

# Mark Scheme (Results)

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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.

Q 1	Question	Answer (alternative renderings which accurately translate the original into good English are also acceptable)	Accept	Reject
1	قال عبد الرحمن بعد خروجه من الخطر المصدق به:	After Abd al-Rahman escaped from the <b>danger surrounding</b> him, he said:	-threat/risk -around	
2	إني لجالس يوماً في ظلمة بيت	I <b>was sitting</b> one day in a <b>darkened room</b>	-sat -dark house	
3	تواريت فيه لرمد كان بي،	where I had hidden myself because I had <b>eye trouble</b> .	-eye problem/infection	-ashes -dust
4	إذ دخل ابني سليمان، وكان إذ ذاك في الرابعة من عمره	My son Sulaiman, aged four at the time, came in	-suddenly	-if
5	باكيًا، فازعًا	crying and scared.	-alarmed/terrified. <i>(Should mention two adjectives to get the full two marks).</i>	
6	فأهوى إلى حجري، فجعلت أدفعه لما كان بي من الرمد،	He <b>leant</b> forward to sit on my lap but I began to push him away because of my eye <b>infection</b> .	-fell/dropped/moved -Problem/trouble	-my room
7	يأبى الصبي إلا أن يتعلق بي،	The ( <b>little</b> ) boy <b>refused</b> to do anything but to <b>cling</b> to me.	-small -refuses -hang on	-my father -refuse -attach
8	وهو دهش يقول ما يقوله الصبيان عند الفزع،	He was <b>anxious</b> and said what (all) (little) boys say when they are frightened.	-in shock small/youngsters/children -scared	-two boys
9	فخرجت لأنظر ما حدث،	I went out to see what (had) happened		
10	فإذا الروح قد نزل بالقرية،	and found that <b>terror</b> (had) <b>descended</b> on <b>the village</b> .	-a scary thing -came upon	-wonderful -city/area
11	أخ لي حدثت كان وإذا	One of my <b>young(er)</b> brothers with me was <b>trying hard</b> to escape.	-my youngest -getting ready	-happened to me
12	ويقول لي: النجاة يا أخي، فقد جاءنا الطلب	He <b>told</b> me: "We <b>have got to escape</b> , brother: the search party has arrived."	-he said to me/says -help/let's run/go/escape -they've come for us	-the order/ the request has come
13	فأسرعت إلى دنانير تناولتها، ونجوت بنفسي، وأخي معي،	I <b>hurried</b> off to get (some) <b>money</b> . I then escaped with my brother.	-rushed -Dinars	-eat/ate

	Question	Answer (alternative renderings which accurately translate the original into good English are also acceptable)	Accept	Reject
14	وأعلمت أخواتي بمتوجهي ومكان قصدي،	I told my <b>sisters</b> the direction I was going and where I was heading.	-siblings -the place I would end up in	-brothers
15	وأمرتهم أن يلحقنني ومعهم ساعدي الأيمن بدر.	I <b>ordered</b> them to <b>follow</b> me and with them my <b>right hand man</b> Badr.	-told -catch up with me -assistant/helper	-right helper -moon
16	وخرجت فكنمت في موضع نائي عن القرية،	I went out and <b>hid</b> in a place <b>far away</b> from the village.	-stayed -a long way/remote from	
17	فما هي إلا ساعة حتى أقبلت الخيل، فأحاطت بالدار	Within an hour, the <b>horsemen</b> arrived and <b>surrounded</b> the house	-horses -circled	
18	فلم تجد أثرًا، ومضيت ولحقني بدر،	but they found no <b>trace</b> (of me/us). I moved on and Badr <b>followed</b> .	-sign -caught up with me	
19	فألفيت رجلاً من معارفي بشط الفرات،	Then I met a man, I knew, on the bank of the <b>Euphrates</b> ,	-reached -side of the river ( <i>accept any spelling for the river Euphrates</i> )	-thousand men -relatives
20	فأمرته أن يبتاع لي دواب وما يصلح لسفري،	so I ordered him to buy me (riding) <b>animals</b> and what I would need for my <b>journey</b> ,	-horses/ donkeys ( <i>accept any riding animal</i> ) -trip/ travel	-to fix
21	ولكن أحد رجاله دل علي،	but one of his men pointed me out.	-gave me away.	
22	فما راعنا إلا جلبة الخيول؛	Nothing scared us but the <b>sound</b> of the horses.	-noise	
23	فاشتدنا في الهرب وسبقناها إلى الفرات، فرمينا فيه بأنفسنا،	We hurried to escape and we arrived at the <b>Euphrates</b> before them. Then we threw ourselves into the river.	-at the river/it -jumped into it	-her (referring to the horses)
24	تتادينا من لا بأس والخيالة الشط: ارجعا،	<b>As</b> the horsemen were calling out to us from <b>the bank</b> : “come back (both of you), You <b>will come to no harm</b> ”.	-while -the side of the river -don't worry/be afraid	-horses -‘side’ on its own
25	حائث نفسي، فسبحت وكنت أحسن السبح،	I swam <b>pushing myself</b> (to go as fast as I could), and I was good at swimming and my brother swam with me.	-encouraging	
26	فلما قطعنا نصف الفرات قصر أخي ودهش،	So when <b>we had crossed</b> half the river, my brother started <b>to slow down</b> and became <b>anxious</b> .	-we reached -stopped -agitated	

27	فالتفت إليه لأقوي من قلبه،	I turned towards him to <b>encourage</b> him,	-hearten/support/strengthen his heart	
28	وإذا هو قد أصغى إليهم،	and <b>realised</b> that he had listened to them	-found out	-if
29	وهم يحاولون خداعه،	as they tried to <b>trick</b> him.	-to mislead/fool him	
30	فناديته: احذر يا أخي إلي إلي.	I called (out to) him: <b>be careful</b> brother. <b>Come towards me!</b>	-watch out/beware -to me..to me/come this way.	-be aware

2 marks allocated to each section to produce a mark of 60. This result is to be divided by 3 to produce a final mark from 20, and to ensure that the mark awarded corresponds with the assessment grid for transmission.

Much importance will be placed on correct use of English, appropriate punctuation and correct spelling. Language used must be clear and convey accurately the meaning of the original text.

## Q2

	Question	Answer (Also acceptable are alternative renderings expressed in good, clear English which accurately conveys the meaning of the original)	Accept	Reject
1	أخيراً وبعد تردد طويل قررت أن أتزوج.	Finally, after much hesitation, I decided <b>to marry</b> .	-get married	
2	الزواج في ذلك العهد غالباً يخضع فكان للتقاليد القديمة؛	Marriage at that <b>time</b> was mostly subject to ancient <b>customs</b> ;	-period/era -traditions	
3	يسمع الشاب من صديقه أو أحد أقاربه	A young man would hear from one of his friends or relatives		
4	أن لفلان بنتاً في سن الزواج،	that somebody has a daughter of <b>marriageable age</b> .	-age of marriage	
5	وقد يبلغه هذا الخبر من محترفة لهذه الوظيفة	This information might also reach him from a marriage professional		
6	وهي التي تسمى "الخاطبة"،	who is called " <b>the matchmaker</b> ."	-the engager	-khateba
7	وهي امرأة تزور البيوت وتتعرف أخبارها	This is a woman who visits houses and gets to know their news.		
8	وترى من فيها من الشابات في سن الزواج	She sees which <b>young ladies</b> in each house are <b>of marriageable age</b>	-to get married	
9	أو من الشباب الذين يريدون الزواج،	<b>or</b> which (young) men wants to marry,	-and	
10	فيقتدم أحد أقارب الشاب	So one of the young man's <b>relatives</b> would <b>approach</b>	-relations -propose	
11	إلى والد الشابة أو ولي أمرها يعرض عليه الرغبة في الزواج؛	the father or guardian of the young lady and presents him with the <b>man's wish to marry</b> .	-intention	
12	فإذا أرسل أمه وبعض قريباته فإذا	If the young man was accepted he would send his mother and some of his female relatives to see the girl.		
13	فإذا وصفنها وصفاً اقتنع به	If they described her in such a way that convinces him,		
14	تقدم للزواج من غير أن ينظرها	he would <b>propose</b> (to the girl's family) without seeing her,	-approach	
15	أو يعرف شكلها وطباعها وأخلاقها،	or knowing what she looks like, her <b>nature</b> and her manners.	-attitude	
16	وإنما يعرف ذلك كله بعد عقد الاقتران وبعد الزفاف.	but he would only know all this after <b>the (marriage) contract</b> , and the wedding (had taken place).	-registering the marriage	-Quran
17	كنت شاباً لا بأس بشكله ولا بأس بأسرته،	I was a fairly good-looking young man from quite a good family;		
18	ومرتبي أيضاً لا يستهان به في ذلك العصر.	and also my salary was not considered trivial at that time.	-bad	

19	وكننت أنتمس الزواج في أمثالي من الأوساط،	I <b>was looking</b> to <b>marry</b> someone from a similar background (to mine).	-seeking -marriage	
20	لا أطلب الغنى ولا أطلب الجاه.	I did not seek wealth nor high rank.		
21	وأخيراً رضي بي قوم وأحبوا أن يروني،	At last, a <b>family approved</b> of me and wanted to see me.	-people -accepted	-tribe
22	وأحببت أن أريهم أني متمدن	I wanted to show them how <b>modern I was</b> ,	-civilised	-nice
23	إليهم أحمل كتاباً إنجليزيّاً،	so I <b>went</b> (to them) holding an English book.	-visited	
24	وجلست إليهم وجلسوا إلي	We sat together,		
25	وتحدثت إليهم حديثاً عصرياً على آخر طراز	I talked to them in a <b>modern way</b> following the latest fashion.	-fashionable/ trendy way	
26	وحشرت في كلامي بعض كلمات إنجليزية فاستغربوا لذلك	I included some English words into my conversation and they were <b>astonished</b> .	-surprised/ amazed	
27	وفهمت أنهم أعجبوا بي ورضوا عني،	I <b>realised</b> that they were <b>impressed</b> and approved of me.	-understood -admired	
28	ولكن بلغني فيما بعد أن الفتاة أطلت علي من الشباك وأنا خارج من البيت؛	However, I heard later that the girl had looked (at me) from a window as I was leaving the house.		
29	فأرت شكلي فرعبت	She had seen what I looked like and became <b>terrified</b> ,	-Scared/ frightened	
30	ورفضت برفضاً باتاً أن تتزوجني رغم إلحاح أهلها.	totally refusing to marry me despite <b>the pleas</b> of her family.	-persistence/ insistence	

2 marks allocated to each section to produce a mark of 60. This result is to be divided by 3 to produce a final mark from 20, and to ensure that the mark awarded corresponds with the assessment grid for transmission. Much importance will be placed on correct use of English, appropriate punctuation and correct spelling. Language used must be clear and convey accurately the meaning of the original text.



## Questions 1 and 2 – Translation from Arabic into English

Each of these questions is **marked** out of **20**

Marks are awarded for each question using the following assessment criteria grid.

Criteria	Descriptor	Mark range
Transmission	No language worthy of credit.	0
	The student's translation is very poor. They demonstrate a very limited understanding of the text and use only a narrow range of vocabulary and sentence structures to express themselves. The choice of verb tenses is poor, and there would be many mistakes in spelling and punctuation.	1-5
	The student demonstrates a basic understanding of the text and translates most of the more straightforward sentences and phrases with a degree of accuracy. They make an attempt to translate some of the more challenging sentences and structures, though these may be done in a verbatim manner without much linguistic refinement. The student is prone to using inappropriate sentence constructions and a weak vocabulary, which may not convey the intended meaning. The student also departs from standard formal English, using a range of slang expressions. Spelling and punctuation may be weak and verb tenses used in an inconsistent manner,	6-10
	The student demonstrates a fairly good understanding of the majority of the text and is able to render it into standard English, using a reasonable variety of linguistic structures and vocabulary. The student's answer contains some errors, though these would generally be minor and would not completely distort the meaning. Spelling and punctuation would be fairly sound and the student uses a wide range of verb tenses appropriately, as well as paying attention to the agreement of nouns and verbs.	11-15
	The student demonstrates an excellent understanding of the Arabic text and is able to translate it into fluent standard English. The style is formal and avoids using slang expressions. While there may be some minor inaccuracies, the translation is coherent with a good level of precise detail emerges. The student writes using highly accurate grammar and sentence structures, with only occasional mistakes. Verb tenses are used appropriately and some attempt may be made to employ English idioms. Spelling and punctuation is of a high standard.	16-20

أَفْخِ	2
فَاذْخِرْ	9
فَوْرٌ	3
فِيْتَا ع	3
جَلْبَةٌ	4
فِيْتَا س	3

Total marks: 24

1 mark is allocated to each selected vowel or orthographical sign to give an overall mark of 24. This mark is to be divided by 4 to award a final mark out of 6 marks.

Q4	Question	Answer (Other renderings are equally acceptable, provided that they convey accurately the meaning of the original language in correct Arabic)	Accept	Reject
1	As soon as I finished my dinner	حالما انتهيت من تناول عشاءي	ما أن أكلت العشاء	
2	I went into the lounge.	دخلت إلى غرفة الاستقبال.	الجلوس/ المعيشة الصالة	
3	A man was sitting in a large armchair	كان رجل جالساً في مقعد كبير	كنبة/ أريكة	
4	and when he saw me	وعندما رأي		
5	he called a waiter. I sat down.	نادى نادلاً، فجلست.	جرسون	
6	The waiter came up	اقترب (منه) النادل		
7	and the man ordered black coffee with some sweets	وطلب الرجل قهوة بدون حليب مع بعض الحلوى.	سادة حلويات سوداء	
8	He spoke Italian very well.	كان يتكلم (اللغة) الإيطالية بطلاقة	بشكل جيد - جيداً	
9	I was wondering by what means	وكنت أتساءل بأي وسيلة	طريقة	
10	I could find out who he was	بإمكاني أن أكتشف من هو	أعرف	
11	without offending him.	دون مضايقته/ إجراجه،	من غير إهانته	
12	People are always a little uncomfortable	يشعر الناس دائماً بالقليل من عدم الراحة	الارتباك	
13	when you do not recognise them:	حين لا تتعرف عليهم،		
14	they are so important to themselves,	فهم يحسبون أنفسهم مهمين جداً.		
15	they are shocked to discover	إنهم يصدمون لدى اكتشاف(هم)		
16	of what small importance they are to others.	قلة أهميتهم بالنسبة إلى الآخرين.		
17	The fluency of his Italian reminded me of him.	طلاقة تحدث ذلك الرجل باللغة الإيطالية ذكرتني به		
18	I remembered who he was	وتذكرت من هو		
19	and recalled at the same time that I did not like him.	وتذكرت في نفس الوقت أنني لم أحبه.	لم يعجبني	
20	His name was Harry Crown. He was in the Foreign Office	اسمه هاري كراون ويشغل في وزارة الخارجية،	يعمل	
21	and he had a position of some importance.	وكان له فيها منصب هام بعض الشيء.	مركز	
22	He was in charge of I know not what department.	وكان مسؤولاً عن قسم لم أكن أعرفه	لاعلم لي به	
23	He worked as an attaché to various embassies	وكان يعمل ملحقاً لسفارات مختلفة	لعدة	
24	and I supposed that his stay in Rome	وظننت أن (فترة) بقاءه في روما	اعتقدت	
25	was the reason for his excellent Italian.	كانت سبب إجادته للغة الإيطالية.	فصاحته/ طلاقته	

26	It was stupid of me	كانت حماقة مني	غباء	
27	not to have seen at once	أنني لم أر في الحال		
28	that he was connected with the diplomatic service.	أن له صلة بالسلك الدبلوماسي.		
29	I had known Crown for a good many years	كنت قد عرفت كراون منذ سنين عديدة		
30	but had met him rarely, at lunch parties.	ولكنني كنت أقابله نادراً أثناء حفلات الغداء.		

3 marks are to be allocated to each section. The total mark of 90 is divided by 3 to reach an overall mark of 30.

Candidates are expected to use classical Arabic in their answers. Correct grammar and spelling are also of equal importance.

## Question 4-Translation from English into Arabic

This question is marked out of 30

Marks are awarded using the following assessment criteria grid

Criteria	Descriptor	Mark range
Transmission	No language worthy of credit.	0
	The student's translation is very poor. They demonstrate a very limited understanding of the text and they use only a poor range of vocabulary and sentence structures to express themselves.	1-6
	The student demonstrates a basic understanding of the text and translates the majority, if not all, of the straightforward sentences and phrases with a degree of accuracy. They make a valiant attempt to translate some of the more challenging sentences and structures. The student is prone to using inappropriate sentence constructions and a weak vocabulary, which may not convey the intended meaning.	7-15
	The student demonstrates a fairly good understanding of the main part of the text and an ability to render it into correct Arabic, using a reasonable variety of linguistic structures and vocabulary. The student's answer contains some errors, though these would generally be minor and would not completely distort the meaning.	16-21
	The student demonstrates a full understanding of the English text and translates it into fluent Arabic. While there may be some minor inaccuracies, the translation is coherent with sufficient detail. They write using highly accurate grammar and sentence structures, with only occasional mistakes.	22-30

Responses		Mark
(a)	<p>Although he could hardly walk after the accident, he still got to the surgery before most of the other patients.</p> <p>بالكاد استطاع المشي بعد الحادث إلا أنهم وصلوا إلى المستوصف (العيادة) قبل</p>	3
(b)	<p>The headmaster shook my hand and said: "Wherever you go in the world, Hashim, avoid what is bad and try always to do what is good!"</p> <p>مدير المدرسة وقال لي: "أينما تذهب في هذه الدنيا، يا هاشم، تجنب ما هو سيء صافحني</p>	3
(c)	<p>When she heard what the teacher said, her cheeks went red and she felt embarrassed. She shut her mouth and said nothing.</p> <p>بقي قول المدرسة، احمرت خداه وشعرت بالخجل فأغلقت فمها ولم تلفظ بكلمة.</p>	3
(d)	<p>If the farmers had refused to supply the market last week, most of their customers would have marched to the local council to complain.</p> <p>ض المزارعون تموين (إمداد) السوق في الأسبوع الماضي، لمشي معظم زبائنهم إلى</p>	3
(e)	<p>At least half of the waitresses from the neighbouring town were suddenly called to assist at a royal celebration.</p> <p>استدعا أكثر من نصف النادل على الأقل من المدينة المجاورة للمساعدة في</p>	3
(f)	<p>"Don't forget, Abdullah! Nobody who misses training on Tuesdays will be selected for Friday matches. You had better turn up in two days' time!"</p> <p>عبد الله! من يتغيب عن التدريب أيام الثلاثاء لن يتم اختياره لمباريات يوم</p> <p>"لا تنسى يا</p> <p>عبد الله، لذا عليك الحضور بعد يومين!"</p> <p>الجمعة</p>	3

(g)	<p>"I wish she had gone straight to university after leaving the secondary stage," said Hiba's mother. "Now it is difficult for her to find any suitable course."</p> <p>أم هديّة: "أتمنى لو التحقت بأيّ جامعة بعد تخرجها من المرحلة الثانوية مباشرة. الآن قالت</p>	3
(h)	<p>In days gone by, if the rains stopped for a long time, and the sky was full of dust, people lived on few resources.</p> <p>الزمان (في الماضي)، إذا انقطعت الأمطار لمدة طويلة وامتألت السماء بالغبار،</p>	3

**Total mark: 24**

Each sentence in Arabic carries a maximum of 3 marks.

- 1 mark is awarded for a successful translation which brings out in Arabic the full and correct meaning of the sentence in English.
- 1 mark will be awarded for good use of correct classical Arabic: correct spelling is a requirement.
- 1 mark will be allocated for correct use of final vowels.