

Mark Scheme (Results)

Summer 2010

GCE

GCE Arabic (6AR02) Paper 1

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SECTION A: Reading and Writing

Passage One

Question Number	Answer	Mark
1(a)	لأنه هو المعدن المفضل عند المرأة السودانية	(1)
1(b)	أهلها يهدونها الذهب منذ الولادة / وفي كل مناسبة (Not accepted) تشتريه المرأة السودانية	(2)
1(c)(i)	حتى تجمع كمية كبيرة	(1)
1(c)(ii)	بسبب شكله الجميل	(1)
1(c)(iii)	وحتى ينفق في الضيق	(1)
1(d)(i)	هي فرصة للتفاخر أمام الناس	(1)
1(d)(ii)	الناس يقيمون العريس حسب كمية الذهب التي يقدمها	(1)
1(e)	الذهب <u>الكثير</u> الملبوس / <u>الظاهر</u> على النساء Underlined notions must be included, although different wording accepted.	(2)

Question Number	Answer	Mark
1(f)(i)	خطيبته تساعده / حتى لايبين أنه أقل من غيره	(2)

Question Number	Answer	Mark
1(f)(ii)	يشترى ذهب هندي / لأنه أرخص OR يشبه الذهب الأصلي تماماً	(2)

(Total for Question 1 = 14 marks)

SECTION B: Translation

Passage Two

Question Number	Answer	Mark
2	<p>(Original Text) <i>The Arabs are well known for their <u>hospitality</u> and generosity. This is a characteristic that dates back several centuries. For example, it was <u>customary</u> to offer hospitality for three days to anyone who knocked on your door, before asking them any questions. This applied to friends or enemies. <u>Giving gifts</u>, is even mentioned in a Hadith, which encourages people to give each other presents in order to bring them <u>closer</u> together. There is no need for any special <u>occasion</u> for this to <u>happen</u>. Nowadays, on occasions such as <u>births</u> and <u>marriages</u>, <u>gold</u> and <u>money</u> are often given.</i></p> <p>(Translation) يشتهر العرب بحسن <u>الضيافة</u> والكرم. وهذه الصفة ترجع إلى قرون مضت. فمثلاً، كان من <u>المعتاد</u> أن تستضيف أي شخص يطرق بابك لمدة ثلاثة أيام قبل أن تسأله أي أسئلة. كان هذا ينطبق على الحبيب أو العدو. وإعطاء <u>الهدايا</u> مذكور حتى في حديث شجع الناس على <u>التهادي</u> <u>ليتقربوا</u> أكثر لبعض. لا داعي <u>لمناسبة</u> خاصة حتى يتم ذلك. واليوم كثيراً ما يهدي الناس <u>الذهب</u> <u>والمال</u> في المناسبات مثل <u>الولادة</u> و<u>الزواج</u>.</p> <ul style="list-style-type: none"> • 'three days' should be written out in words <i>ثلاثة أيام</i> - the use of a number '3' / '3' would be credited less. • Variations of the underlined words are to be found in Passage 1. • The above translation is to be used as a guide only. Candidates may offer variations which are equally acceptable. • Vocalization is not required unless absolutely necessary to clarify meaning. 	(10)

(Total for Question 2 = 10 marks)

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)	Expected answers include cotton, rice, dates, sugar cane, sesame seeds etc. Candidates must then concentrate on one country and can discuss either the importance of the products themselves of that country or of agriculture as a whole - as opposed to other industries, for example.	(28)

	Answer	Mark
3 (b)	The Arab countries were mostly either Monarchies or Republics. Candidates would also be expected to mention socialist, communist and capitalist influences. They should then discuss the form of rule in one country and the effects this had on the country. For example, there was a monarchy in Egypt before the revolution of 1952. After the revolution, it was hoped that much of the wealth of the elite would be distributed amongst the people and the establishment of a fairer society. The 'before' and 'after' expectations and effects would be discussed.	(28)

	Answer	Mark
4 (a)	The quote is designed to generate either agreement or disagreement or both. All three aspects are accepted providing there is substantiation and examples. Some Arab countries do not have many historical sites and therefore they are not as important there. As for others, tourism and, therefore, an aid to the economy is the most likely importance to be mentioned. Tourists can be from abroad or local. More income is generated from foreign tourists as they are sometimes charged more and there are more of them. Maintenance of historical sites is sometimes a problem and may be an indication of the level of importance to the host nation - but other reasons could be mentioned. Their importance may be limited due to more pressing issues needing attention. Historical sites are very important to the preservation of identity and history, in culturally rich Arab nations.	(28)

	Answer	Mark
4 (b)	This is an opportunity for candidates to look in depth at Arab art and entertainment from a different but very important perspective. Food is an art - great pride is taken in both the making, ingredients and presentation of traditional dishes. Skills are passed down from generation to generation. Mention should be made of the actual dishes in question and it would be expected that candidates would mention the Arab country where they are a speciality. Food is also a form of entertainment - eating is a very popular pass time. The different occasions would be mentioned as well as the festivities when certain types of food are eaten. Candidates would also need to evaluate to what extent this is so in today's Arab society.	(28)

	Answer	Mark
5 (a)	Candidates are free to discuss this from a number of aspects. They would be expected to begin by giving an account of the development of girls' education over the years in the Arab world but may concentrate on a particular Arab country or an Arab region. In some countries this has been more developed than others. Education has meant more women going to university, in more prominent posts, sometimes doing work that has been traditionally a man's job (the army in Jordan) etc. It has meant knowing and acquiring more rights. Candidates should mention the effects of this on society. In doing so, the evaluation of the positive and negative aspects of these would be expected.	(28)

	Answer	Mark
5 (b)	The background to naming children should be discussed. In Arab culture a person's ancestry is very important and this is traced through the lineage of the father. Children are given a first name followed by 'son of' and 'daughter of' followed by the father's name (nasab). But often the words for 'son of' and 'daughter of' are dropped. There are no 'middle' names and no 'surnames' in the western sense. So, an Arab will take his or her father's name as their second name, the grandfather's name as their third name etc. So, girls will have the same 2 nd , 3 rd etc names as a boy. Only the first name would differentiate them. There is a Hadith which encourages Muslims to name a child with HMD (praised) ABD (serving) as root meanings. In some traditions, parents are named as 'father of' or 'mother of' then the first-born's (or first-born son's) name instead of being addressed by their own names (kunya). Other examples are Laqab - a description as in Haroun al Rashid - Haroun the righteous one; Nisba - their name can be followed by their occupation or homeland as in Ahmed al-Masri - Ahmed the Egyptian. Non-Arabic names are also given. Most Arabic names have meanings. Candidates are free to evaluate what they think of this tradition by giving relevant reasons.	(28)

	Answer	Mark
6 (a)	Candidates should give an account of the visit to Rauf's villa, where he is not really made to feel welcome and the discussion that occurred. He had gone to ask Rauf for work in his newspaper but was refused on the basis that he was not capable of it having just come out of prison. Said felt patronised and betrayed. He then decided to steal from Rauf immediately after this but was caught and threatened by Rauf. Candidates can then make their own evaluation of the role of these events, with substantiation. For example, this was the turning point in the story that made Said decide to take revenge on the world by killing Ilish, which led to a string of more and more intense feelings and actions by Said.	(28)

	Answer	Mark
6 (b)	Freedom exists for most of the characters of the story although they use it by making bad choices. They give up their freedom by choosing to conform to styles of life that do nothing to change matters. People get used to situations and get lazy about change (ch2 p22) and justify their choices. They are also victims of their social status and education. This applies to almost all the characters to various degrees, so candidates have a wide choice. They all have an opportunity to change the course of their lives and candidates should discuss to what extent they have done so and why. Said, for example, is aware of his freedom and tries to change matters but he is limited by his character, not knowing what to do with his freedom, his lack of willingness to take responsibility for his actions, his early education / conditioning and misuse of this education handed down to him by Rauf.	(28)

	Answer	Mark
7 (a)	This is an opportunity for candidates to choose their own story. They should write about a story that they have liked and describe the events <u>briefly</u> , since the emphasis here is more on the moral than the story itself. Then the moral should be explained and the benefits of this to life today discussed. The aim is to allow the candidate to link the moral with life in a practical way, to see how it could be applied nowadays.	(28)

	Answer	Mark
7 (b)	There are four friends who met up on the road. One is the son of a king, one the son of a noble, one of a merchant and the fourth the son of a farmer. They were discussing how man can have wealth, pleasure, enjoyment. The king's son said it was all down to fate, the merchant's said it was through intelligence, the noble's said it was with beauty and the farmer's son said it came through hard work. So, each one in turn tried to find fortune by each means. Each one gained something. But the king's son returned with the most. Candidates should give a brief account of these. They should then choose one of the characters and explain to what extent they agree with their point of view. They do not have to choose the character that returned with the most gain. Relevant reasons must be given.	(28)

	Answer	Mark
8 (a)	Candidates would be expected to give accounts of life in both the West and the East as experienced by Ismail. This would be followed by them then highlighting the differences. By the end of the story, he manages to come to terms with both sets of differences by taking the best of both, by returning to his roots and by having faith. Candidates are free to either comment on the way he came to combine both cultures or the concept of reconciling two different cultures. They must substantiate their opinions.	(28)

	Answer	Mark
8 (b)	There are several examples of the theme of Love in the story. Candidates do not have to mention them all. The response can be built on one or more uses of this theme. Discussion about where there is a lack of love is also accepted. This should be followed by an evaluation of the role of Love in the story and examples provided from the book to substantiate.	(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.

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.

(Total for Section C = 56 marks)

TOTAL FOR PAPER: 80 MARKS

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