

# Mark Scheme (Results)

January 2016

Pearson Edexcel International GCSE  
in Arabic (4AR0/01) paper 1

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## General Marking Guidance

- This mark scheme provides a list of acceptable answers for this paper. Candidates will receive credit for all correct responses but will be penalised if they give more than one answer where only one is required (e.g. putting an additional cross in a set of boxes). If a candidate produces more written answers than the required number (two instead of one, three instead of two etc), only the first answers will be accepted. Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of Arabic or poor presentation can impede communication and lose candidate marks. It is sometimes possible for a candidate to produce a written response that does not feature in the mark scheme but which is nevertheless correct. If this were to occur, an examiner would, of course, give full credit to that answer.
- 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 a	<p>تجدر الإشارة إلى:</p> <ul style="list-style-type: none"> <li>- الأرض/ الكوكب.</li> <li>- البحار/ المياه.</li> <li>- الهواء/ الجو.</li> <li>- الإنسان.</li> </ul> <p>Accept any 3</p>	3
b	<p>تجدر الإشارة إلى:</p> <ul style="list-style-type: none"> <li>- تحذير القارئ وتذكيره بتأثير النفايات على صحته/ سلامة الكوكب.</li> <li>- تشويق القارئ إلى متابعة قراءة النص.</li> <li>- حث القارئ على التفكير بالطرق المستخدمة للتخلص من النفايات.</li> </ul> <p>Accept any 2</p>	2
c	<p>تجدر الإشارة إلى:</p> <ul style="list-style-type: none"> <li>- سرعة استهلاك الموارد الطبيعية التي تفوق وتيرة تجددتها.</li> <li>- الاستهلاك المفرط لهذه الموارد.</li> <li>- الاستهلاك غير الحكيم لهذه الموارد.</li> </ul>	3

d	<p>تجدر الإشارة إلى: - إعادة التدوير.</p> <p>- الطمر.</p> <p>- السماد.</p> <p>- الحرق.</p>	4
e	<p>تجدر الإشارة إلى: - تحويل النفايات إلى مواد جديدة نافعة/ أنّ الورق المقوى يُمكن استخراجه من نفايات الورق العادي.</p> <p>- استخدام الورق في صنع أغلفة الكتب/ في أغراض مختلفة.</p> <p>- التقليل من التلوث البيئي.</p>	3
f	<p>تجدر الإشارة إلى :</p> <p>- تسرب عصائر النفايات السامة إلى المياه الجوفية / امتزاجها مع المياه الجوفية.</p> <p>- تلوث المياه الجوفية.</p> <p>- انبعاث الروائح العفنة الكريهة.</p> <p>- تلوث الهواء.</p> <p>- نفور الناس من السكن بالقرب من مناطق الطمر.</p> <p>- صعوبة إيجاد مواقع جديدة لدفن النفايات.</p> <p>Accept any 5</p>	5
g	<p>تجدر الإشارة إلى: - أنّ طريقة السماد تحول المواد العضوية إلى مواد كيميائية تصلح لإخصاب الأرض/ تغذية زرع الأرض.</p> <p>- أنّ عملية السماد تُعتبر عملية سهلة التطبيق في المدارس والبيوت.</p> <p>- أنّ طريقة الحرق هي أسهل تطبيقاً من طريقة السماد.</p>	5

	<p>- استخلاص بعض الغازات من النفايات المحروقة لاستخدامها كوقود (مثل غاز الميثان).</p> <p>- الاستفادة من الحرارة المتولدة من عملية الحرق في غلي الماء لتحريك مولدات البخار.</p>	
h	<p>تجدر الإشارة إلى :</p> <p>- أضرار النفايات/ خطورة التلوث.</p> <p>- عدم العبث بالموارد الطبيعية.</p> <p>- عدم الإفراط في استهلاك الموارد الطبيعية.</p> <p>- استخدام طرق سليمة ونافعة للتخلص من النفايات.</p> <p>- تعاون جميع من ينتفع من البيئة ومن مواردها صناعياً أو تجارياً أو اجتماعياً.</p> <p>- زيادة حملات التوعية بمخاطر النفايات.</p> <p>Accept any 5</p>	5

Question Number	Answer	Mark
2 a	<p>تجب الإشارة إلى:</p> <p>1. أن فنلندا من أكثر دول العالم تطوراً.</p> <p>2. أن نجاح البلد يعتمد على الفرد والحكومة / الحكومة تقوم بالدور الأكبر.</p> <p>3. سعادة وبهجة ورفاهية شعب فنلندا.</p> <p>4. أن التعليم في فنلندا مجاني ومفتوح للجميع.</p> <p>5. ابتكار فنلندا وتصنيعها لأجهزة نوكيا.</p> <p>6. انتفاع شعوب كثيرة بأجهزة نوكيا وعلى رأسها الشعب العربي.</p> <p>7. تصدير الأخشاب وجذوع الأشجار.</p> <p>8. أن فنلندا أصبحت في مقدمة البلدان المنتجة والمصدرة للورق.</p> <p>9. ارتفاع معدل دخل الفرد في فنلندا.</p> <p>10. أن البطالة تنحصر في فنلندا في العاجزين عن العمل والمعاقين/ انخفاض البطالة.</p> <p>11. عدم وجود فوارق طبقية بين أفراد الشعب الفنلندي.</p> <p>Accept any 10</p>	10

Question Number	Answer	Mark
2 b	Generic Mark Scheme	10

This applies to Question 2(b)

Communication and content

Mark range	Descriptor
0 - 1	Little or no relevant communication.
2	Little relevant information with much ambiguity and many omissions. Often incoherent.
3	Main points of the task completed but there may be some irrelevance, omissions or repetition. Minimal level of response with little description or opinions. Not easy to read.
4	Majority of task completed and relevant. There may be some irrelevance caused by a misunderstanding of the task. There is some evidence that the student can go beyond a minimal response due to some expansion of ideas and opinions as appropriate to the task. Some attempts to link the piece together as a whole. Sometimes ambiguous.

5	Responds fully to all, or nearly all, of the task. Task clearly understood. Evidence of both opinion and description as appropriate to the task. The piece is clear and has some coherence. May be rather pedestrian or, alternatively, somewhat over-ambitious.
6	Task clearly understood and responds fully to the task. Ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. Piece is clearly linked together, coherent and relevant. Pleasant to read.

#### Knowledge and application of language

Mark range	Descriptor
0	No language worthy of credit.
1	Limited vocabulary and structures which are just adequate to the task. Language is basic and sometimes inappropriate to task. Sentences are usually short, although syntactically more or less correct. Occasional use of standard idiom. Some errors in correct formation and use of verbs. Pre-learned, set phrases predominate. Use of adjectival or adverbial phrases is not always successful. Communication may sometimes be impeded.
2	Vocabulary, structures and idiom adequate to the task in description expressing and justifying opinions. Complex structures used successfully and language manipulated to suit purpose.

#### Accuracy of language

Mark range	Descriptor
0	Little or no language worthy of credit.
1	Many errors but main points communicated. Some correct constructions allowing successful communication.
2	High level of accuracy, though not faultless. Orthography generally well mastered. At least some use of complex language.

\* Please note, lifting/copying of 5 or more consecutive words from the text will not be credited marks from the marking criteria.



Question Number	Answer	Mark
3 a	لا يقتصر/ يقتصر	1

Question Number	Answer	Mark
3 b	آخر	1

Question Number	Answer	Mark
3 c	ما	1

Question Number	Answer	Mark
3 d	مظاهر-العصور	1

Question Number	Answer	Mark
3 e	عبر- منذ	1

Question Number	Answer	Mark
4 a	المهندسون أكملوا المشروع.	1

Question Number	Answer	Mark
4 b	جاء العامل يركض.	1

Question Number	Answer	Mark
4 c	كم كتاب قرأت.	1

Question Number	Answer	Mark
4 d	إذا اجتهدت نجحت.	1

Question Number	Answer	Mark
4 e	جاءت الطالبتان المجتتان.	1

Question Number	Answer	Mark
5 a	C	1

Question Number	Answer	Mark
5 b	B	1

Question Number	Answer	Mark
5 c	A	1

Question Number	Answer	Mark
5 d	B	1

Question Number	Answer	Mark
5e	C	1

Question Number	Answer	Accept/Reject	Mark
بَدَلْتُ بِالْدينَارِ درهمين.			
6	بَدَلْتُ:		1
	بَدَلُ: فعل ماضٍ مبني على السكون الظاهر على آخره لاتصاله بباء الفاعل. والنائب ضمير متصل مبني على الضم في محل رفع فاعل.		1

Question Number	Answer	Accept/Reject	Mark
	بالدينار: الباء: حرف جر. الدينار: اسم مجرور بحرف الجر وعلامة جرّه الكسرة الظاهرة على آخره.		1 1
	درهمين: مفعول به منصوب وعلامة نصبه الياء لأنه منتهى.		1