

Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE  
in Classical Arabic (4CA0) Paper 01

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2014

Publications Code UG038426

All the material in this publication is copyright

© Pearson Education Ltd 2014

## 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.

**Assessment criteria**

Assessment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

**Major errors**

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

**Minor errors**

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

**Awarding marks**

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

## Q1

Question	Answer (alternative renderings which accurately translate the original into good English are also acceptable)	Accept	Reject
زعموا أن خبيثاً ومغفلاً اشتركا في تجارة وسافرا.	It was claimed that a wicked man and a simple-minded one became business partners and went on a trip together.		For wicked: Witch/Khabith  For simple: forgetful/ Mugafel
فبينما هما في الطريق وجد المغفل كيساً فيه ألف دينار فأخذها.	While they were on the road, the simple man found a bag containing 1000 dinars. He took it with him.	Some money	property
فرجعا إلى بلدهما وقعدا لاقتسام المال	The two men returned to their own town and sat down to apportion the money.	country/home/ village -divide out/ split the money	house
وكان الخبيث قد قرر في نفسه أن يذهب بالألف جميعها.	The wicked man had already decided to go off with all of the 1000 dinars.	Keep/take	(decided) in himself -repeated for (قرر)
وقال للمغفل: نأخذ الآن نفقة وندفن الباقي في أصل هذه الشجرة	He told the simple man: Let's take some of the money now, and bury the rest in the trunk of this tree	Spending money -in/inside the tree	On/by the tree
فإذا احتجنا جننا لنأخذ حاجتنا، وتوافقا على ذلك.	When we need more, we can come and take what we need. They both agreed to this.		
ثم إن الخبيث خالف المغفل إلى الدنانير فأخذها وسوى الأرض كما كانت.	Then, the wicked man went back to the money without the simple man knowing. He took it (the money) away and flattened out the earth as it had been before.	Dinars	Opposed (for خالف)
وجاء المغفل فقال للخبيث: قد احتجت إلى نفقة	The simple man came to the wicked man and said: "I need some money,	For punctuation either : or "..."	
فانطلق بنا نأخذ حاجتنا، وذهبا إلى	let's hurry (along) there and take what we need". They		

	المكان وبدأ بالحفر	went to the place and started to dig		
	فلم يجدوا شيئاً. عندئذ أقبل الخبيث على وجه المغفل يطمه	but they found nothing. The wicked man went right up to the simple man's face and slapped his cheek,	Hit, smacked, punched -faced for يطمه	أقبل Faced يطمه
	ويقول: لا تغتر بصحبة صاحب ما أخذها غيرك!	saying: "how could I be deceived by your friendship! It must have been you who took it"!	"Don't be deceived by friendship! Nobody else took it but you".	Don't lie to me
	ثم طال بينهما خلاف فترافعا إلى القاضي	There followed a long argument between them. They then took their case (dispute) to the judge,	-Started, took place -Mis-understanding - consultant	Chief for judge
	و ادعى الخبيث أن المغفل أخذها وأنكر المغفل	the wicked man claimed that the simple man had taken the money, which the latter denied.		
	فقال القاضي للخبيث: ألك على دعواك بيّنة؟	The judge said to the wicked man: "do you have any evidence to support your claim?"		
	فأجابته: نعم، الشجرة التي كانت الدنانير عندها.	The man replied: "Yes, the tree where the money was put".	Kept, left, hidden.	
	وكان الخبيث قد أتى أباه فطلب إليه	The wicked man had already gone to his father and asked him		
	أن يتوارى في الشجرة بحيث إذا سئل أجاب.	to hide in the tree so that he could answer any question that might be asked.		
	وانطلق القاضي حتى وافى الشجرة هو ومساعديه	The judge set off with his assistants and reached the tree.	helpers	
	فسألها عن الخبر فردّ الشيخ من جوفها: نعم، المغفل أخذها.	He asked the tree about what had happened, and from inside, the old man replied: "Yes, The simple man took the money".	From the tree	
	فلما سمع القاضي ذلك اشتد تعجبه	When the judge heard this, he was utterly amazed.	-totally, fully, completely. wondered/	Shocked (for amazed)

			astonished/ bewildered/ surprised	
	وجعل يطوف بالشجرة حتى بان له فجوة فيها	He started to go around the tree until he came across a hole in it	gap	
	ففتقدها ولم ير شيئاً ثم دعا بحطب و أمر أن تحرق الشجرة.	he inspected it (closely) but saw nothing (suspicious). He called for some (fire) wood (to be brought) and ordered the tree to be burned.	checked	saw
	فاستغاث أبو الخبيث عند ذلك فأخرجه القاضي	The wicked man's father appealed for help, so the judge let him out,	Required / Asked/cried for help	
	وسأله عن القصة فروى له الشيخ ما حدث	and asked him about the story, and the old man told him what happened.		
	فكر القاضي ملياً ثم قرر	The judge thought thoroughly	deeply	
	أن يوقع بالخبيث وأبيه عقوبة رادعة	to impose a deterring punishment on the wicked man and his father	Effective/painful/st rong penalty	Punish رادعه
	ليجعل منهما أمثلة لأهل البلد.	So that he could make an example out of them to the town's people.		
	فأمر مساعديه أن يوقعوا بالخبيث ضرباً وبأبيه مثله	He ordered his assistants to beat the wicked man and (as well as) his father		
	وأركب الشيخ مشهوراً	He also ordered that the old man to be paraded publicly (through the streets)		famous
	وغيرم القاضي الخبيث الدنانير وأمره بإعطائها للمغفل.	The judge ordered the wicked man to pay back all the money to the simple man.	finned	
<p><b>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.</b></p> <p><b>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</b></p>				

Q2

Question	Answer (alternative renderings which	Accept	Reject
----------	--	--------	--------

		accurately translate the original into good English are also acceptable)		
1	حفيدي أحمد، البالغ من العمر سنتين، يعشق الأدب الروسي.	My grandson Ahmad, who is only two, <b>adores</b> Russian Literature	Loves, admires, likes	Attitude (for literature)
2	لا يهيمه الأدب العربي أو الإنجليزي أو المكتوب بأي لغة أخرى	He is neither interested in Arabic nor English Literature, nor anything written in any other languages.		
3	ولكنه منذ أن تعلم تسلق المقعد المجاور لمكتبتي والوصول إلى أرففها،	However, since he learnt how to climb over the <b>chair</b> near my book case and reach the shelves,	Seat/armchair	sofa
4	ركز كل اهتمامه على الروايات الروسية	He has concentrated (all his <b>attention</b> ) on Russian <b>novels</b>	Interests books/stories	
5	يختار رواية منها ثم ينهك بسعادة بالغة في تمزيق غلافها إلى قصاصات صغيرة	He would select one novel and happily engage in tearing its cover into <b>small</b> pieces	Tiny bits of paper	Parts of/small papers
6	وحيرت هذه المسألة أمه كما حيرتني	This <b>issue</b> <b>perplexed</b> both his mother and myself,	Matter, problem Worried, concerned, muddled	
7	فأغلفة هذه الروايات لا تلفت ألوانها النظر،	<b>because</b> the colours of the book covers were <b>unattractive</b> ,	as, since do not attract the attention, unappealing	
8	ليست حمراء ولا صفراء، بل مجرد ورق	They were not red or yellow, but just <b>polished</b> white	Shiny, smooth	مصقول Hard for



	أبيض مصقول	paper		
9	لا يظهر على الغلاف سوى اسم الرواية ومؤلفها	With only the title of the novel and the <b>author</b> (on it).	Writer	
10	ولكن أحمد لسبب لا نعرفه أحب هذه الأغلفة دون غيرها،	<b>However</b> for some unknown reason, Ahmad loved these covers above all <b>others</b> .	But the rest	
11	وعندما كان يختفي عن الأنظار دقيقة واحدة كنا نجده جالساً على الأرض	When he used to disappear for one minute, we would find him sitting on <b>the floor</b> ,	ground	
12	وفي حُضنه الكتاب الضحية وبقايا الغلاف الممزق.	<b>In his embrace</b> the <b>victimised</b> book and the <b>remains</b> of the torn cover.	On his lap/between his arms -Sacrificed -rest of	Between his hands
13	أحياناً كنا نجد قصاصات بيضاء ملتصقة بشفتيه،	Sometimes, we would find white pieces of paper stuck <b>to his lips</b> ,	-On his lips	
14	وفي هذه الحالة كانت أمه تفتح فمه بضغط وجنتيه بين السبابة والإبهام	In this case, his mother would open his mouth by pressing his cheeks using her <b>thumb and forefinger</b>		fingers
15	ثم تغوص بأصبعها في فمه دون أن تبالي بصراخه	Then she would <b>push</b> her finger in his mouth paying no attention to his <b>screams</b>	Insert/plunge Shouting/crying	dive
16	للتأكد من أنه لم يبتلع دستوفسكي أو	To <b>ensure</b> that he did not <b>swallow</b> a Dostoevsky or	Make sure	Eat (for

	تولوستوي.	Tolstoy.		swallow)
17	وبسبب ملاحظتنا الدؤوب وسعينا لإنقاذ عمالقة الأدب الروسي	Due to our constant <b>vigilance</b> and our efforts to save the giants of Russian literature	Constant supervision/follow up	
18	قررنا نفيهم بأرديتهم البيضاء الممزقة والمهلهلة	We decided to <b>banish</b> them with their torn and tattered white covers	move	
19	إلى رف علوي لا تصل إليه يد أحمد،	to a <b>higher</b> shelf, which Ahmed could not reach	High/top shelf	
20	وبقيت في الأرفف السفلية الكتب صغيرة الحجم، ومعظمها من الشعر الحديث	and on the lower shelves, remained the small sized books, the majority of which were modern poetry		
21	فسرعان ما نقل أحمد اهتمامه من النثر إلى الشعر	Soon after that Ahmed shifted his interest from prose to Poetry	Quickly	Text (for prose)
22	وأصبح له موقف محدد بسبب صغر حجم تلك الكتب ورقة أوراقها؛	And he took a very <b>distinct stance</b> towards these books, because of their small size and delicate papers.	Clear/particular/specific attitude/opinion	Situation/sto p
23	فهو الآن لا يكتفي بتمزيق أغلفتها، بل كان "يفترك" الصفحات بسرعة ونشاط	It was not <b>sufficient</b> for him to tear their covers, but he would rub their pages <b>quickly</b> and <b>energetically</b> .	Enough/now he is not satisfied with Fast Actively	activity

24	فتتحول قصائد الشعر في ثوان إلى فتات منفوش قبل وصول النجدة.	Then in <b>an instant</b> , the poems would be transformed into fluffy bits (of paper) before <b>rescue</b> arrived.	Seconds  help	
25	ولم تكن اهتمامات أحمد مقصورة على الأدب	Ahmad's interests were not only limited to literature		
26	فرغم أننا كنا نجتمع على مراقبته لكي لا يغيب عن أنظارنا،	Even though we all took part in <b>monitoring</b> him, so that he might not <b>disappear</b> from our sight	Supervising/observing/ watching over him.  vanish	Look after
27	فقد كان ينجح في اختراق هذا الحصار الخانق لدقائق أو لثوان	he would succeed in <b>fleeing</b> this siege for seconds or even minutes	Escaping/breaking/penetrati ng	
28	تكفي لكي يواصل اكتشاف العالم.	This would be enough for him <b>to</b> <b>pursue</b> the discovery of the world around him.	To continue	
29	وكنت أشعر بنوع من الغيرة من أبيه لأن أحمد كان غالباً يتراجع عندما يقول له أبوه "كخ"	I used to feel rather jealous of his father, as Ahmed would mostly stop when his dad tells him off with <b>"kek"</b>	No	
30	أما أنا جده المجرب الأشيب الشعر فلم يكن ل"كخي" الخاصة أدنى تأثير عليه.	<b>Whereas</b> I, his experienced grey- haired grandfather, tells him off, my "kek" did not have the <b>slightest</b> effect on him.	But when  Least effect	

Q.2 is to be marked in exactly the same way as Q.1 (see above).

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 correct 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

Q3

فبينما هما في الطريق وجد المُعَقَّلُ كيساً فيه ألف دينار.  
ثم إن الخَبِيثَ خالف المغفل إلى الدَّانِيَرِ.  
عندئذ أقبل الخبيث على وجه المغفل يلممه و يقول: لا تَعْرَى بصحبة صاحب.  
فلما سمع القاضي ذلك اشتدَّ تَعَجُّبُهُ وجعل يطوف بالشجرة.

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	Accept	Reject
1	As darkness closed in, the daughter laid her head down	عندما أظلمت الدنيا وضعت الابنة رأسها		
2	on the hard ground close at her father's side, and watched him.	على الأرض الصلبة بالقرب من أبيها، و تأملته.	نظرت إليه	
3	The darkness fell, and they both lay quietly,	اشتدّ الظلام وتمدد كلاهما بهدوء		
4	until a light gleamed through the little cracks in the wall.	حتى لمع نور من خلال الثقوب الصغيرة في الحائط.	الشقوق – الفتحات الجدار	الكسور
5	Both men had made everything ready for the journey	كان كلا الرجلين قد جهزا كل شيء للرحلة	حضراً السفر	
6	and had brought with them, besides warm clothing, bread, meat and hot coffee.	و قد كانا أحضرا معهم خبزاً و لحماً و قهوة ساخنة، بالإضافة إلى ملابس دافئة.	بُناً حاراً	
7	Mr Jones put this food, and the lamp he carried, on the carpenter's workbench,	وضع السيد جونز هذا الطعام والمصباح الذي يحمله على طاولة عمل النجار،		
8	and both he and Mr Smith woke the prisoner and assisted him to his feet.	وأيقظا السجين هو و السيد سميث وساعده على الوقوف.	السبى	
9	They did not know if he remembered what they had said to him,	لم يعرفا إذا كان يتذكر ما قد قال له		
10	or if he knew that he was free man.	ولا إذا كان يعرف أن أصبح رجلاً حراً.		
11	They tried speaking to him; but he was so puzzled,	حاولوا الحديث معه ولكنه كان مشوشاً	كان مرتبكاً – مستغرباً	

12	and so very slow to answer, that they got scared at his condition	وبطيئاً جداً في الإجابة بحيث أنهما خافا على حالته		من
13	and agreed not to trouble him at the present time.	وانفقا على عدم إزعاجه في الوقت الحاضر.		
14	He had a wild manner and occasionally held his head in his hands.	كان سلوكه وحشيئاً وأحياناً كان يمسك رأسه بين يديه.		
15	This strange gesture was something that he hadn't done before.	لم يكن يفعل هذه الحركة الغريبة من قبل.		
16	However, the only pleasure he found was in listening to the sound of his daughter's voice,	ولكن وجد متعته الوحيدة في الاستماع لصوت ابنته،		
17	and he always turned to her when she spoke.	وكان دائم الالتفات إليها عندما تتكلم.	تتحدث	
18	He ate and drank what the two men gave him, and put on the coat	أكل وشرب كل ما قدمه له الرجلان، وارتدى المعطف		البدلة – الكابوت - البالطو
19	and other warm clothing that they gave him to wear.	والملابس الدافئة الأخرى التي قدمها لها ليرتديها.		
20	He responded to his daughter linking her arm through his,	استجاب عندما وضعت ابنته ذراعها في ذراعه		
21	and kept her hand held in his own.	واحتفظ بيدها ممسكاً بها بين يديه.		
22	They began to go down the narrow staircase	أخذوا في النزول على السلم الضيق	الدرج	
23	Mr Jones going first, then the father and his daughter, and finally Mr Smith.	نزل السيد جونز أولاً وتلاه الأب والابنة وأخيراً السيد سميث.		
24	They had not taken many steps when the man stopped	لم يتخطوا الكثير من الخطوات عندما توقف الرجل		

25	and looked round at the walls as if he recognised the house.	ونظر حوله إلى الجدران كأنه يعرف البيت	الحيطان المنزل - الدار	
26	"Do you remember coming to this place, father?"	"هل تتذكر مجيئك إلى هذا المكان، يا أبي؟"	حضورك	
27	"No, I don't remember. It was a very long time ago."	"لا، أنا لا أتذكر. كان هذا منذ وقت طويل."	زمن - وقت	
28	When they reached the street all was quiet and there was nobody to be seen.	عندما وصلوا إلى الشارع كان الهدوء يعم المكان ولم يكن هناك أي شخص يُرى.		
29	The father had got into the coach, and his daughter had followed him.	دخل الأب العربة وتبعته ابنته		الهودج - السيارة
30	The driver cracked his whip, and the horses speed away.	فرقع السائق بسوطه و أسرعت الخيول في الجري.	ضرب	الدرّة - العصا

**3 marks are to be allocated to each section:**

**1 mark for Translation.**

**1 mark for correct Sentence Structure.**

**1 mark for Accuracy of Language.**

**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.**



Responses		Mark
(a)	<p>The girls picked up the heavy parcels from the floor and held them firmly in their hands. They then refused to carry them any further.</p> <p>التقطت البنات الطرود الثقيلة من الأرض و أمسكنها بعزم بأيديهن. ثم رفضن حملها لمسافة أطول.</p>	3
(b)	<p>Operations will remain in place as long as the experts are hopeful in finding the lost coins.</p> <p>ستظل العمليات مستمرة ما دام المختصون يأملون في اكتشاف النقود المفقودة.</p>	3
(c)	<p>The women walked straight home while the children continued to play. As for the men, they returned to their usual places in the cafes.</p> <p>مشت النساء مباشرة إلى البيوت بينما الأطفال لم يتوقفوا عن اللعب. أما الرجال، فقد عادوا إلى مقاعدهم المعتادة في المقاهي.</p>	3
(d)	<p>Taxi-drivers living in the northern suburbs of the city renewed their licences in a small branch of the Traffic Department.</p> <p>جدد سائقو سيارات الأجرة الساكنون في الضواحي الشمالية من المدينة رخصهم في فرع صغير لقسم المرور.</p>	3
(e)	<p>'Passengers will not start to get ready to leave the plane before it has fully stopped', said the air-hostess, perfectly clearly.</p> <p>قالت المضيفة بوضوح تام: "لن يبدأ الركاب بالتحضير لمغادرة الطائرة قبل أن تتوقف بشكل كلي".</p>	3
(f)	<p>Huda said, a little sadly: "I invited a lot of friends to dinner after the exams, and they all came apart from Sahar."</p> <p>قالت هدى وهي حزينة بعض الشيء: "دعوت الكثير من صديقاتي للعشاء بعد الامتحانات وحضرن كلهن ما عدا سحر"</p>	3

(g)	<p>If it were not for the heavy rains which fell three days ago, the desert would not have flowered at all this season.</p> <p>لولا الأمطار الغزيرة التي نزلت قبل ثلاثة أيام، لما ازدهرت الصحراء إطلاقاً في هذا الموسم.</p>	3
(h)	<p>There was a huge crowd, and Qais almost fell over, but he grabbed Habib's arm and managed to balance himself again.</p> <p>كان ازدحام كبير وكاد قيس يقع على الأرض ولكنه أمسك بذراع حبيب واستطاع أن يستعيد توازنه مرة أخرى.</p>	3

**Each sentence in Arabic carries a maximum of 3 marks.  
Marks will be allocated in the following way:**

- **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**