

Mark Scheme (Results)

Summer 2013

International GCSE Classical Arabic
(4CA0/01)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

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

Summer 2013

Publications Code UG037105

All the material in this publication is copyright

© Pearson Education Ltd 2013

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.

Question 1: Translation from Arabic into English

Question	Answer (<i>alternative renderings acceptable if in correct English with appropriate punctuation</i>)	Accept/Reject
من أعاجيب أهل خراسان ما سمعناه من مشايخنا منذ عهد بعيد.	A long time ago, we heard a strange story from our respected elders about the people of Khurasan.	Accept 'sheikhs' for 'elders'
وذلك أن رجلاً من أهل خراسان كان لا يزال يحجّ ويتجر	It went like this: A man from the Khurasan area always used to go on pilgrimage and do some trading at the same time.	
وينزل على رجل من أهل العراق فيكرمه ويكفيه ما يحتاج إليه.	He would stay with a particular Iraqi man who was generous to him and attended to his every need.	
ثم كان كثيراً ما يقول لذلك العراقي: ليت أني قد رأيتك بخراسان،	He often used to say to the Iraqi: "I wish I had seen you in Khurasan	
حتى أكافئك لقديم إحسانك وما تجدد لي من البر كلما قدمت عليك.	so that I could reward you for your past kindnesses to me and for the brotherly affection which you show me every time I come.	
فأما ها هنا فقد أغناك الله عني.	While I am here, God has enriched you and you don't need me.	Accept 'Allah' for 'God'
قال: فعرضت لذلك العراقي بعد دهر طويل حاجة في تلك الناحية.	A long time after this, some important business arose for this Iraqi in the Khurasan area.	
فكان مما هوّن عليه مكابدة السفر ووحشة الاغتراب، وجود الرجل الخراساني هناك.	The fact that the Khurasani was over there helped to ease the hardship of the journey for him, and the loneliness of travel.	
فلما قدم، مضى نحوه في ثياب سفره وفي عمامته وقلنسوته وكسانه	On arrival, the Iraqi went straight to him in his travel clothes, in his turban, his headgear and his robe.	Accept 'helmet' for 'headgear'
ليحط أمتعته و رحله عنده، كما يصنع الرجل بمن يعرفه معرفة طيبة و يثق به الثقة كلها.	He intended to leave his possessions and his saddlebag with the Khurasani, as anyone would do with someone they know well and trust completely.	

فلما وجده قاعداً في أصحابه، أكب عليه وعانقه،	When the Iraqi found him sitting with friends, he threw himself on him and embraced him.	
فلم يره عرفه، ولا يسأل عنه سؤال من رآه قط.	He saw that the man from Khurasan did not know him, and did not ask the type of questions which anyone who had seen him before might have asked.	
قال العراقي في نفسه: لعل إنكاره إياي لوجود القناع الذي يغطي وجهي،	The Iraqi said to himself: "Perhaps he does not know me because of the travelling mask covering my face."	
فرمى بقناعه وابتدأ يسأل الخراساني عن هو ومن أية منطقة جاء،	He therefore threw away the mask and began to ask the Khurasani who he was and from where he had come.	
فكان له أنكر من ذي قبل.	But the man from Khurasan knew him even less than before.	
فقال: لعله أن يكون إنما أتاه الجهل بي من قبل العمامة، فنزعها.	The Iraqi thus said: "Perhaps he doesn't know me because of my turban." He took it off.	
ثم ذكر نسبه وجدد سؤاله إياه فوجده أشد ما كان إنكاراً.	He then mentioned his family lineage and asked him again, following which he found him even more certain about not knowing him.	
قال: فلعل جهله إنما أتى من قبل القلنسوة على رأسي.	The Iraqi said again: "Perhaps he doesn't know me because of the helmet on my head."	
وعلم الخراساني أنه لم يبق شيء يتعلق به من يتظاهر بالغفلة	The Khurasani realised that someone pretending to forget him	
ويظهر من نفسه أنه يجهله وهو ليس يجهله فقال: لو خرجت من جلدك لم أعرفك.	or show that he did not know him when in reality he did know, now had nothing with which to maintain his position of ignorance. He therefore said: Even if you jumped out of your skin, I wouldn't know you."	

Marking guidance

- 3 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.

Question 2: Translation from Arabic into English

Question	Answer	Reject
جلس كمال بين طلبة وطالبات قسم اللغة الإنجليزية بكلية الآداب	Kemal sat among the mixed male and female students of the English Department in the Faculty of Arts.	
يصغي إلى الدرس الذي يلقيه الأستاذ الإنجليزي ،	He was listening to the lesson being given by the professor of English.	
لم تكن أول مرة يحضر فيها هذا الدرس ولا آخر مرة فيما بدا له.	This was not the first time he had attended the lesson but nor would it be the last, it seemed to him.	
ولم يكن قد وجد صعوبة تذكر عند الاستئذان في الحضور - كمستمع -	He had not found any difficulty worth mentioning when, as a listening student, he sought permission	
لمتابعة الدروس المسائية التي تلقى ثلاث مرات في الأسبوع،	to attend the evening classes which took place three times a week.	
وأكثر من هذا فإن الأستاذ قد رحب به عندما علم بأنه مدرس لغة إنجليزية.	The professor had even welcomed him when he found out that Kemal was an English teacher.	
أجل كان غريباً بعض الشيء أن يعني بمتابعة هذه الدروس في أواخر العام الدراسي	Indeed, it was perhaps somewhat strange that he took an interest in following these classes towards the end of the academic year,	
ولكنه علل ذلك أمام الأستاذ بأنه يقوم ببحث	but he justified this to the professor by saying that he was doing some research	
استدعى متابعة هذه المحاضرات رغم ما فاتته منها،	which required him to follow the lectures even though he had already missed some of them.	
وكان قد علم بوجود أستاذه السابق في هذا القسم	He had found out from a friend of his who worked in the Faculty office	

عن طريق صديق له يعمل في مكتب الكلية.	that his former teacher was in the department.	
وبدا منظر كمال ، ببذلته الأنيقة ونظارته الذهبية	Kemal's appearance, with his elegant suit and gold-rimmed spectacles,	
وطوله ونحوه وشاربه الغليظ وشعيراته البيضاء	with his slimness and height, with his thick moustache and the tiny flecks of grey	
التي تلتصق في سوائفه و رأسه الضخم وأنفه الكبير،	gleaming in his hair around the temples, with his large head and big nose,	
بدا كل أولئك ملفتاً للأنظار	all of this made him utterly conspicuous,	
خاصة وهو يجلس بين عدد محدود من الشباب الغض	especially as he was sitting among a small number of callow youths.	
الذين بدوا كالمتمسائلين وحذوه بنظرات لم يرتح لها	They appeared to question his presence and stared at him with looks he found disturbing.	
حتى خيل إليه أنه يسمع ما يدور في نفوسهم من ملاحظات وتعليقات هو أدري بها وأخيراً!	He even imagined he could hear the comments and remarks going on in their minds, about which he was better informed than them!	
هو نفسه كان يعجب لهذه الخطوة الخارقة التي أقدم عليها	He himself was amazed at this bold step he had taken,	
ولكن ما بواعثها الحقيقية وما هدفها؟ لا يدري شيئاً على وجه التحقيق.	but what were the true motives for his action and what was the aim? Of these things he knew precisely nothing.	

Marking guidance

- 3 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

Question 3:

مِنْ أَعَاجِيبِ أَهْلِ خُرَّاسَانَ مَا سَمِعْنَاهُ مِنْ مَشَايخِنَا مُنْذُ عَهْدِ بَعِيدٍ . وَذَلِكَ أَنَّ رَجُلًا مِنْ	(5)
- - - - -	
أَهْلَ خُرَّاسَانَ كَانَ لَا يَزَالُ يَحْجُجُ وَيَتَّجِرُ ،	(2)
-	
وَ يَنْزِلُ عَلَى رَجُلٍ مِنْ أَهْلِ الْعِرَاقِ ، فَيُكْرِمُهُ وَيَكْفِيهِ مَا يَحْتَاجُ إِلَيْهِ . ثُمَّ كَانَ كَثِيرًا مَا	(4)
- - - - -	
يَقُولُ لِذَلِكَ الْعِرَاقِيِّ :	
لَيْتَ أَنِّي قَدْ رَأَيْتُكَ بِخُرَّاسَانَ حَتَّى أَكْفَيْتَكَ لِقَدِيمِ إِحْسَانِكَ وَ مَا تُجَدِّدُ لِي مِنَ الْبِرِّ فِي كُلِّ	(5)
- - - - -	
قَدَمَةٍ . فَأَمَّا هَاهُنَا ، فَقَدْ أَغْنَاكَ اللَّهُ عَنِّي .	(1)
-	
قَالَ : فَعَرَضْتُ لِذَلِكَ الْعِرَاقِيِّ بَعْدَ دَهْرٍ طَوِيلٍ حَاجَةً فِي تِلْكَ النَّاحِيَةِ . فَكَانَ مِمَّا هُوَ	(4)
- - - - -	
عَلَيْهِ مُكَابِدَةُ السَّفَرِ وَ وَحْشَةُ الْإِعْتِرَابِ ، وَجُودُ الرَّجُلِ الْخُرَّاسَانِيِّ هُنَاكَ .	(3)
- - -	

Total marks: 24

Marking Guidance:

- 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.

Question 4: Translation from English into Arabic

Question	Answer	Reject
Mr. Beater was feeling happy on his way back home that evening.	أحس السيد بيتر بالفرح أثناء عودته إلى البيت في ذلك المساء	
He was sure that the local schoolchildren	فإنه على يقين أن الأطفال في المدرسة المحلية	
would soon be as knowledgeable as his own children were:	سرعان ما يصبحون واسع الاطلاع مثل أطفاله الصغار	
certainly no one could have a better education	و بدون شك لن يحظى أحد بتعليم أفضل	
than that which he was providing for his five young children.	مما يقدمه لأطفاله الخمسة.	
Of course, Mr. Beater's house had its own schoolroom,	وبالطبع كان يوجد في منزل السيد بيتر غرفة تدريس خاصة به ،	
but this had long ago become the children's ,prison	إنما هي قد أصبحت من زمان بعيد سجنا للأطفال ،	
because as soon as the children were able to walk,	فما أن صاروا قادرين على المشي بأرجلهم	
their father made them walk to it early in the morning every day	حتى جعلهم والدهم يمشون إليها كل يوم في الصباح الباكر	
and then stay there for the whole day.	ويبقون هناك طول النهار.	
He did not believe in special holidays for children,	وهو لا يعتقد بالإجازات الخاصة للأطفال	
nor, indeed that anyone should seek rest or relaxation in life.	ولا بأن أحداً يأخذ راحة أو تسليّة على الإطلاق في حياته .	
His children's oldest memory was a blackboard.	إنّ أقدم ما في ذاكرة أطفاله كان السبورة	
They did not know the story of "The Three Bears",	وهم لا يعرفون قصة الدببة الثلاثة	
but they could repeat the following simple scientific definition:	ولكنهم يستطيعون ترديد قاعدة علمية بسيطة كالتالية:	
"Bear: animal. Four legs thick, rough fur."	"الدب حيوان له أربع أرجل، ذو وبر خشن كثيف."	
They had never heard of the Man	ولم يسمعوا قط بالرجل	
who lives in the Moon: no, never!	الذي يسكن القمر، لا، أبداً،	
However, they were all	بل يستطيعون القول	

able to recite		
by heart, parrot-fashion:	عن ظهر قلب على نمط الببغاء:	
"The moon is a dry, airless desert of rock and dust."	"إن القمر صحراء وغبار بدون هواء".	
The sun had never smiled on any of the Beater children.	ولم تبتسم الشمس أيضا على أي طفل من أطفال السيد بيتر.	
How could it?	كيف لها أن تفعل ذلك	
It had no face,	وليس لها وجه حقيقي؟	
for it was no more than a quantity of hot gas!	ليست هي إلا كمية من الغاز الساخن فحسب!	
Mr. Beater's business had made him a very rich man	إن تجارة السيد بيتر قد أثرت ثروة كبيرة	
and this is what occupied his mind more than anything.	وهي التي شغلت باله عن الهموم الأخرى	
He bought pots and pans from factories in the local area	وذلك لأنه كان يشتري القدور والأواني من المصانع في المنطقة المجاورة	
and sold them to certain shops	ثم يبيعها لمحلات معينة	
in large towns as far away as Liverpool and Manchester.	في المدن الكبيرة البعيدة مثل ليفربول ومانشستر	

Marking Guidance:

- 3 marks are to be allocated to each section. The total mark of 90 is divided by 3 to reach an overall mark from 30.
- Candidates are expected to use modern literary Arabic in their answers. They will be penalised for using colloquialisms. Correct grammar and spelling are also of importance.

Question 4 – Translation from English into Arabic

This question is marked out of 30

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 use 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. 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 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, the translation is coherent with sufficient detail. They write using highly accurate grammar and sentence structures, with only occasional mistakes.	22-30

Question 5

Responses	Mark
(a) The spectators had hardly stopped clapping before the players walked off the pitch. و ما هي إلا أن توقف المشاهدون عن تصفيقهم حتى خرج اللاعبون من الملعب.	3
(b) "Ali, didn't you revise the set books so as to be sure of passing? You don't deserve to get the scholarship!" "يا علي، ألم تراجع الكتب المقررة فتتأكد من النجاح؟ إنك لا تستحق الحصول على المنحة"	3
(c) She said that her father had paid the waiter before they both left the restaurant. قالت إن أباهما قد سدّد حسابهُ للنادل قبل أن يخرج كلاهما من المطعم.	3
(d) One of my friends watched both men pick up their many bags and carry them to the car. أخذ أصدقائي شاهدَ الرجلين كليهما و هما يمسكان بحقائبهما الكثيرة ويحملانها إلى السيارة.	3
(e) "What a nice man the new baker is," said Salim on his return from the shops. "I hope he will stay here longer than the last man." قال سليمٌ عند عودته من السوق: "نعم الرجلُ الخبازُ الجديدُ! أتمنى أن يبقى هنا لمدةٍ أطول من الخباز السابق."	3
(f) When my father lived in the Arabian peninsula, he always wore his big hat as a protection against the burning sun. عندما عاشَ أبي في شبه جزيرة العرب، كان دائماً يلبسُ قبعته الكبيرة وقاية من الشمس الحامية.	3
(g) Unfortunately, last night I met a man who told me the news I did not want to hear. لسوء الحظ، قابلتُ أمسَ بالليل رجلاً أخبرني بالأخبار التي لا أريد أن أسمعها.	3
(h) "How many books did you borrow from the library last week, Anisa?" asked the head of the Arabic Department at the interview. سألَ رئيسُ قسم اللغة العربية أثناء المقابلة، قائلاً: "كم كتاباً استعرتِ من المكتبة في الأسبوع الماضي، يا أنيسة؟"	3

Total mark: 24

Marking Guidance:

Each sentence in Arabic carries a maximum of 3 marks:

- 2 marks are awarded for translation and quality of language used. The full meaning of the English sentence must be conveyed in the Arabic sentence; grammar, sentence structure and spelling must be correct.
- 1 mark will be allocated for correct use of final vowels.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UG037105 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

