

Mark Scheme (Results)

Summer 2015

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 English 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>تجب الإشارة إلى:</p> <ul style="list-style-type: none"> - صيد اللؤلؤ / الغوص للبحث عن اللؤلؤ. - تجارة اللؤلؤ. - صيد الأسماك. - مهنة البحارة/ البحار (فقط إذا ذكرت كمهنة). <p>Accept any 3</p>	3

Question Number	Answer	Mark
1 b	<p>تجب الإشارة إلى:</p> <ul style="list-style-type: none"> - طموحه إلى تحسين مستوى عائلته/ الفقر/ مصدر الرزق. - النباهة التي تميز بها. - القدرة على التفكير بأسرار الطبيعة. - العمل في صيد الأسماك. - العمل في الغوص/ البحث عن اللؤلؤ. - الرغبة / الإخفاق في الحصول على لؤلؤة واحدة. <p>Accept any 5</p>	5

Question Number	Answer	Mark
1c	<p>تجب الإشارة إلى:</p> <ul style="list-style-type: none"> - دخول جسم غريب (حبة رمل) داخل جسم المحارة. - إفراز مادة كلسية/ لؤلؤية. - تكوين طبقات كلسية عديدة. - الحصول على شكل شبه كروي. - التصاق حبة اللؤلؤ بجسم المحارة. 	5

Question Number	Answer	Mark
1 d	<p>تجب الإشارة إلى:</p> <ul style="list-style-type: none">- ممارسات مجتمعه التقليدية/ رفض المجتمع لفكرته.- أنه أصبح أضحوكة.- أنه أُتُّهم بالجنون.- تَجَنَّب أصحابه له.- ابتعاد أقاربه عنه.	5

Question Number	Answer	Mark
1 e	<p>تجب الإشارة إلى:</p> <ul style="list-style-type: none">- انتشار اللؤلؤ الصناعي/ منافسة اللؤلؤ الصناعي للطبيعي/ إقبال الناس على اللؤلؤ الصناعي.- سهولة زراعة اللؤلؤ الصناعي.- كساد تجارة اللؤلؤ الطبيعي.- عدم المعرفة بأسرار اللؤلؤ الصناعي.- ظهور البترول / الغاز الطبيعي.- التطور الحضاري (الإعمار).- خطورة مهنة الغوص. <p>Accept any 6</p>	6

Question Number	Answer	Mark
1 f	<p>تجب الإشارة إلى:</p> <ul style="list-style-type: none"> - المنافسة بين اللؤلؤ الطبيعي واللؤلؤ الصناعي. - سهولة زراعة اللؤلؤ الصناعي / صعوبة استخراج اللؤلؤ الطبيعي. - انخفاض ثمن اللؤلؤ الصناعي / ارتفاع ثمن اللؤلؤ الطبيعي / سهولة اقتنائه. - الحصول على اللؤلؤ الصناعي في فترة قصيرة / الحصول على اللؤلؤ الطبيعي في فترة أطول. - إمكانية الحصول على لآلئ كبيرة وفخمة من محارة اللؤلؤ الصناعي. - المحارة الواحدة في اللؤلؤ الصناعي يمكنها أن تنتج عدة لآلئ / وجود لؤلؤة واحدة فقط في محارة اللؤلؤ الطبيعي. - استخدام تقنيات حديثة لإنتاج اللؤلؤ الصناعي (والعكس مقبول) / السيطرة على التلقيح. - توفر اللؤلؤ الصناعي / غزارة إنتاجه. <p>Accept any 6</p>	6

Question Number	Answer	Mark
2 a	<p>تجدر الإشارة إلى:</p> <p>1- تمسك المجتمعات وخاصة العربية بالعادات والتقاليد والاعتزاز بها.</p> <p>2- اختلاف المجتمعات في كثير من الجوانب الحياتية/ تشابه المجتمعات فيما بينها في الجوانب الإنسانية.</p> <p>3- فرض عقوبات على من لا يلتزم بالمسائل الإنسانية في بعض الدول.</p> <p>4- اختلاف المجتمعات في طريقة إكرام الضيف.</p> <p>5- كرم الضيافة في المجتمعات العربية.</p> <p>6- بدء اندثار كرم الضيافة في مجتمعات المدن العربية.</p> <p>7- تداخل/ تمازج الحضارات.</p> <p>8- بقاء كرم الضيافة في القرى والأرياف.</p> <p>9- تباين المجتمعات في اللباس/ دلالة اللباس على مكان انتماء الشخص.</p> <p>10- تقبل الناس لعادات اللباس بعد رفضهم لها.</p> <p>11- تمسك البعض بلباس أجدادهم التقليدي.</p> <p>12- العادات والتقاليد تعكس هوية المجتمعات.</p> <p>Accept any 10</p>	10

* 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
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.

Question Number	Answer	Mark
3 a	"من أبرز (منافع)"	1

Question Number	Answer	Mark
3 b	خدمات	1

Question Number	Answer	Mark
3 c	إلاّ	1

Question Number	Answer	Mark
3 d	ذلك	1

Question Number	Answer	Mark
3 e	يتسنى ليتسنى Accept	1

Question Number	Answer	Mark
4 a	قابلتُ أحدَ عشرَ عاملاً في المعمل.	1

Question Number	Answer	Mark
4 b	أحافظ على كتبي دائماً.	1

Question Number	Answer	Mark
4 c	إنّ التدخين يضرُّ بالصحة.	1

Question Number	Answer	Mark
4 d	(يقبل الحال المفرد أو الجملة) جاء الولد مسرعاً إلى المدرسة.	1

Question Number	Answer	Mark

4 e	عسى المريض أن يشفى.	1
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Question Number	Answer	Mark
5 a	A	1

Question Number	Answer	Mark
5 b	C	1

Question Number	Answer	Mark
5 c	B	1

Question Number	Answer	Mark
5 d	A	1

Question Number	Answer	Mark
5e	B	1

Question Number	Answer	Accept/Reject	Mark
6	وَقَفْتُ وقف: فعل ماضي مبني على الفتح الظاهر على آخره. التاء: تاء التانيث الساكنة ليس لها محل من الإعراب.		1 1

Question Number	Answer	Accept/Reject	Mark
6	المعلمتان: فاعل مرفوع وعلامة رفعه الألف لأنه مثنى.		1

Question Number	Answer	Accept/Reject	Mark
6	أمام: مفعول فيه/ ظرف مكان منصوب وعلامة نصبه الفتحة الظاهرة على آخره. (وهو مضاف).		1

Question Number	Answer	Accept/Reject	Mark
	الطالبات: مضاف إليه مجرور وعلامة جره الكسرة الظاهرة على.		1