



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE in Arabic
(5AR01_01)

Unit 1: Listening and Understanding in
Arabic

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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.

Question Number	Answer	Mark
1(i)	C	1

Question Number	Answer	Mark
1(ii)	F	1

Question Number	Answer	Mark
1(iii)	B	1

Question Number	Answer	Mark
1(iv)	G	1

Question Number	Answer	Mark
1(v)	A	1

Question Number	Answer	Mark
2(a)	London	1

Question Number	Answer	Mark
2(b) (i) (ii)	Big	1
	Old 5 bedrooms/rooms Garden (Accept any two answers)	1

Question Number	Answer	Mark
2(c)	Flowers And also accept Garden	1

Question Number	Answer	Mark
2(d)	Her homework	1

Question Number	Answer	Mark
3(i)	A	1

Question Number	Answer	Mark
3(ii)	F	1

Question Number	Answer	Mark
3(iii)	D	1

Question Number	Answer	Mark
3(iv)	G	1

Question Number	Answer	Mark
3(v)	B	1

Question Number	Answer	Mark
4(i)	A	1

Question Number	Answer	Mark
4(ii)	A	1

Question Number	Answer	Mark
4(iii)	B	1

Question Number	Answer	Mark
4(iv)	C	1

Question Number	Answer	Mark
4(v)	B	1

Question Number	Answer	Mark
5(i)	C	1

Question Number	Answer	Mark
5(ii)	B	1

Question Number	Answer	Mark
5(iii)	C	1

Question Number	Answer	Mark
5(iv)	A	1

Question Number	Answer	Mark
5(v)	B	1

Question Number	Answer	Mark
6(i)	B	1

Question Number	Answer	Mark
6(ii)	G	1

Question Number	Answer	Mark
6(iii)	A	1

Question Number	Answer	Mark
6(iv)	F	1

Question Number	Answer	Mark
6(v)	E	1

Question Number	Answer	Mark
7(i)	B	1

Question Number	Answer	Mark
7(ii)	C	1

Question Number	Answer	Mark
7(iii)	A	1

Question Number	Answer	Mark
7(iv)	G	1

Question Number	Answer	Mark
7(v)	E	1

Question Number	Answer	Mark
8	A, C, E, G, I	5

Question Number	Answer	Mark
9(a)	The late 20 th century	1

Question Number	Answer	Mark
9(b)	<ul style="list-style-type: none"> • communication • reasonable/acceptable cost" • (accept: important) 	2

Question Number	Answer	Mark
9(c)	<ul style="list-style-type: none"> • Social relations <p>Also accept and award 1 mark only for:</p> <ul style="list-style-type: none"> • social relationship(s) • social interaction(s) • social (by itself) <p>Reject:</p> <ul style="list-style-type: none"> • 'social' with a word that invalidates it such as: 'social media' • Affect their relationships 	1

Question Number	Answer	Mark
9(d)	<ul style="list-style-type: none"> • neck pain • eye strain or variations of the word 'strain' are acceptable 	2

Question Number	Answer	Mark
9(e)	<ul style="list-style-type: none"> • they are useful (in the classroom) • for finding information <p>Also accept and award 1 mark only for:</p> <ul style="list-style-type: none"> • the use of the verb: helps/help • the adjectives: helpful, good <p>Accept and award 2nd mark for:</p> <ul style="list-style-type: none"> • getting information • using information • researching/research • looking for information 	2

Question Number	Answer	Mark
9(f)	<ul style="list-style-type: none"> • encourage their children to do physical activities • encourage their children to take part in family activities <p>Also accept and award 1 mark for:</p> <ul style="list-style-type: none"> • sports activities/sports • outdoor activities • exercise(s) • <p>Reject:</p> <ul style="list-style-type: none"> • hobbies • practical activities 	2



Transcript of Listening Test

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In Arabic (5AR01_01)

Unit 1F: Listening and understanding
in Arabic

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Question 1 – In the art lesson

Example.

M1 مدرس الرسم: مَا لَوْنُكَ الْمُفَضَّلُ يَا خَلِيلُ؟

M2- خَلِيلُ: الْبُرْتُقَالِي

M1- مدرس الرسم: سَارَةَ؟

F1- 1 سَارَةَ: أَفْضَلُ الْأَسْوَدِ .

M1- مدرس الرسم: عَلِي؟

M2- 2 عَلِي: أَحَبُّ الْأَخْضَرِ.

M1- مدرس الرسم: مَرِيْم؟

F2- 3 مَرِيْم: يُعْجِبُنِي الْأَصْفَرُ.

M1 مدرس الرسم: أَمِيرَةَ؟

F1- 4 أَمِيرَةَ: أَفْضَلُ الْأَزْرَقِ.

M1 مدرس الرسم: وَأَنْتِ يَا مُصْطَفَى؟

M2: 5 مُصْطَفَى: أَحَبُّ الْأَحْمَرِ.

Question 2 – To my Arab friend – F2

اسْمِي سَامِيَّة، عُمَرِي خَمْسَ عَشْرَةَ سَنَةً. وُلِدْتُ فِي مَدِينَةِ أوكسفورد وَأَسْكُنُ الْآنَ فِي
لَنْدُن. بَيْتُنَا كَبِيرٌ وَقَدِيمٌ، لَهُ خَمْسُ غُرَفٍ وَحَدِيقَةٌ فِيهَا أَزْهَارٌ جَمِيلَةٌ. أَجْلِسُ فِي غُرْفَتِي
كَثِيرًا لِأَنِّي أُحِبُّهَا. غُرْفَتِي صَغِيرَةٌ وَفِيهَا طَاوِلَةٌ وَحَاسُوبٌ. كُلَّ يَوْمٍ أَلْعَبُ عَلَى الْحَاسُوبِ
بَعْدَ أَنْ أَنْتَهِيَ مِنَ وَاجِبَاتِي الْمَدْرَسِيَّةِ

Question 3 –At the weekend–F1

Example

زُرْتُ بَيْتَ صَدِيقَتِي يَوْمَ السَّبْتِ.

1 ذَهَبَ مُحَسِّنٌ إِلَى الْمَسْرِحِ يَوْمَ الْأَحَدِ الْمَاضِي مَعَ أَصْدِقَائِهِ

2 خَرَجَتْ فِرْدَوْسٌ لِلتَّسَوُّقِ مَعَ أُخْتِهَا يَوْمَ السَّبْتِ.

3 يَوْمَ الْأَحَدِ، أَكَلَ عَمَّارٌ فِي مَطْعَمٍ هِنْدِيٍّ مَعَ أُسْرَتِهِ

4 طَبَخَتْ مَيْسُونٌ بِطَاطِسَ لَيْلَةَ الْأَحَدِ.

5 لَعِبَ قَاسِمٌ كُرَةَ الْقَدَمِ مَعَ أَصْحَابِهِ فِي الْحَدِيقَةِ.

Question 4 – Rana's family visit–F2

أنا من لبنان وأعيشُ في بريطانيا ولي أختٌ متزوِّجةٌ تَسْكُنُ في بيروت. أُحِبُّ الرِّيفَ جداً لأنَّهُ هَادِئٌ. في الصَّيْفِ الْمَاضِي ، ذهبتُ مع أُمِّي لِزِيَارَةِ أُخْتِي. أَخَذَتْنِي مَعَ زَوْجِهَا فِي رِحْلَةٍ إِلَى مَنطِقَةِ جَبَلِيَّةٍ، وَبَقِيْتُ أُمِّي فِي الْبَيْتِ لِأَنَّهَا كَانَتْ تَعْبَانَةٌ. تَسَلَّقْنَا الْجِبَالَ وَأَخَذْتُ صُوراً سَأرْسِلُهَا إِلَى أَصْدِقَائِي. فَرِحْتُ بِتِلْكَ الرِّحْلَةِ لِأَنَّهَا كَانَتْ أَوَّلَ مَرَّةٍ أَتَسَلَّقُ فِيهَا الْجِبَالَ. وَسَاعَودُ إِلَى نَفْسِ الْمَكَانِ فِي الْعَامِ الْمُقْبِلِ.

Question 5 –A holiday complaint–M1

في الشَّهْرِ الْمَاضِي ، حَجَزْتُ شَقَّةً مَفْرُوشَةً مِنْ ثَلَاثَةِ إِلَى سَبْعَةِ أَعْطُسُ. كَانَ وَصْفُ هَذِهِ الشَّقَّةِ عَلَى صَفْحَةِ الْإِنْتَرْنِتِ جَمِيلاً وَمُشَجَّعاً لِي وَلِأُسْرَتِي فَأَخْتَرْنَاهَا وَكُنَّا فَرِحَانِينَ. وَلَكِنْ عِنْدَ وُصُولِنَا كَانَتِ الشَّقَّةُ فِي الطَّابِقِ الرَّابِعِ وَالْمِصْعَدُ مُعْطَلٌ ، فَشَعَرْنَا بِإِرْهَاقٍ شَدِيدٍ. كَانَتِ الْعُرْفُ ضَيِّقَةً وَلَا تُطِلُّ عَلَى الْبَحْرِ، وَلَكِنْ تُطِلُّ عَلَى الشَّارِعِ فَأَحْسَسْنَا بِالْمَلَلِ. وَكَانَ الْمَكْيِيفُ مَكْسُوراً وَالْعُرْفُ سَاحِنَةً. وَكَانَتِ عُرْفَةُ الْحَمَّامِ صَغِيرَةً

والأَرْضُ وَسِخَةٌ. أَمَّا الْبَحْرُ فَكَانَ بَعِيداً جَدّاً مِمَّا جَعَلَنِي أُنْفِقُ مَالاً عَلَى التَّكْسِي
لِلْوُصُولِ إِلَيْهِ. قَرَّرْنَا أَنَّنَا لَنْ نَحْجِزَ مَعَ هَذِهِ الشَّرِكَةِ مَرَّةً أُخْرَى، لِأَنَّنا خَسِرْنَا مَالاً كَثِيراً
وَنَرْجُو تَعْوِضَنَا عَلَيْهِ.

Question 6 – A shared meal

M1- Example

أحمد: مَا رَأَيْتُمْ فِي تَنَاوُلِ طَعَامِ الْعِشَاءِ فِي بَيْتِنَا. أَنَا أَشْتَرِي اللَّحْمَ الْمَشْوِي. وَأَنْتَ يَا
عمر؟

M2-1 عُمر: أَنَا أَحْضَرُ الْفَوَاكِهَ. وَأَنْتَ يَا صَالِح؟

M1-2 صَالِح: أَمَّا أَنَا فَأَحْضَرُ الْخُبْزَ. وَأَنْتَ يَا طَاهِر؟

M2-3 طَاهِر: أَنَا آتِي بِالسَّلْطَةِ. وَأَنْتَ يَا عَزِيز؟

M1-4 عَزِيز: أَنَا أَشْتَرِي الْعَصِيرَ. وَأَنْتَ يَا وَليد؟

M2-5 وَليد: أَنَا أَحْضَرُ الْحَلَوِيَّاتَ.

Question 7 –The weather for today M2

إِلَيْكُمْ حَالَةُ الطَّقْسِ الْيَوْمَ فِي لِيبيَا: فِي شَمَالِ الْبِلَادِ الطَّقْسُ مُشْمَسٌ، وَفِي الْجَنُوبِ
حَارٌّ، وَفِي الْوَسْطِ دَافِئٌ. أَمَّا فِي الشَّرْقِ وَفِي مَدِينَةِ بَنْغَازِي، فَالطَّقْسُ مُمَطِّرٌ، وَفِي غَرْبِ
الْبِلَادِ فِي مَدِينَةِ طَرَابُلُسَ، الطَّقْسُ غَائِمٌ، وَأَخِيرًا فِي الشَّمَالِ الْعَرَبِيِّ الطَّقْسُ بَارِدٌ.

Question 8 – Amal's future plans-F1

حُلْمِي فِي الْمُسْتَقْبَلِ أَنْ أُصْبِحَ كَاتِبَةً مَشْهُورَةً، أَكْتُبُ بِالْإِنْجِلِيزِيَّةِ وَالْعَرَبِيَّةِ.
أَطْلَقَ عَلَيَّ جَدِّي اسْمَ أَمَلٍ وَهُوَ اسْمٌ يَمْلَأُنِي دَائِمًا بِالطُّمُوحِ، وَمُنْذُ صِغَرِي كَانَتْ
جَدَّتِي تَحْكِي لِي الْقِصَصَ الْخَيَالِيَّةَ، مِمَّا جَعَلَنِي أُحِبُّ الْمَطَالَعَةَ وَالْكِتَابَةَ وَأَتَمَنَّى أَنْ
أَكْتُبَ قِصَصَ الْأَطْفَالِ.

قَرَأْتُ كُتُبًا لِأَشْهَرِ كُتَّابِ مِصْرَ، مِثْلَ كَامِلِ كِيْلَانِي الَّذِي تَمَيَّزَ فِي كِتَابَاتِ الْأَطْفَالِ. لَهُ
قِصَّةٌ أُحِبُّهَا كَثِيرًا هِيَ ((السَّنْدِبَادُ الْبَحْرِي)). أَشْعُرُ أَنَّهَا أَثَّرَتْ فِيَّ كَثِيرًا وَذَلِكَ لِمَا فِيهَا
مِنْ مُغَامِرَاتٍ شَيِّقَةٍ لِبَطْلِ الرِّوَايَةِ "سَنْدِبَاد". فِي الْعَامِ الْمَاضِي، أَعْلَنْتُ مَكْتَبَةً مَدِينَتِنَا
عَنْ مُسَابَقَةِ لِكِتَابَةِ قِصَّةٍ لِلْأَطْفَالِ، فَاشْتَرَكْتُ بِهَا وَفُزْتُ بِمَجْمُوعَةٍ كُتُبَ. أَصْبَحَ هَذَا
الْفَوْزُ مِنْ أَجْمَلِ الذُّكْرِيَّاتِ عِنْدِي، وَكُلَّمَا تَذَكَّرْتُهُ أَعْطَانِي الثَّقَّةَ لِأَحَقِّقَ حُلْمِي.

Question 9 – The lifestyles of young people–M1

ظَهَرَ الهاتفُ المحمولُ في أواخرِ القرنِ العِشرين. يَظُنُّ الشَّبابُ أَنَّهُ جاءَ لِيساعِدَهُم فَاصْبَحُوا الآنَ يَحْمِلُونَهُ دائِماً. يَعتَبِرُونَهُ مُهِمًّا لِأَنَّ سَعْرَهُ مناسبٌ ويساعِدُهُم على التَّواصلِ مع الآخَرين. يرى بعضُ الناسِ أَنَّ أهمَّ تَغييرٍ في أُسلوبِ الحَيَاةِ عند الشَّبابِ هُوَ التَّأثيرُ على العلاقاتِ الاجتماعيَّة. يقولُ بعضُ الأطبَّاءِ إِنَّ الاسْتِخدامَ المتواصلَ للهاتفِ يسبِّبُ آلاماً في الرِّقبة ويؤثِّرُ على العَين. تَعتَقِدُ نِسبَةٌ قليلةٌ من المدرِّسينَ أَنَّ استعمالَه في الفصلِ مُفيدٌ للبحثِ عن المَعلُومَاتِ ولكن تَنصَحُ الأَغلبيَّةُ بِمنعِهِ في المدرَّسة لِأَنَّهُ يُؤثِّرُ على تَركيزِ الطُّلابِ. وَيَقترحُ بعضُهُم أَنَّ لِلوالِدَينِ دوراً في تَقليلِ الآثارِ السَّلبيَّةِ للهواتفِ على صِحَّةِ أولادِهِم بِتَشجيعِهِم على نشاطاتٍ بَدَنيَّةٍ وعائليَّةٍ.