



Mark Scheme (Results)

January 2014

Pearson Edexcel International GCSE in Arabic
1st Language (4AR0) Paper 2

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 or 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.

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

January 2014

Publications Code UG037555

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: Paper 2

Maximum total mark for each question is 30. These marks break down as follows:

- communication and content – maximum 18 marks available
- knowledge and application of language – maximum 6 marks available
- accuracy of language – maximum 6 marks available

Total: 30 marks maximum per question.

Communication and content

| Mark range | Descriptor |
|------------|---|
| 0 – 1 | Little or no relevant communication. |
| 2 – 4 | Little relevant information with much ambiguity and many omissions. Often incoherent. |
| 5 – 7 | 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. |
| 8 – 10 | 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. |
| 11 – 14 | 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. |
| 15 – 18 | 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. |

2 marks will be deducted if the required form of writing in the question is not adhered to.

Knowledge and application of language

| Mark range | Descriptor |
|------------|--|
| 0 – 1 | Little or no language worthy of credit. |
| 2 | Very limited language which restricts and impedes communication. Language is basic and inappropriate. |
| 3 | Limited vocabulary and structures which are just adequate to 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. |
| 4 | Vocabulary and structures are adequate to task. Language is appropriate for purpose. Style is basic and correct when using short simple sentences and communication is not impeded by this. Some difficulty with longer sentences where syntax is not always correct. Idioms are used with partial success. |
| 5 | Evidence of a range of vocabulary and structures appropriate to narrative and description, for example expressing opinions, justifying ideas and points of view. Some use of complex structures. Shows ability to manipulate language to suit purpose, although this may not always be successful. |
| 6 | Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description, for example expressing and justifying opinions, ideas and points of view to avoid repetition. Confident use of more complex structures. Clear ability to manipulate language to suit purpose. |

Accuracy of language

| Mark range | Descriptor |
|------------|---|
| 0 – 1 | Little or no language worthy of credit. |
| 2 | Errors occur so regularly as to impede communication. Isolated examples of correct language. |
| 3 | Many errors but main points communicated. Some correct constructions. |
| 4 | Fairly accurate. More than half of what is written is free from errors. |
| 5 | Generally accurate with most structures being correct. |
| 6 | High level of accuracy, though not necessarily faultless. Orthography generally well mastered. Use of complex language. |

Marking Guidance

Q1: Informal letter to cover different changes happening during 10 years of absence.

- a. Changes in employment.
- b. Changes in education.
- c. Changes in personal life.
- d. Changes in social life.
- e. Future ambitions and plans.

Q2: Article to cover:

- a. The moral value of work.
- b. The financial reward from work.
- c. Reference to different careers and their financial and moral impact.
- d. Charitable work and its invaluable moral satisfaction.

Q3: A report about Women role in the Arabic society to cover:

- a. The current status of the women's role in the Arabic society.
- b. The expected ideal role of women in the Arabic society.
- c. The social treatments of women.
- d. The social barriers.
- e. The religious concept with relation to the role women in the society.
- f. The importance of women in developing the society.

Q4: A speech about the best way to bring up children to cover:

- a. Adults are the role model for children.
- b. Adults should watch their behaviour to be good example to children.

Q5: A formal letter to the environment minister using persuasive language to request the increase of the spending on recycling projects to cover:

- a. The benefits of recycling general and household waste.
- b. The financial benefits of recycling.
- c. Generating job opportunity.
- d. Improving the country's image.
- e. Reducing the pollution and health hazards.

Q6: Narration of events relevant to the images in the provided picture which may include exhibitions, photography, art, tourism.