ لماذا؟

Candidates are free to mention any recent Arab novel or short story that discusses current Arab issues. They must discuss whether or not it gave a realistic view of the problem (s) and of today's Arab society, plus substantiation.

OR

(b) أعط أمثلة لبعض الرقصات الشعبية العربية والبلاد التي تمارس فيها هذه الرقصات. تكلم عنها وعن أهميتها. ما أسباب هذه الأهمية؟

There are some obvious folk dances, such as the Debke (Lebanon), Raqs al Assaya (Upper Egypt) etc. Candidates would describe the dances and the costumes. Some of these dances have symbolic meaning, some are enacting a story and some religious. Some are just for entertainment purposes. The importance can be cultural heritage, nationalistic or for other reasons that the candidates can substantiate.

EITHER

(a) << الأقربون أولى بالمعروف >>. ما معنى هذا المثل العربي؟ اذكر مثالا لأحد الأوضاع في العالم العربي يمكن استخدام هذا المثل له. ما رأيك في هذا الوضع؟ ولماذا؟

'Charity begins at home'. Candidates could use this proverb for a number of situations. The most expected answer would be in connection with helping the poor in Arab countries. Mention could be made of the disparity between the rich and the poor, and examples given of where the rich do or do not give to those less fortunate. Candidates then have an opportunity to discuss their view of this. Any examples of situations are accepted as long as they are relevant and substantiated.

OR

(b) اذكر اختراعا عربيا واحدا أو تقليدا قَدَّمه العرب للعالم. كيف استفاد الناس من هذا وهل كانت استفادة إيجابية أم سلبية؟ أعط أسباب رأيك.

Candidates can choose from an array of either inventions or traditions that the world has benefited from. Inventions and Science from the Medieval and Middle Ages – either through transfer or original inventions laid the foundations of modern science; Philosophy; Literature, e.g. Naguib Mahfouz, the Thousand and One Nights – Naguib Mahfouz threw light on society and politics; Musical instruments and flamenco-type dance – brought entertainment and a Spanish national heritage; Numbers and the 'zero'- which revolutionized counting and mathematics; Words adopted – which brought with them a history of the region; etc. Candidates can be expected to mention any of these and other relevant areas with relevant evidence.

سؤال رقم 6 نجيب محفوظ : اللص والكلاب

EITHER

(a) كيف كانت حياة سعيد مهران في قصة اللص والكلاب؟ ماذا تفعل لو كنت مكانه؟ ولماذا؟ أعط أدلة من الكتاب.

Candidates are free to concentrate on any part of Said's life, both before and after entering prison. Therefore, the rest of their answer should be related to this and to events as they come in the story. They are then given an opportunity to criticise and evaluate Said's actions and amend these to how they would have dealt with the various situations he comes up against. References for their reasons must come from the book.

OR

(b) متى يظهر موضوع التعليم في قصة اللص والكلاب؟ ما أهمية دوره في بناء القصة؟ أعط أسباب رأيك.

Education comes in the form of the student hostel where Rauf stayed and where Said worked when he was younger; also in the books that Rauf gave Said; in the 'education' that Said got from Rauf; the newspapers as a source of education and a symbol of where you could work after receiving a 'good' education; etc. Candidates are expected to give examples such as these. The importance would be on the theme that none of the forms of education in the story were of any use to Said. They were used to destroy rather than help the individual (p48) & (p28). This is an example of society being let down by the promises of the educated and those in control.

سؤال رقم 7 ابن المقفع : كليلة ودمنة

EITHER

(a) اشرح أحداث قصة ابن الملك والطائر فنزة. لماذا رفض الطائر فنزة الرجوع إلى الملك وما كان موقف الملك منه؟ ما رأيك في هذا؟ ولماذا؟

Candidates should relate the story: there was a king who had a bird called Fanza. The bird had a baby chick. Both birds were kept by the king's chief wife and she was ordered to look after them. When she had a little boy, he and the chick would play together. Fanza would leave every day and find rare fruits and feed both the boy and the chick with them. The king was very pleased at this and his respect for Fanza grew. One day the chick made the little boy angry and he killed it. When Fanza returned he cursed all kings and swore revenge. He clawed out the eyes of the prince and flew away. The king tried everything to persuade him to return but he refused. The moral is that if you are afraid of someone or do not trust them, then it is better to avoid them and not give them any chance to do you harm. You can never trust someone you have taken revenge on or harmed. Candidates are expected to mention this in their response as well as the actions of those in the story. Then they should give their opinion about both and give logical reasons.

OR

(b) لماذا قال الناسك للضيف في قصة الناسك والضيف : “وإنك سعيد الجَدّ إذا قَنِعت بالذي تجد، وزَهَدت فيما لا تجد.”؟ ما هي العبرة المقصودة من هذا القول؟ وإلى أي مدى تتفق مع هذه العبرة؟ لماذا؟

Candidates would be expected to relate the story in order to answer the first part of the question. It is about a hermit who has a visitor. The hermit offered the visitor dates and butter – something he had never tasted before. The guest liked this very much and seemed a little jealous, because these didn't exist where he came from. The hermit then said what is in the quote. The moral is that if people wish for things they cannot have, then that is very unfortunate. This makes people greedy and impatient and becomes a burden that is hard to bear. Candidates can also refer to the second example regarding the language. The moral regarding the language is that people should keep doing the kind of work that best suits them, and not try to do something that is beyond their capabilities, because they then return to what they were originally doing, but find they can no longer do that either. So, again it is about both being content with your lot and not being greedy. Candidates should then comment on how far they agree with the moral and why.

سؤال رقم 8 يحي حقي : قنديل أم هاشم

EITHER

(a) صف المجتمع العربي الذي نشأ وعاش فيه إسماعيل في قصة قنديل أم هاشم واذكر بعض عاداته وتقاليده. ما هي إيجابيات وسلبيات هذا المجتمع؟ أعط أدلة من الكتاب.

Candidates must describe Ismail's society and give examples of its customs and traditions. Any of these are acceptable as long as the examples are from the book. Candidates should then comment on the positive and negative aspects of these with reference to examples from the book.

OR

(b) متى استُخدمت فكرة البصر والعمى في قصة قنديل أم هاشم؟ ما أهميتها في بناء القصة؟ ولماذا؟

These can be discussed in both a tangible and metaphoric sense. Ismail is an eye specialist, and he is returning to cure the country of its blindness to modernity and science. Fatima is blind – tangible and she also represents the blindness of the country – metaphoric. Other instances include Ismail's teacher, who describes his country as being that of the blind. Candidates do not have to mention every example, but they should comment on the role of this theme to the story and give reasons.

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 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. • Good ranges 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	Organisation and development (A02)
0	No rewardable organisation and development.
1-2	Minimal rewardable 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	Content (A02)
0	No rewardable material
1-2	Minimal knowledge of 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 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	<p>Some knowledge of topic/text is demonstrated.</p> <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. • The factual information about the topic/text is correct, but may be basic and/or irrelevant.
8-10	<p>Good knowledge of topic/text is demonstrated.</p> <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	<p>Excellent knowledge of topic/text is demonstrated.</p> <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	Transfer of Meaning and Quality of language
9-10	Excellent transfer of meaning show 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 text.
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 detail glossed over. Intrusive errors in grammar, structure and lexis.
1-2	Very limited transfer of meaning with little rewardable language. Occasional communication. Major errors in grammar, structure and lexis.
0	No rewardable language.

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