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Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE in Arabic (4AR0/02) Paper 2

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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.

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Paper 2

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 to deducted from Communication and Content for the incorrect form of writing, as specified in the question title.

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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.

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SUGGESTED RESPONSES.

Q1:

- Books are the source of material of various areas of all areas of knowledge.
- The knowledge one obtains from books could be accompanied by action and experience.
- Importance of reading.
- Increasing knowledge about other cultures.
- Enforces independent learning.
- Extend the perception of individuals.
- Increases individual confidence and articulation.
- Improves language skills.

Q2:

- Preserving traditional shops.
- The difference between shopping at a supermarket and local shops.
- Price monopoly.
- Unemployment
- Role of shop keepers in improving their services and save their shops.

Q3:

- **Any relevant reason for complain.**
- **Suggestions for improvement.**
- **Implications of these improvements.**

Must include minimum of two suggestions for improvements and two for implications.

Q4:

- Reasons for the increase in population.
- Possible food shortage and how to overcome this.
- Shortage of jobs and the need to create new job opportunities.

Q5:

- Acknowledge rules of road safety.
- Recognise dangers in the roads.
- Awareness of road signs and traffic regulations.
- Safety within the car.
- Safety on the road.