



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel GCE
In Arabic (6AR02) Paper 01**

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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

Question Number	Answer	Mark
1(a)	- العدد الهائل من القنوات (الأرضية والفضائية) - ساعات البث الطويلة	(2)

Question Number	Answer	Mark
1(b)	تبادل التأثير الأخلاقي / اللغوي / ألوان الأطعمة / السلوكيات / التعاملات اليومية / نقل المعرفة	(3)
	Any three accepted	

Question Number	Answer	Mark
1(c)	نشر الثقافة البيئية	(1)

Question Number	Answer	Mark
1(d)	- المسابقات - التسلية	(2)

Question Number	Answer	Mark
1(e)	بيتب المواقف الدبلوماسية / يغطي المؤتمرات والحروب ومعااهدات السلام والآراء السياسية / يوصل أفكار المرشحين السياسيين للعالم كما في المناظرات بين أعضاء الأحزاب / ينشر الوعي السياسي عند المواطنين	(3)
	Any three accepted	

Question Number	Answer	Mark
1(f)	توفير فرص العمل / عرض المنتجات التجارية / جذب السياح للمناطق السياحية / الترويج للمناطق السياحية	(1)
	Any one accepted	

Question Number	Answer	Mark
1(g)	التعلم عن بُعد - مشاهدة القنوات المتخصصة في العلوم أو الأدب أو التاريخ والتجارب / التنقل بين القنوات / تلقين الدروس العلمية.	(2)
	One mark for each point (max 2 marks) Any relevant answers accepted	

Section B: Translation

Question Number	Answer	Mark
2	<p><u>Student Wellbeing Survey</u></p> <p>The Education Authority has received some complaints suggesting the school is oppressive. After conducting research interviews, we disagree because for example, one student said "I look forward to attending school because we learn new things, and I get to see all my friends. We enjoy chatting and joking at lunch. The meals change each day and are always delicious. My teachers are strict but fair, they reward us when we work hard and help in the classroom. I'm also a member of two clubs: The Young Scientists and the football team. I hope university will be similar".</p> <p><i>The above translation is to be used as a guide only. Candidates may offer variations which are equally acceptable.</i></p> <p><i>Vocalisation is not required unless absolutely necessary to clarify meaning.</i></p>	<p>(10)</p>

	English	Arabic	Acceptable Answers	Reject
1	Student Wellbeing Survey	استطلاع لرفاهية الطالب	استبيان	
2	The Education Management	الإدارة التعليمية	سلطة/مديرية/ هيئة	
3	has received some	استلمت بعض		
4	complaints suggesting	الشكاوى مقترحة	تقترح - تشير	
5	the school is oppressive.	أن المدرسة ظالمة		
6	After conducting research interviews,	بعد قيادة مقابلات استطلاع	بحث - إجراء	إنترفيو
7	we disagree because for example,	نحن اعترضنا لأنه مثلاً	لم نوافق	
8	one student said	طالب قال		
9	I look forward	أتطلع	أتشوق	
10	to attending	لحضور	الذهاب إلى	
11	school because	المدرسة من أجل		
12	we learn new things,	أن نتعلم أشياء جديدة		
13	and I get to	وتعودت على	وبإمكاني أن	
14	see all my friends.	أن أرى كل أصدقائي		
15	We enjoy chatting	نستمع بالحديث		
16	and joking at lunch.	والمزاح أثناء الغداء		
17	The meals change each day,	الوجبات تتغير كل يوم		
18	and are always delicious.	وهي دائماً لذيذة		
19	My teachers are strict,	أساتذتي جادون	حازمون - صارمون	
20	but fair, they reward us	لكن بالعدل، ويكافئونا- يُكرمونا	عادلون/ عادلين	
21	when we work hard,	عندما نعمل باجتهاد	نشغل بجدية	
22	and help in	ويساعدون في	ونساعد في/ نعاون في	
23	the classroom.	حجرة الدراسة	الفصل - الصف	
24	I'm also a member	أنا أيضاً عضو		
25	of two clubs:	في ناديين اثنين		
26	The Young Scientists	العلماء الشباب		
27	and the football team.	وفريق كرة القدم		
28	I hope	أمل	أتمنى - ارجو	
29	University	أن الجامعة		
30	will be similar	سوف تكون بالمثل	مشابهة	

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.

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.

Question Number	Answer	Mark
3(a)	<p>The candidate should make some mention of the following in their explanation:</p> <ul style="list-style-type: none">• WW2 started in Europe between colonial powers and Nazi Germany• During this time, the Arab world was colonised mainly by France, Britain and Italy.• Some Arab countries played an active role in the war, such as Libya, Iraq, Egypt and Sudan, and the gulf sheikdoms (pre-state British protectorates).• The war ended by Britain, Russia and USA and their allies defeating Nazi Germany and the axis powers.• The Arab countries that were involved were benefited by the experience and gaining independence to modernise their nation. There was an increase in living standards and employment. <p>Candidates should include an evaluation of the strengths and weaknesses for the chosen country.</p> <ul style="list-style-type: none">• Countries formed after WW2 cannot be used as playing an active role during the war, e.g. United Arab Emirates. <p>Articles that only describe WW2 cannot be rewarded without direct application to an Arab nation.</p>	(28)

Question Number	Answer	Mark
3(b)	<p>The candidate should explain the title.</p> <ul style="list-style-type: none"> • Agriculture has a major source of national income from exports, feeding the nation and large employer. • Common crops include rice, sugarcane, beans, wheat, cotton, nuts, beetroot, etc. Each can be processed into many other products such as refined sugars, bread, and clothing. • Animals such as cattle and sheep can be used for meat, but also leather and wool. • Being able to produce and process products helps a nation to be more independent and increase economic power. • Industrial and its productions <p>The candidate needs to include their own personal pinion with logical reasoning and substantiation.</p>	(28)

Question Number	Answer	Mark
4(a)	<p>The specialist organisations that decide on the recipient to be awarded recognition for achievements in their field, choose them based on a lifetime of dedication and the positive impact on society.</p> <p>Every field of study and arts has a prize or prizes, and Arab countries can have greater emphasis on some achievement than others based on the needs and interests of the nation.</p> <p>The candidate needs to evaluate the value of the prize and the possible impact on the recipient and the public, giving their own opinion with substantiation.</p> <p>Examples: The Sudan; Altayyeb Salih's Prize</p> <p>Iraq: Irbid prize</p> <p>Egypt: Order of the Nile, the highest national prize for outstanding achievement – Sir Magdy Yacoub for medical services, research and charitable work in Egypt and internationally.</p> <p>KSA: King Faisal International Prize, dedicated men and women whose contributions make a positive difference in Islamic studies, Arabic Language and Literature, Science and Medicine. - Sultan bin Muhammad Al-Qasimi of Sharjah for services to Islamic studies.</p> <p>Lebanon: National Order of the Cedar, highest honour of Lebanon – Fariuz for services for Music.</p>	(28)

Question Number	Answer	Mark
4(b)	<p>There are many Arab museums, focussing on different national interests, such as antiquities, art, science, technology, war, modern history, religion and society (e.g. women and children).</p> <p>The candidate should name and describe one of these museums, and explain its cultural and national role, the educational value and impact on heritage.</p> <p>e.g.</p> <ul style="list-style-type: none">• The Central Bank of Jordan Museum -Iraqi National museum• The Kuwaiti Scientific Centre -National museum in Syria• Islamic Museum of Qatar• Archaeological Museum of Rabat <p>Sheikh Saeed Al Maktoum House. etc.</p>	(28)

Question Number	Answer	Mark
5(a)	<p>Candidates should include in their response:</p> <ul style="list-style-type: none">• Social institutions always mention that men and women are regarded equal in civil law.• Religious authorities explain the rights of women and men according to holy scriptures.• Other views argue that these are not respected, and women are subjected to heavy inequality in all areas of life e.g. work, marriage and education. <p>The candidate should express their personal view and compare with other logical points of view in their essay.</p>	(28)

Question Number	Answer	Mark
5(b)	<p>Candidates should discuss the delivery of three (or more) different products or services and reflect on the advantages and disadvantages of using home delivery.</p> <ul style="list-style-type: none"> • Delivery services have always been available from department stores and fast food services. Popular products include: flowers, clothes, food, medicine, computers, gifts and even cars. • In the Arab world, even the smallest of shops and services provide delivery services. Many international companies such as McDonalds which don't provide delivery services in western nations have always delivered in Arab nations. • There is the convenience of not having to leave home for shopping, which is useful for those short of time or with mobility problems. You can avoid crowded shopping areas and traffic. It also provides more job opportunities. • There is the problem of reducing social contact for the vulnerable, and some people may become less physically active. There can be mistakes in the delivery, wrong product, colour or size; and will have to be sent back. There are also issues of impacts on access to customers, as businesses with larger abilities to advertise or deliver faster will compete unfairly with smaller businesses. <p>Candidates can have a variety of views, all are valid but should be compared with other views. Logical arguments and substantiation are needed to support the essay.</p>	(28)

Question Number	Answer	Mark
6(a)	<p>The candidate could include in their response:</p> <ul style="list-style-type: none"> • Childhood poverty • Loss of father • Had to find a job to support himself and mother. • Mother's illness pushed him to stealing medication, and punished. • Married Nabawaya, who had an affair with his friend Ellish. • Issues about having a relationship with Nour • Neglected by Sheikh Gunady • Betrayed by all his associates <p>The result of all these crises led to his life of crime and imprisonment, damage to his relationship with his daughter, and suffering with social and emotional problems.</p> <p>Responses need to be logical and substantiated, references to the story must be extracted from the novel, not the film.</p>	(28)

Question Number	Answer	Mark
6(b)	<p>The candidate is free to develop their own logical conclusions from the statement. Possible suggestions that could be included in their response:</p> <ul style="list-style-type: none"> • Nour reunited with Said after 4 years in prison, and struggles to deal with all the changes. • Her understanding of him is different and all outdated, and this vulnerability makes life and relationships even harder. • Only Nour cared for Said, yet he was unable to feel the same way about her. • She hopes to build a future with him, and makes great efforts to achieve this. <p>Responses need to be logical and substantiated, references to the story must be extracted from the novel, not the film.</p>	(28)

Question Number	Answer	Mark
7(a)	<p>The Merchant, the Iron and the Mice:</p> <ul style="list-style-type: none"> • Moral: You have to be honest and loyal, avoid deceiving people and lead and trustworthy life. • Application: Deal with people clearly and avoid cheating for a better life morally and spiritually. <ol style="list-style-type: none"> 1. An iron merchant needed to travel away, so he intrusted his iron stock with a friend. 2. After a few years the iron merchant retuned, and asked his friend about his iron stocks. 3. His friend claimed that mice eat the iron. The merchant accepted this and left. 4. As he was leaving, he met his friend's young son in the street. The merchant took the boy home. 5. The friend was worried about his son, as he couldn't find him. Nobody seemed to know where he was. 6. So the friend went to the merchant to ask him if he'd seen his son. The merchant claimed that a falcon took the boy. 7. The friend couldn't believe the falcon could do this, but the merchant replied that in a world where mice eat iron, falcons can steal children. <p>The friend then admitted that he actually sold the iron, and gave the merchant the money, then the merchant handed the boy back to him.</p>	(28)

Question Number	Answer	Mark
7(b)	<p>The candidate is free to choose any Kalilah and Dimnah fable that explores the morals of greed and miserly behaviour. Marks are rewardable for logically written stories with direct links to the morals requested.</p> <p>The candidate's story must be recognised as a genuine Kalilah and Dimnah fable, fabrications cannot be accepted.</p>	(28)

Question Number	Answer	Mark
8(a)	<p>The candidate should compare and contrast the lifestyles in both countries by reflecting the approach of the author to explain Ismail's experiences in these societies. The candidate should also evaluate the differences in the educational systems, e.g. the higher levels of competition to study medicine, but lower tuition fees in Egypt compared to Britain.</p> <p>Candidate could make the following comparisons:</p> <ul style="list-style-type: none"> • Impoverished village .v. Major capital city • Poorly educated society .v. highly educated society • Climate and social differences <p>Hakki made a successful comparison for many aspects yet his critique of some Egyptians was sometime overly harsh.</p> <p>Responses need to be logical and substantiated, references to the story must be extracted from the novel, not the film.</p>	(28)

Question Number	Answer	Mark
8(b)	<p>Ismail suffered with mixed emotions of love and hate; all that he loved e.g. his family, the mosque, his neighbours and his cousin Fatma, his traditional clothes, and belief in the miracle of the lamp. However, he hated the Egyptian educational system that made it so hard to study medicine.</p> <p>On his return to Egypt from Britain, all that he loved and accepted before became hated. He disapproved of the people, the attitudes and beliefs; and saw them as backward.</p> <p>During his time in Britain, he adopted many habits and tastes for things he would have normally disapproved of, e.g. drinking alcohol, smoking and the type of relationship he had with Mary. He thought he loved her, but when Mary casually left him, he soon hated her.</p> <p>However, the shock he experienced during Ramadan made him realise he was too harsh on them, and he needed to be more understanding and moderate his view on modernity and tradition.</p> <p>Responses need to be logical and substantiated, references to the story must be extracted from the novel, not the film.</p>	(28)

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 data-bbox="395 284 671 311">Quality of language is poor.</p> <ul style="list-style-type: none"> <li data-bbox="395 322 879 349">■ Communication is only occasionally achieved. <li data-bbox="395 360 1038 387">■ Grammatical structures are basic, and often used incorrectly. <li data-bbox="395 398 863 425">■ The vocabulary is often lacking or incorrect.
2	<p data-bbox="395 434 676 461">Quality of language is basic.</p> <ul style="list-style-type: none"> <li data-bbox="395 472 975 499">■ Communication is sometimes achieved at a basic level. <li data-bbox="395 510 1214 537">■ Grammatical structures are mainly AS ones, but are sometimes used correctly. <li data-bbox="395 548 810 575">■ There is a limited range of vocabulary.
3	<p data-bbox="395 584 719 611">Quality of language is adequate.</p> <ul style="list-style-type: none"> <li data-bbox="395 622 879 649">■ Communication is achieved most of the time. <li data-bbox="395 660 1318 714">■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these. <li data-bbox="395 725 847 752">■ There is an adequate range of vocabulary.
4	<p data-bbox="395 757 676 784">Quality of language is good.</p> <ul style="list-style-type: none"> <li data-bbox="395 795 922 822">■ Communication is achieved almost all of the time. <li data-bbox="395 833 1318 860">■ A good range of grammatical structures are used; many A2 structures are used correctly. <li data-bbox="395 871 1342 925">■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text.
5	<p data-bbox="395 929 715 956">Quality of language is excellent.</p> <ul style="list-style-type: none"> <li data-bbox="395 967 999 994">■ Fluent and varied communication is achieved throughout. <li data-bbox="395 1005 1187 1032">■ A wide range of grammatical structures are used; most of these are correct. <li data-bbox="395 1043 1275 1097">■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text.

