

IGCSE

Classical Arabic

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Classical Arabic (4CA0)

First examination 2011

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Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.

Sample question paper

Paper 1

7

1. Translate the following passage into English:

بات أمير المؤمنين عمر بن عبد العزيز ليلته تلك أرقا لم يغمض له جفن ولم يطمئن له جنب.
فلقد كان يشغله في تلك الليلة الباردة من ليالي دمشق أمر اختيار قاض للبصرة يقيم بين الناس موازين العدل، دون تحيز...
ولقد وقع اختياره على إياس بن معاوية المزني والقاسم ابن ربيعة الحارثي. وكان كلما وجد في أحدهما مزية ترجحه على صاحبه،
رأى في الآخر ما يقابل هذه المزية.
فلما أصبح دعا واليه على العراق عدي بن أرطاة - وكان يومئذ عنده في دمشق وقال له: يا عديّ اجمع بين إياس والقاسم وكلمهما
في أمر قضاء البصرة، وولّ أحدهما عليه. فقال سمعا وطاعة يا أمير المؤمنين.
جمع عديّ بين إياس والقاسم وقال: إنّ أمير المؤمنين - أطال الله بقاءه - أمرني أن أولي أحكما قضاء البصرة. فماذا تريان؟
فقال كل منهما عن صاحبه إنه أولى منه بهذا المنصب. وذكر كثيرا من فضله وعلمه.
فقال عدي: لن تخرجا من مجلسي هذا حتى تحسما هذا الأمر...
قال القاسم: لا تسل أحدا عني ولا عن إياس - أيها الأمير - فوالله الذي لا إله إلا هو إن إياسا أقدر مني وأعلم بالقضاء... فان
كنت كاذبا في قسمي هذا فما يحل لك ان توليني القضاء وأنا أقترف الكذب... وإن كنت صادقا فلا يجوز لك أن تعدل عن الفاضل
إلى المفضول...

3. Add all vowel marks and other orthographic signs to the following lines taken from the beginning of Question 1.

Example of vowel and orthographic sign markings:

Before adding markings:

من المحتمل ان يغير الائتمار المتلفز طريقة التعليم الحالية تغييرا جذريا

After adding markings:

مِنَ الْمُحْتَمَلِ أَنْ يُغَيِّرَ الْإِئْتِمَارُ الْمُتَلْفِزُ طَرِيقَةَ التَّعْلِيمِ الْحَالِيَّةَ تَغْيِيرًا جَذْرِيًّا

بات أمير المؤمنين عمر بن عبد العزيز ليلته تلك أرقا لم يغمض له جفن ولم
يطمئن له جنب.

فلقد كان يشغله في تلك الليلة الباردة من ليالي دمشق أمر اختيار قاض للبصرة
يقيم بين الناس موازين العدل، دون تحيز...

ولقد وقع اختياره على إياس بن معاوية المزني والقاسم ابن ربيعة الحارثي.
وكان كلما وجد في احدهما مزية ترجحه على صاحبه، رأي في الاخر ما يقابل
هذه المزية.

فلما أصبح دعا واليه على العراق عدي بن أرطاة - وكان يومئذ عنده في دمشق.

Q3

(Total 6 marks)

4. Translate the following passage into **Arabic**:

On arriving at school, Bowman and his sister Kestrel found they had forgotten to bring their homework.

‘Forgot?’ roared Dr. Batch. ‘You forgot?’

The twins stood side by side at the front of the long classroom, facing their teacher. Dr. Batch smoothed his hands over his huge stomach, licked his fat lips and proceeded to make an example of them. He enjoyed making an example of his pupils, considering it to be part of his job as a teacher.

‘Let’s begin at the beginning. Why did you forget?’

‘Our little sister had her first test this morning,’ said Bowman.

‘We left the house early, and we just forgot.’

‘You just forgot?’ Dr. Batch liked lame excuses. ‘Hands up,’ he said to the class, ‘who else had to leave home early this morning?’

A dozen hands went up among the rows of desks.

‘And hands up who else forgot their homework?’

All the hands went down again.

Dr. Batch turned to Bowman. ‘It seems you are the only ones.’

‘Yes, sir.’

Throughout all this, Kestrel remained silent, but Bowman could sense her angry thoughts. Dr. Batch, unaware of this, began to walk up and down in front of them, conducting one of his usual exchanges with the class.

‘Class! What happens if you don’t work?’

Back came the familiar response from fifty-one young mouths.

‘No work, no progress.’

‘And what happens if you make no progress?’

‘No progress, no marks.’

‘And what happens if you get no marks?’

‘No marks ends up last.’

‘Last!’ Dr. Batch emphasised.

The whole class shivered at the thought.

.....

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5. Translate the following sentences into **Arabic**, indicating **all final** vowels.

(a) Girls, I congratulate you on the excellent results you achieved in your final exams.

.....
..... (3)

(b) The father told his three sons: “If I return home in three hours’ time and you have yet to make up your minds where to go for a holiday this summer, I will decide for you.”

.....
..... (3)

(c) Although I did not take to Faisal initially, over time a close friendship subsequently grew between us.

.....
..... (3)

(d) Khalid, who is thirteen years old, is the youngest member of his family.

.....
..... (3)

(e) Boys, if you do not find what you are looking for in the local shops, then try the new shopping centre on the outskirts of the town.

.....
.....
(3)

(f) I was extremely delighted when I learnt from your recent email that you are coming to Cairo next weekend.

.....
.....
(3)

(g) Call me when the train is nearly at the station, Mariam, so that I can come and pick you up.

.....
.....
(3)

(h) It is essential that we should endeavour to overcome our differences and seek to co-operate for what is best for society as a whole.

.....
.....
(3)

Q5

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(Total 24 marks)

TOTAL FOR PAPER: 100 MARKS

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Sample mark scheme

General marking guidance

25

Paper 1

27

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 reflect the standard expected for IGCSEs. It will therefore not be necessary for students to perform 'perfectly' in order to attract the highest marks available in each grid.

Major errors

These may include, for example, the mistranslation of any phrase or part of a sentence which distorts its meaning.

Minor errors

These may include, for example, slight spelling errors.

Awarding marks

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

Paper 1

Questions 1 and 2 – Translation from Arabic into English (20 marks each)

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 they employ 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 the most of the more straightforward sentences and phrases with a degree of accuracy. Furthermore, they make a valiant 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 somewhat weak vocabulary, which may not convey the intended meaning. The student also departs from standard formal English, employing 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 be 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 employs 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, a coherent translation with a good level of precise detail emerges. The student writes using highly accurate grammar and sentence structures, with only occasional mistakes. Verb tenses is used appropriately and some attempt may be made to employ English idioms. Spelling and punctuation is of a high standard.	16-20

Question Number	Descriptor	Mark
3	<ul style="list-style-type: none"> All appropriate orthographic markings must be written, ie fatha, kasra, damma, tanween, sukoon, shadda and madd. 	6

Question 4 – Translation from English into Arabic (30 marks)

This question is marked out of thirty.

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 employ 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. Furthermore, 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 somewhat 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, a coherent translation with sufficient detail has emerged. They write using highly accurate grammar and sentence structures, with only occasional mistakes.	22-30

Question Number	Descriptor	Mark
5	3 marks are to be assigned to each sentence.	24

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