

A Level Arabic



Sample Assessment Materials

**Pearson Edexcel Level 3 Advanced GCE in Arabic
(listening, reading and writing) (9AA0)**

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Issue 1

Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel Level 3 Advanced GCE in Arabic (listening, reading and writing) is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 3 GCE Advanced

Centre Number

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Candidate Number

--	--	--	--	--

Specimen Paper

(Time: 2 hours 30 minutes)

Paper Reference **9AA0/01**

Arabic

**Paper 1: Translation into English, reading
comprehension and writing (research question) in
Arabic**

You do not need any other materials.

Dictionaries are not allowed in this examination.

Documentation relating to the research project is not allowed in
this examination.

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Question 1 in Section A. Answer **all** questions in Section B. You must answer **one** question from Section C. Write approximately 270 to 320 words for questions in Section C.
- We recommend you spend 20 minutes on Section A: Translation into English, 45 minutes on Section B: Reading and 1 hour 25 minutes on Section C: Writing (research question).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 80.
- The marks for **each** question are shown in brackets.

Information

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: READING

We recommend you spend around 45 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

2 اقرأ المقالة التالية حول وسائل التّواصل الاجتماعيّ.

وسائل التّواصل الاجتماعيّ.... إلى أين؟

ازداد استخدام وسائل التّواصل الاجتماعيّ بين الشبان العرب، الذين صاروا يطرحون قضاياهم، ويتبادلون وجهات نظرهم من خلالها. وعلى الرّغم من أنّها تعزز التّواصل العائلي، وعلاقات العمل، والصّداقة؛ فإنّ هناك سلبيات أيضاً لهذه الوسائل التي أضحت وسيلة لإطلاق الشائعات وتقدّم المعلومات الخاطئة، ومحطّة للذين يجدون مُتسّعاً من الوقت للتفاعل السّليبي، فضلاً عن إصدار الفتاوى بغير علم، والمشاحنات الشخصية بين المستخدمين. وقد قامت الإمارات العربية المتحدّة بإصدار قانون يشدد العقوبات المتعلقة بالجرائم الإلكترونيّة، إضافةً لجرائم التعدي على الخصوصية. وقد عاقب هذا القانون أيضاً كل من يشتم شخصاً، أو يسخر من الآخرين باستخدام شبكة المعلومات. وقد رأت الحكومة أنه من المهم إصدار هذا القانون لأنّها تعتقد أن جميع هذه التصرفات تشكل خطراً على المجتمع، في حين رأى بعض المعارضين لهذا القانون أنه يحدّ من حرية التعبير في المجتمع.

اختر النهاية الصحيحة لكل جملة. ضع علامة أمام العبارة الصحيحة.

(i) من إيجابيات وسائل التّواصل الاجتماعيّ بحسب الكاتب أنّها تسمح للناس ب.....

(1)

A	مشاركة الذكريات.	<input type="checkbox"/>
B	التعرّف على أشخاص من بلدان أخرى.	<input type="checkbox"/>
C	مشاركة الأفكار الشخصية.	<input type="checkbox"/>
D	التعبير عن الآراء السياسية.	<input type="checkbox"/>

(ii) يرى الكاتب أنّ وسائل التواصل الاجتماعي يتم استغلالها في

(1)

A	مهاجمة الشركات.	<input type="checkbox"/>
B	نشر الأخبار الكاذبة.	<input type="checkbox"/>
C	سرقة الأموال.	<input type="checkbox"/>
D	نشر الأفكار العنصرية.	<input type="checkbox"/>

(iii) غرض الحكومة الإماراتية الأساسي من إصدار القانون الجديد هو

(1)

A	حماية أموال الناس.	<input type="checkbox"/>
B	حماية المجتمع.	<input type="checkbox"/>
C	منع الناس من الشتم.	<input type="checkbox"/>
D	مكافحة الإدمان على وسائل التواصل الاجتماعي.	<input type="checkbox"/>

(iv) اعترض البعض على القانون الإماراتي الجديد بحجة أنّه

(1)

A	لا يحاسب من يستهزئ بالآخرين.	<input type="checkbox"/>
B	يشجع جرائم الغش.	<input type="checkbox"/>
C	يشكل خطراً على المجتمع.	<input type="checkbox"/>
D	يقيد حرية إبداء الرأي.	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

3 اقرأ التقرير الصحفي التالي حول فرقة الصّامتين.

فرقة الصّامتين

"من الرائع أن أعرف ليرقص من لا يسمعي" بهذه الكلمات تُلخّص عازفة القانون المكفوفة نُهى تجربتها مع فرقة الصّامتين، أول فرقةٍ مصريّةٍ فنيّةٍ من الصّم والبُكم الذين حُرّموا من نعمة السّمع والكلام، لكنّهم يتحدّون الإعاقة في تجربتهم مع الفرقة، ويقدمون دراما حركيّة واستعراضية. وتعتمد حركات أفراد الفرقة على توافق الحركة مع الموسيقى، في تجربة فريدة تكشف عن إصرارهم على التحدي، مع الجهد الخارق لمؤسس الفرقة رضا عبد العزيز الذي يقوم بتدريبهم وفق أسلوب جديد، من خلال التّواصل الجسدي بالنقر على الكفوف والأكتاف لإعطائهم الإيقاع. وفي ذات الوقت تصوّر عيونهم الحركة، ويبدأ التدريب على توافق الحركة والإيقاع. ويقول رضا: إنّ الأولاد صاروا أكثر هدوءاً، وتخلصوا من الغضب والعنف اللذين يظهران غالباً في فئة الصّم والبُكم، بسبب العجز عن التّواصل مع المجتمع، فصاروا أكثر اندماجاً وثقةً بالنفس.

اختر الإجابات الأربع الصحيحة. ضع علامة أمامها فيما يلي.

<input type="checkbox"/>	A تُعتبر نُهى واحدة من أفضل راقصي الفرقة.
<input type="checkbox"/>	B جميع أعضاء الفرقة يجيدون العزف على الآلات الموسيقية.
<input type="checkbox"/>	C تُعتبر فرقة الصّامتين أقدم فرقة فنية للصّم والبُكم في العالم.
<input type="checkbox"/>	D يواجه أعضاء الفرقة إعاقاتهم بالرقص والموسيقى.
<input type="checkbox"/>	E المشاركة في الفرقة حسّنت الحالة النفسية لأعضائها.
<input type="checkbox"/>	F يتواصل المدرّب مع أعضاء الفرقة من خلال اللمس.
<input type="checkbox"/>	G يستخدم رضا الطبل لتدريب أعضاء الفرقة.
<input type="checkbox"/>	H تتاب أعضاء الفرقة نوبات غضب أحياناً خلال التدريب.
<input type="checkbox"/>	I ساعدت الفرقة أعضاءها في الانفتاح على الناس الآخرين.

(Total for Question 3 = 4 marks)

4 اقرأ النص التالي الذي يتحدث عن البطالة في السودان. ثم أجب عن جميع الأسئلة التي تليه باللغة العربية.

البطالة في السودان

بالرغم من إكمال محمد التعليم الجامعي بتفوق وحصوله على درجة امتياز في المحاسبة، فإن ثلاث سنوات من الانتظار لم تكن كافية للحصول على وظيفة ملائمة. ومع ضياع حلم التوظيف المناسب واستنفاد كل السبل أمامه، لم يجد محمد غير القيام بأعمال بعيدة عن تخصصه، ولا تضمن له مستقبلاً آمناً. وقد كشفت وزارة الهجرة السودانية عن هجرة الآلاف من الشبان السودانيين المتخرجين حديثاً إلى دول أخرى بحثاً عن عمل في الخارج، بعد شعورهم باليأس من الحصول على فرص عمل في بلادهم. وأشار أحد الوزراء إلى الصعوبات التي تواجه الحكومة السودانية في تأمين فرص عمل للأعداد الكبيرة من الخريجين الجدد في ظل الحالة الاقتصادية الصعبة للبلاد. لكن أحد نواب المعارضة في البرلمان ردّ عليه بأنهم الحكومة بالتقصير في القيام بمسئولياتها في مواجهة هذه القضية. طالب أحد خبراء الاقتصاد الحكومة بتشجيع فرص الاستثمار في البلاد، وتوفير وظائف جديدة للعاطلين عن العمل حتى تحقق لهم الحياة الكريمة.

(a) ما المشكلة في الأعمال التي وجدها محمد؟

(1)

(b) ما الحل الذي لجأ إليه كثير من الخريجين السودانيين لحل مشكلة البطالة؟

(1)

(c) بماذا برّرت الحكومة عدم قدرتها على حل مشكلة البطالة؟

(1)

(d) ما رأي عضو البرلمان في معالجة الحكومة السودانية لمشكلة البطالة؟

(1)

(e) ما الاقتراحات التي ذُكرت في النص لحل مشكلة البطالة في السودان؟ اذكر نقطتين.

(2)

(Total for Question 4 = 6 marks)

5 اقرأ المقطع التالي من قصة (عطر من الماضي). ثم أجب عن الأسئلة التي تليه باللغة العربية.

عطر من الماضي

اجتازت السيارة مدخل القرية فتساءل أحد الأطفال: هل هذا منزل جدي يا أبي؟ فأجاب سالم: كلاً ياسامي، منزل جدك في الجهة الأخرى من القرية.

علقت الزوجة: جمال الطبيعة في الخارج لا يتناسب مع هذه البيوت الطينية العتيقة!
اجتازت السيارة الطريق الترابية الموصلة إلى بيت الجد، وسط نظرات الدهشة من أهل القرية وهمساتهم المسموعة: "هل هذا سالم بن علي السالم؟! جاء أخيراً لزيارة والده وأقربائه"، "أمه المسكينة ماتت قبل أن ترى أولاده"، "ما أقسى قلبه! لم يزر خاله سعيد عندما أجرى عملية القلب المفتوح"، لم تكن هذه العبارات تدهشه، فغيبته عن عائلته لا مبرر لها.

هتف أحد الأطفال: هذه دار جدي حتماً. إنها كما كان يصفها والدي لنا، توقفت السيارة أمام البوابة الخشبية القديمة، فتذكر سالم كلمات والدته عندما زارها آخر مرة قبل عشر سنوات: "لقد أطلت الغيبة عنا، يبدو أن زواجك من فتاة جميلة قد أنساك أهلك وأحبائك يا بني".
نظر سالم إلى أشجار الزيتون في حديقة الدار بشوق، وأنصت لغناء العصفير حولها. وفجأة التفت إلى زوجته، وقال بحزم: "نادية، لا تتحدثي مع أبي وعمتي بخصوص بيع بيت القرية، نحن من سننتقل للعيش هنا مع العائلة".

(a) ما رأي زوجة سالم ببيوت القرية؟

(1)

.....

(b) فسّر عدم معرفة سامي لبيت جدّه.

(1)

.....

(c) ما الذي أزعج أهل القرية من سالم؟ اذكر سببين.

(2)

.....

(d) بمَ فسّرت أم سالم غياب ابنها عن القرية؟

(1)

.....

(e) اذكر واحداً من القرارات الهامة التي اتخذها سالم بعد وصوله إلى القرية.

(1)

(Total for Question 5 = 6 marks)

TOTAL FOR SECTION B = 20 MARKS

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SECTION C: WRITING (RESEARCH TASK)

Respond to ONE question from this section.

We recommend that you spend around 1 hour 25 minutes on this section.

Write approximately 270 to 320 words.

EITHER

6 الأعراف الاجتماعية في إحدى الدول العربية.

اقرأ النص التالي عن العُرف العربي للضيافة.

الكرم من أقدم العادات والأعراف العربية نتيجة حياة الترحال والتنقل. هذا العُرف هو الأقوى في الثقافة العربية من أي ثقافة أخرى في العالم. ونشأ ذلك لأنه عندما كان الناس يسافرون في الصحراء، لا يتمكنون من حمل الكثير من الأشياء معهم. وكانت الصحراء أيضاً غير مضيافة، مما يعني أن الطعام والماء كانا من الصعب العثور عليهما في كثير من الأحيان. كانت البيئة قاسية، مع تغيرات حادة في درجة الحرارة بين النهار والليل، وبالتالي اعتمد الناس على الضيافة من أجل البقاء. ومن أبرز طقوس استقبال الضيوف في بعض البلاد العربية، تقديم القهوة العربية أولاً ثم إعداد وجبة طعام للضيوف مهما كان وقت قدومهم. في العصر الحديث، هذه التقاليد لم تختف في المجتمع العربي، ولا يزال البخل مذموماً*. ويُنظر إلى الكرم على أنه جوهر حسن الخلق. ما زال العرب في كثير من البلاد العربية خصوصاً في الريف يستقبلون الضيف بالترحاب ويذبحون له. وحتى الذين يعيشون في المدن يقدمون الطعام والشراب ويستقبلون الضيف بترحاب.

*مذموم – condemned

حلل العبارة أدناه مستعيناً بالنص ونتائج بحثك من إحدى الدول العربية.

"في العصر الحديث، الأعراف الاجتماعية أقل أهمية للمجتمع العربي."

(40)

7 الاحتفالات والمناسبات في إحدى الدول العربية.
اقرأ النص التالي عن بعض الاحتفالات والمناسبات العربية.

منذ عهود قديمة، كثير من البلدان العربية تولي اهتماماً كبيراً بالاحتفالات مثل المولد. في المولد، تنظم الدولة، بالتنسيق مع الجماعات الدينية احتفالات ضخمة تُعم كافة أنحاء البلاد. وفي بعض الدول العربية تنصب خيم جميلة المنظر تكسوها الزينة والأنوار الملونة والأعلام في ساحات كبيرة في مشهد كرنفالي بهيج. وتكون برامجهم اليومية حافلة بالدروس والأذكار والمشاهد الاحتفالية، فتمتزج أصوات المنشدين مع ضربات الطبول. منذ عهود قديمة صارت القوات النظامية بقيادة المسؤولين المحليين تشارك في المواكب، تتقدمهم الموسيقى العسكرية ويستقبل المواطنون الموكب ويقدمون لهم الحلوى والمشروبات. للأسف الآن قد اكتسبت الاحتفالات صبغة تجارية حيث صار الاهتمام بأنواع الحلوى وطريقة تغليفها وعرضها بأسعار مرتفعة أمراً شائعاً. تُحجز دكاكين بيع الحلوى قبل الموسم بمدة طويلة ويستمر بيعها لشهور بعده، إضافة إلى ألعاب الأطفال التي تكون بجانب الاحتفالات. بل صارت هناك بطاقات للتهنئة بالمولد مع أن الكثير من الناس لا يهتمون بذلك.

حلّ العبارة أدناه مستعيناً بالنص ونتائج بحثك من إحدى الدول العربية.
"أصبحت المناسبات التقليدية في المجتمع العربي تجارية للغاية"

(40)

8 السياحة في إحدى الدول العربية.

اقرأ النص التالي عن مشاكل السياحة في المجتمع العربي.

من المؤكّد أنّ السياحة تجلب العُملّة الأجنبيّة إلى العديد من البلدان الناطقة بالعربية، وتخلق فرص عمل. ومع ذلك، هناك عدد من العواقب السلبية للسياحة. وعادة ما تتطور المواقف تجاه تنمية السياحة في المجتمعات العربية فتمر بعدة أطوار، تبدأ بالسعادة البالغة عندما يتم الترحاب بالزائرين، ثمّ تصل إلى اللامبالاة لوجودهم حتى تبلغ حد الشعور بالضيق عندما تبدأ التوجهات المعادية للسائحين في التزايد بين السكان المحليين. وقد ينشأ الصدام الثقافي من خلال عدم المساواة الاقتصادية بين السكان العرب المحليين والسائحين الذين ينفقون أكثر من معدلات أنفاقهم في بلادهم. وهذا يجعل رجال الأعمال المحليين جشعين ويرفعون الأسعار، الأمر الذي لا يمكن تحمله من قبل السكان المحليين. وقد تحدث أيضاً مشاكل أخرى بسبب سلوك السائحين الذين لا يهتمون بالعادات والتقاليد والقيم الأخلاقية المحلية؛ فالسياح أحياناً يلبسون ويتصرفون بشكل غير لائق. على سبيل المثال تجدهم في حالة سُكر في الأماكن العامة، مما يدل على عدم احترام الثقافة المحلية.

حلّ العبارة أدناه مستعيناً بالنص ونتائج بحثك من إحدى الدول العربية.
"إن مشاكل السياحة في المجتمع العربي أكثر من فوائدها."

(40)

9 الأقلِّيَّات العرقيَّة في إحدى الدول العربيَّة.
اقرأ النصَّ التالي عن الأقلِّيَّات في العالم العربيِّ.

هناك عدد من الأقلِّيَّات في الدول العربيَّة. ومعظم هؤلاء هم السكان الأصليون الذين يسكنون هذه المناطق منذ آلاف السنين. وقد اعتمدت نسبة كبيرة منهم اللغة والثقافة العربيَّة بسبب اختلاطهم في المدن مع العرب، في حين أن الذين يعيشون بعيداً عن المدن حافظوا على لغتهم والانتماء الإسلاميِّ. يعتقد أنصار هوية الأقلِّيَّة أن الدول الوطنيَّة التي نشأت بعد أن نالت الدول التي يسكنون فيها الاستقلال، قامت بتهميش ثقافتهم وهويتهم نتيجة حركات التعريب والقومية. وبالتالي يقولون إنهم يسعون لاسترجاع هويتهم وحقوقهم باعتبارهم السكان الأصليين.

الربيع العربي قاد إلى اعتراف واسع النطاق بثقافة الأقلِّيَّات ولغاتهم. وفي بعض البلدان أصبحوا مكوِّناً بارزاً في الساحة السياسيَّة والاجتماعيَّة وصارت هويتهم ولغتهم معترفاً بهما دستورياً. وحيث توجد أقلِّيَّات عديدة في منطقة ما، فقد طالب بعض هذه الأقلِّيَّات بالاستقلال الذاتي أو الحكم الذاتي. بل ذهب البعض إلى حد المطالبة بالاستقلال.

وقد قطعت بعض المجتمعات العربيَّة خطوات كبيرة في هذا المجال. فعلى سبيل المثال، أنشئت هيئات رسميَّة لتعزيز لغات الأقلِّيَّات كجزء من هوية البلد. وفي بعض الأحيان توفر وسائل الإعلام الحكوميَّة أيضاً نشرات مفصلة بلغة الأقلِّيَّات.

حلِّ العبارة أدناه مستعيناً بالنصِّ وبحثك في إحدى الدول العربيَّة.
"لا ينبغي معاملة الأقلِّيَّات في المجتمع العربيِّ معاملة مختلفة عن بقية المجتمع."

(40)

Indicate your question choice on this page.

Indicate which question you are answering by marking a cross [X] in the box. If you change your mind, put a line through the box (X) and then indicate your new question with a cross (X).

Chosen question number:

Question 6

Question 7

Question 8

Question 9

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A large rectangular area with rounded corners, containing 20 horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION C = 40 MARKS
TOTAL FOR PAPER = 80 MARKS

Source information

Title: Translation

Adapted from: <https://www.youtube.com/watch?v=U7LCHj0TuS4>

Title: Social Media

Adapted from: <http://www.alittihad.ae/details.php?id=36364&y=2016>

Title: the Voiceless Band

Adapted from: <http://www.alkhaleej.ae/alkhaleej/page/bca8b426-4d62-422f-b47e-6ff2104eea50>

Title: Unemployment in Sudan

Adapted from Aljazeera.net (<https://tinyurl.com/y9pzwnt7>)

Title: The fragrance of the past

Adapted from *The fragrance of the past*, by Joseph Al-Ghazoo, 2003

Text in Question 6

Adapted from: <http://www.n-dawa.com/articles.php?cat=13&id=5411>

Text in Question 7

Adapted from: <https://ar.wikipedia.org/wiki/%D8%A3%D9%85%D8%A7%D8%B2%D9%8A%D8%BA>

Text in Question 8

Adapted from: http://www.coastlearn.org/eg/why_socioimpacts.html

Text in Question 9

Adapted from: https://arabic.sputniknews.com/arab_world/201512171016764296/

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Paper 1: Translation into English, Reading Comprehension and Writing (research task) in Arabic

Section A - Marking principles (translation)

Misspelling is tolerated as long as it does not lead to ambiguity, for example 'drought' misspelled as 'drowght' would be acceptable but misspelled as 'draught' would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Section A - Mark scheme (translation)

Section number	Arabic text	Acceptable answers	Mark
1	في خمسينيات القرن الماضي	In the fifties/in the 1950s	(1)
2	عزز الرئيس المصري جمال عبد الناصر	president Gamal Abdel Nasser strengthened	(1)
3	مكانته في العالم العربي	his position in the Arab world.	(1)
4	ودعا إلى الوحدة العربية	He called for Arab unity	(1)
5	وأعلن دعمه	and declared his support	(1)
6	لجميع حركات التحرر العربية	for all Arab independence movements.	(1)
7	في ذلك الوقت مصر كانت في حاجة للمال	At that time Egypt was in need of money.	(1)
8	ومصدر دخلها الرئيسي كان قناة السويس	Its main source of income was the Suez Canal	(1)
9	لكنها كانت تحت سيطرة أجنبية	but it was under foreign control	(1)
10	لذلك قام الرئيس المصري بتأميمها	and so the Egyptian president nationalised it	(1)
11	ونقل إدارتها للدولة	and moved its management to the state.	(1)
12	عبر العرب من المحيط إلى الخليج	The Arabs from the Atlantic ocean to the Arab Gulf expressed	(1)
13	عن تقديرهم الشديد للرئيس المصري	their great appreciation to the Egyptian President	(1)

Section number	Arabic text	Acceptable answers	Mark
14	الذي قاد إنشاء	who led the establishment of	(1)
15	الجمهورية العربية المتحدة بين مصر وسوريا	the United Arab Republic between Egypt and Syria	(1)
16	لكن الوحدة انتهت نهاية حزينة	but the unity had a sad ending	(1)
17	لعدة أسباب، أبرزها	for several reasons, most notably	(1)
18	عدم وجود اتصال جغرافي بين البلدين	the lack of geographical connection between the two countries	(1)
19	واختلاف	and the difference in	(1)
20	ظروفهما السياسية والاقتصادية والاجتماعية	their political, economic and social conditions.	(1)

Section B - Marking principles (reading comprehension)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

Example of short phrases with two or more words:

توفير وظائف (مصدر / اسم)
لم تعجبها (النفى / الفعل)
الحالة الاقتصادية الصعبة (اسم/صفة/صفة)

- When responding to open-response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text:

أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي

Question:

مم يتكون النظام الغذائي الصحي وفقاً للنص؟

Rewardable answer:

التركيز على أكل الخضار والفواكه

Non-rewardable answer:

أنا أركز على تناول الخضار والفواكه
للمحافظة على صحتي

Candidates who copy the whole sentence, as exemplified above as the *non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in this section so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: لم تعجبها / لم تحبها
- Where appropriate, responses have been separated with 'AND' for compulsory answers, for example:

تشجيع فرص الاستثمار
AND
توفير وظائف جديدة

Use OR to show the various answers where there are more possibilities than available marks, for example:

Any **one** of:

إنها بعيدة عن تخصصه
OR
لا تضمن له مستقبلاً آمناً

- Any parts of an answer that are not essential are bracketed, for example:

تشجيع فرص الاستثمار (في البلاد)

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section B - Mark scheme (reading comprehension)

Question number	Answer	Mark
2(i)	C	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	B	(1)

Question number	Answer	Mark
2(iv)	D	(1)

Question number	Answer	Mark
3	Award 1 mark for each for the below. Only four answers are required. One mark will be deducted for each additional answer. D, E, F, I	(4)

Question number	Answer	Mark
4(a)	لم تكن في مجال تخصصه (1) OR لم توفر له مستقبلاً آمناً (1)	(1)

Question number	Answer	Reject	Mark
4(b)	الهجرة إلى دول أخرى بحثاً عن عمل	القيام بأعمال بعيدة عن تخصصاتهم	(1)

Question number	Answer	Reject	Mark
4(c)	الوضع الاقتصادي الصعب (للبلاد)	الصعوبات التي تواجهها الحكومة	(1)

Question number	Answer	Mark
4(d)	أن الحكومة مقصرة في مسؤولياتها	(1)

Question number	Answer	Reject	Mark
4(e)	تشجيع فرص الاستثمار (في البلاد) (1) AND توفير وظائف جديدة (1)	تحقيق الحياة الكريمة للعاطلين عن العمل	(2)

Question number	Answer	Mark
5(a)	لم تعجبها / لم تحبها	(1)

Question number	Answer	Mark
5(b)	عدم زيارته للقريبة	(1)

Question number	Answer	Mark
5(c)	Any two of: عدم زيارته لأهله وأقربائه (1) موت أمه قبل أن ترى أولاده (1) عدم زيارته لخاله عندما أجرى عملية القلب (1)	(2)

Question number	Answer	Mark
5(d)	(أنه نسيهم بسبب) زواجه بفتاة جميلة	(1)

Question number	Answer	Mark
5(e)	الانتقال للعيش مع عائلته OR عدم بيع بيت القرية	(1)

Section C – Marking principles (written research task)

There are three levels-based mark grids to be applied to this task. They are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3).

The recommended word count for this task is 270 to 320 words, but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13–16 with a small amount of band 17–20 material, it would be placed in band 13–16 but be awarded a mark near the top of the band because of the band 17–20 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student’s answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject. Students must base their response on **one** Arabic-speaking country only. If students refer to more than one country, examiners will mark positively by awarding marks for content based on the country that will gain the highest mark. If students do refer to more than one country in their response, they are likely to disadvantage themselves, as they will waste time writing content that will gain them no marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses students’ understanding of the unseen text through their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side by side. This is because of the inter-connection between the information that the student is producing based on knowledge and understanding of society and culture, and the information that they are using from the unseen text to contribute to this.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references/examples related to aspects such as:
 - lifestyle/customs/events both current and historical
 - important figures both current and historical
 - public opinion, feelings, reactions and behaviour.

This list is not exhaustive. The aspects above are illustrated in the indicative content below.

The recommended word count for the response is 270–320 words, but the whole response will be marked regardless of length.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1–4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from the one country researched to support ideas; limited focus on the research subject. Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions on the one country researched that are frequently contradictory; frequently relies on description rather than analysis. 	1–2	<ul style="list-style-type: none"> Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; information used is frequently contradictory/irrelevant.
5–8	<ul style="list-style-type: none"> Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from the one country researched; some loss of focus on the research subject. Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions on the one country researched that may include contradictions; some reliance on description rather than analysis. 	3–4	<ul style="list-style-type: none"> Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; sometimes information used is contradictory/irrelevant.
9–12	<ul style="list-style-type: none"> Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country researched; occasional loss of focus on the research subject. Some critical analysis of culture and society is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions on the one country researched; occasionally relies on description rather than analysis. 	5–6	<ul style="list-style-type: none"> Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; occasionally information used is contradictory/irrelevant.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
13–16	<ul style="list-style-type: none"> Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from the one country researched; focus predominantly maintained on the research subject. Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions on the one country researched. 	7–8	<ul style="list-style-type: none"> Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.
17–20	<ul style="list-style-type: none"> Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from the one country researched; focused on the research subject throughout. Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions on the one country researched. 	9–10	<ul style="list-style-type: none"> Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward ideas, arguments, conclusions are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication.

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as *al-Maf'ul al-Mutlaq*, *Tamyiz* and *al-Hal*
- the 'La' of absolute negation
- expressions of exclamation and wonder, use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures/ varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and easily as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of 'inna' and 'anna', some gender and adjectival agreements, as long as they do not include mismatch of cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section C - Indicative content

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions, thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references/examples related to aspects such as:

- lifestyle/customs/events, both current and historical
- important figures, both current and historical
- public opinion, feelings, reactions and behaviour.

This list is not exhaustive. The aspects above are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

Question number	Indicative content
6	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on the origin of Arab social mores in desert regions in Saudi Arabia (AO4); students may compare it to information in the text on how the custom of hospitality was influenced by the desert environment (AO2). • Reference from knowledge of culture and society (research) to social mores in Egypt, for example the changing attitudes to the three-day visiting rule in urban parts of northern and southern Egypt (AO4); students may make reference to information given in the text to how hospitality dictates that even now it is customary for coffee to be offered and a meal prepared for guests (AO2). • Information from knowledge of culture and society (research) on the importance of social mores for social cohesion in one Arab country (AO4). • Reference from knowledge of culture and society (research) to why social mores are changing in one Arab country and how this varies between town and country (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Question number	Indicative content
7	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on a festive event they have studied, for example Ramadan in the United Arab Emirates (AO4); students may compare it to information in the text on Mawlid (AO2). • Reference from knowledge of culture and society (research) to the commercialisation in recent years of a festive event they have studied, for example the growth of 'trivial' products to purchase such as greeting cards in Morocco (AO4); students may make reference to information in the text about how festivals such as Mawlid have changed, with an increased emphasis on sweets and entertainment (AO2). • Information from knowledge of culture and society (research) on the role that tourism has played in the commercialisation of a festive event they have studied (AO4). • Reference from knowledge of culture and society (research) to counter-arguments that suggest that despite some commercialism of a festival or event, its original meaning has not been lost (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Question number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on how tourism has helped the economy of an Arab country, for example the hotel and restaurant trade in Tunisia (AO4); students may compare it to information in the text about the details of how tourism helps the economy: via input of foreign currency (AO2). • Reference from knowledge of culture and society (research) to the disadvantages of tourism to people in an Arab country, for example tourists inadvertently breaking the strict laws in Dubai (AO4); students may make reference to information in the text about the problems that tourism can bring, for example higher inflation and the tension caused by tourists who do not understand local behaviour (AO2). • Information from knowledge of culture and society (research) on the benefits that tourism has brought to local people, for example jobs in the tourism sector (AO4). • Reference from knowledge of culture and society (research) about the impacts of tourism on local infrastructure, for example improvements in transport, problems with traffic congestion (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Question number	Indicative content
9	<p>Students may include:</p> <ul style="list-style-type: none"> • Information from knowledge of culture and society (research) on the historical context of the Berber in Algeria (AO4); students may compare it to information in the text about the fact that indigenous people have lived in Arab countries for thousands of years (AO2). • Reference from knowledge of culture and society (research) to how far the Armenians in Syria are integrated into society (AO4); students may make reference to information in the text on how members of minority groups who live in cities have integrated more than those who live in rural areas (AO2). • Information from knowledge of culture and society (research) on the ways in which the minority or minorities they have studied have been treated differently from the rest of the population and how they have tried to achieve equality (AO4). • Reference from knowledge of culture and society (research) to the counter-argument that, to have a strong state and achieve true equality, minorities should be part of the wider national identity and not demand special treatment (AO4). • Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 3 GCE Advanced

Centre Number

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Candidate Number

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Specimen Paper

(Time: 2 hours 40 minutes)

Paper Reference **9AA0/02**

Arabic

Paper 2: Translation into Arabic and written response to works

You do not need any other materials.

Dictionaries are not allowed in this examination.

Copies of works are not allowed in this examination.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Question 1 in Section A. You must answer **two** questions from Sections B and C – this means **either** two questions from Section B **or** one question from Section B **and** one question from Section C. Write approximately 270 to 320 words for questions in Section B and Section C.
- We recommend you spend 30 minutes on Section A: Translation.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 110.
- The marks for **each** question are shown in brackets.

Information

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: TRANSLATION

1 ترجم النص التالي من اللغة الإنجليزية إلى اللغة العربية.

The art of hand clapping is making a comeback. Before the emergence of musical instruments, people clapped their hands to define and create the rhythm of music.

Another ancient art that is being revived is poetry improvisation. According to historians, this was widespread in the pre-Islamic period, when poets demonstrated their skill by inventing musical verses in market squares and camps. These poems dealt with topics like joy and sorrow, love, defeat and victory.

Now new groups of musicians and poets are forming to revive these ancient Arab performance methods. One well-known band leader said, 'We hope to open a school soon to teach new generations this priceless cultural experience.'

*Improvisation: ارتجال

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

Respond to TWO questions. Choose TWO questions from Section B OR ONE question from Section B AND ONE question from Section C

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Write between 270 and 320 words for each question.

2 عصفور من الشرق (توفيق الحكيم)

(a) حَلِّلْ أهمية ذِكر الدين في القصة.

(45)

OR

(b) قَيِّم تأثير الاختلافات الثقافية في علاقة الصداقة بين محسن وعائلة أندريه.

(45)

(Total for Question 2 = 45 marks)

3 رواية صائد اليرقات (أمير تاج السر)

(a) وضح كيف يصور المؤلف الحالة المعيشية تحت نظام الحكم السوداني في الثمانينيات.

(45)

OR

(b) قَيِّم الدور الهام الذي لعبه مقهى "قصر الجميز" في القصة.

(45)

(Total for Question 3 = 45 marks)

4 مسرحية البخيلة (أحمد شوقي)

(a) فسّر كيف صور المؤلف أحمد شوقي موضوع "السلوكيات" خلال أحداث المسرحية.

(45)

OR

(b) حلّل أسباب العلاقة بين الحفيد والجدّة.

(45)

(Total for Question 4 = 45 marks)

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SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

Write between 270 and 320 words for each question.

5 فيلم يوم مُرّ ويوم حلو (خيري بشارة)

(a) اشرح كيف أظهرت "عائشة" شخصيتها القوية بعد أن فقدت زوجها.

(45)

OR

(b) قيّم دور المخرج في استخدام آلة التصوير والإضاءة لإبراز أحداث الفيلم.

(45)

(Total for Question 5 = 45 marks)

6 فيلم إشاعة حب (فطين عبد الوهاب)

(a) وضح لأي مدى يعتبر فيلم "إشاعة حب" فيلماً كوميدياً.

(45)

OR

(b) اشرح لأي مدى يعتبر "حسين" أفضل زوج مناسب لـ"سميحة".

(45)

(Total for Question 6 = 45 marks)

7 فيلم وجدة (هيفاء المنصور)

(a) اشرح كيف عبّرت "وجدة" عن ازدياد ثققتها بنفسها خلال الفيلم.

(45)

OR

(b) وضح كيف صوّر الفيلم حياة المرأة السعودية في القرن الواحد والعشرين.

(45)

(Total for Question 7 = 45 marks)

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Indicate your first question choice on this page. You must use this space to answer ONE question from Section B (Literary Texts). You will be asked to indicate your second question choice on page 10.

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen question number:

- | | | | |
|---------------|--------------------------|---------------|--------------------------|
| Question 2(a) | <input type="checkbox"/> | Question 2(b) | <input type="checkbox"/> |
| Question 3(a) | <input type="checkbox"/> | Question 3(b) | <input type="checkbox"/> |
| Question 4(a) | <input type="checkbox"/> | Question 4(b) | <input type="checkbox"/> |

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Indicate your second question choice on this page. You must use this space to answer ONE question from EITHER Section B (Literary Texts) OR Section C (Films).

Your second question must NOT be on the same literary text as your first question.

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).

Chosen question number:

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| Question 2(a) | <input type="checkbox"/> | Question 2(b) | <input type="checkbox"/> |
| Question 3(a) | <input type="checkbox"/> | Question 3(b) | <input type="checkbox"/> |
| Question 4(a) | <input type="checkbox"/> | Question 4(b) | <input type="checkbox"/> |
| Question 5(a) | <input type="checkbox"/> | Question 5(b) | <input type="checkbox"/> |
| Question 6(a) | <input type="checkbox"/> | Question 6(b) | <input type="checkbox"/> |
| Question 7(a) | <input type="checkbox"/> | Question 7(b) | <input type="checkbox"/> |

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TOTAL FOR SECTIONS B AND C = 90 MARKS
TOTAL FOR PAPER = 110 MARKS

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Source information

Question 1 text adapted from: <http://www.al-monitor.com/pulse/originals/2017/03/egypt-music-art-clapping-comeback-band-kaffafa.html>

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Paper 2: Translation into Arabic and Written Response to Works

Section A - Marking principles and mark scheme

This task is a points-based mark scheme in which 1 mark is given for each correct, individual section of language. A correct translation is provided in a grid that also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

Vocalisations (harakat): these are not required and therefore not penalised if used incorrectly.

Agreements: minor incorrect use is tolerated, as long as there is no ambiguity, for example using the impersonal masculine/feminine **يوجد / توجد** (there is/are); agreements with **بعض** and **الناس**.

Particles: some misuse is tolerated, for example using **إن** instead of **أن** and vice versa.

Spelling: minor misspellings and missing dots are tolerated as long as there is no ambiguity or change of meaning, for example **هذا** rather than **هَذَا**.

Verb endings must be correct and will not be classed as spelling errors.

Adjective endings must be correct and will not be classed as spelling errors.

Accept any appropriate alternatives that do not already appear in the 'Acceptable answers' column.

Section	Text	Correct answer	Acceptable answers	Reject	Mark
1	The art of hand clapping	فن التصفيق باليد			(1)
2	is making a <u>comeback</u> .	سيعود	سيرجع		(1)
3	Before the emergence of musical instruments,	قبل اختراع الآلات الموسيقية	أدوات	المزيكا	(1)
4	people clapped their hands to	يصفق الناس بأيديهم		الجمهور	(1)
5	define and create the rhythm of music.	لتحديد وإبداع الأنغام الموسيقية	الألحان		(1)
6	Another ancient art that is being revived is poetry improvisation.	فن آخر قديم يُبعث هو الشعر المرتجل	يعاد إحياءه ارتجال الشعر		(1)
7	According to historians, this	وفقاً للمؤرخين، هذا	حسب / طبقاً		(1)

Section	Text	Correct answer	Acceptable answers	Reject	Mark
8	was widespread in the pre-Islamic period,	الذي انتشر قبل العصر الإسلامي	في العصر الجاهلي		(1)
9	when poets demonstrated their skill	عندما عرض الشعراء مهاراتهم	قدّم قدراتهم أو مواهبهم		(1)
10	by inventing musical verses	بإبداعهم الأبيات الشعرية الموسيقية	ابتكارهم القصائد الملحنة		(1)
11	in market squares and camps.	في ميادين الأسواق والمخيمات		المعسكرات	(1)
12	These poems dealt with	عالجت هذه القصائد			(1)
13	topics like joy and sorrow, love, defeat and victory.	أغراضاً مثل الفرح والحزن والحب، الهزيمة والنصر	موضوعات السعادة والرتاء		(1)
14	Now new groups of musicians and poets	الآن مجموعات جديدة من العازفين والشعراء	الموسيقيين		(1)
15	are forming to revive these	تتكون لإحياء هذا	لإعادة	لتعايش	(1)
16	ancient Arab performance methods.	الأداء العربي القديم	العرض		(1)
17	One well-known band leader	قائد فرقة مشهور	مشهورة		(1)
18	said, 'We hope to open a school soon	قال: "نتمنى أن نفتح مدرسة قريباً"	نأمل		(1)
19	to teach new generations	لتعليم الأجيال الجديدة			(1)
20	this priceless cultural experience'.	هذه الخبرة الثقافية التي لا تقدر بمال."	لا تقدر بثمن		(1)

Sections B and C - Marking principles and mark schemes

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- critical and analytical response (AO4)
- range of grammatical structures and vocabulary (AO3)
- accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 9–12 with a small amount of band 13–16 material, it would be placed in band 9–12 but be awarded a mark near the top of the band because of the band 13–16 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band, depending on how students have evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Critical and analytical response (AO4)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.
- The recommended word count for each essay is 270–320 words but you must mark the whole essay regardless of length.

Marks	Description
0	No rewardable material.
1–4	<ul style="list-style-type: none"> • Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification or limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. • Limited ability to form arguments or draw conclusions. • Response relates to the work but limited focus on the question.
5–8	<ul style="list-style-type: none"> • Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. • Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments. • Response relates to the work but often loses focus on the question.
9–12	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. • Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. • Response is relevant to particular aspects of the question, occasional loss of focus.
13–16	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. • Predominantly relevant response to the question.
17–20	<ul style="list-style-type: none"> • Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together. • Relevant response to the question throughout.

Range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> • Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. • Limited range of vocabulary resulting in repetitive expression. • Limited use of terminology appropriate to literary and cinematic analysis.
4-6	<ul style="list-style-type: none"> • Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. • Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. • Occasional use of terminology appropriate for literary and cinematic analysis.
7-9	<ul style="list-style-type: none"> • Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. • Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. • Some use of terminology appropriate for literary and cinematic analysis.
10-12	<ul style="list-style-type: none"> • Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay. • Frequently varied use of vocabulary, resulting in regular variation of expression. • Frequent use of terminology appropriate for literary and cinematic analysis.
13-15	<ul style="list-style-type: none"> • Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing. • Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. • Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments and draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative.'

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as *al-Maf'ul al-Mutlaq, Tamyiz and al-Hal*
- the 'La' of absolute negation
- expressions of exclamation and wonder, use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

Accuracy of language (A03)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- This grid should be applied twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1-2	<ul style="list-style-type: none">• Limited sequences of accurate language, resulting in lapses in coherence.• Errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">• Some accurate sequences of language, resulting in some coherent writing.• Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	<ul style="list-style-type: none">• Frequent sequences of accurate language, resulting in generally coherent writing.• Errors occur that occasionally hinder clarity of communication
7-8	<ul style="list-style-type: none">• Accurate language throughout most of the essay, resulting in mostly coherent writing.• Errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">• Accurate language throughout, resulting in consistently coherent writing.• Any errors do not hinder clarity of communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of '*inna*' and '*anna*', some gender and adjectival agreements, as long as they do not include mismatch of cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Sections B and C - Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2(a)	<p style="text-align: right;">عصفور من الشرق (توفيق الحكيم)</p> <p>Students may refer to the following in their answers.</p> <p>The positive and negative aspects of Eastern and Western religions have a significant impact on the characters' lives.</p> <ul style="list-style-type: none"> • Encountering another religion changes Muhsin's perspective on French society and his own society. He discovers that the church gives him the same sense of humility and spirituality as a mosque: 'The same serenity, the same darkness in corners, the same thin light hovering like souls in the air'. Muhsin realises that the house of God is the same in every place and in every time but people pray to God in different ways. This makes him feel more tolerant and sympathetic to Christians. • Religion is seen to give meaning and hope to people's lives. Eastern religion is portrayed as both beautiful and optimistic, as opposed to the modern Western philosophy of Marxism, which is like a religion. Ivan wonders why Muhsin is always whistling and singing happily. He realises that it is because Islam allows its followers to live not only on the Earth but also in heaven. Conversely, Ivan is a Marxist who believes in just one life on Earth and is therefore miserable. • Religion is at times a restrictive and frustrating force in Muhsin's life. Muhsin falls in love with a French girl called Susie. He would like to approach her but he does not know how to speak to her as he has been brought up in a strict conservative Islamic family. His family frowns on relationships outside marriage and he feels he cannot escape the prison of his culture.

Question number	Indicative content
2(b)	<p style="text-align: right;">عصفور من الشرق (توفيق الحكيم)</p> <p>Students may refer to the following in their answers.</p> <p>Andre’s family has a strong relationship with Muhsin because they help him to navigate and overcome the cultural differences he encounters.</p> <ul style="list-style-type: none"> • One of Andre’s roles in the novel is to be a ‘gate’ to French culture. For example, Andre spots Muhsin eating dates in the street like a bird and he informs him that this behaviour is viewed as very strange in France. Thus, Andre is useful to Muhsin because he enlightens him as to what is acceptable and unacceptable in French society. This strengthens their friendship. • Muhsin and Andre have different approaches to time. Muhsin spends a long time reflecting on how the arts in France that Andre’s family introduced him to have impacted his life in a positive way. He sits alone in his room in his own world of imagination. This is alien to Andre who does not have time to waste. However, Andre does not resent this, as he learns a lot from Muhsin’s different approach to life, which complements Andre’s more pragmatic attitude. • Andre’s family and Muhin have different ideas about the significance and value of objects. For example, Andre’s wife suggests that Muhsin gains Susie’s favour by giving her a bunch of flowers. Flowers are not symbolic in Muhsin’s culture and therefore he cannot understand this gesture. So Andre’s family try to help Muhsin by filling in the gaps in his cultural knowledge but this is not always successful because Muhsin’s reservations, stemming from his background, are too strong.

Question number	Indicative content
3(a)	<p style="text-align: right;">رواية صائد اليرقات (أمير تاج السر)</p> <p>Students may refer to the following in their answers.</p> <p>The novel shows Sudan in the 1980s as a repressive place where fear of the security services dominates many aspects of life. The security services act pre-emptively against any perceived threats, and their mission is to encourage fear to discourage anyone from questioning or challenging the government.</p> <ul style="list-style-type: none"> • Life for ordinary people is harsh, as they are subjected to an extreme interpretation of Islamic law as a result of an attempted coup, limiting freedoms of speech and artistic outlets. Regardless of the faith of citizens, the government uses this as a tool to cover up institutional weaknesses. We see this, for example, during the monologue where the author describes the public as suffocated and unable to express themselves because they are in fear of the secret police watching them. • For Abdullah Farfar, life is secretive as an opponent of the regime. He expresses his opposition through his stories as personal therapy, as he cannot publish them. We see this, for example, when he tries to discuss his work with a friend 'A.T.' in a café – A.T. in fear of the police listening, dismisses the work as poorly written and uninteresting. • For journalists and artists in Sudan in the 1980s, their work is stifled by censorship and the threat of torture. We see this, for example, in their use of symbolism as a substitute for topics and subjects that the government have outlawed. They use metaphors for the regime, such as 'The fruitless tree filled with dangerous snakes' can be dealt with only by 'uprooting it from the land'.

Question number	Indicative content
3(b)	<p data-bbox="927 304 1378 349" style="text-align: right;">رواية صائد اليرقات (أمير تاج السر)</p> <p data-bbox="427 405 1145 434">Students may refer to the following in their answers.</p> <p data-bbox="427 488 1390 555">The café is central to the plot. It is a focal point for characters to meet and interact and is a hub of activity.</p> <ul data-bbox="435 566 1401 1211" style="list-style-type: none"> <li data-bbox="435 566 1401 768">• Most of the plot is centred on the café – this is not just where the ‘action’ takes place but it is also the setting for Amir Taj al-Sirr to introduce the range of characters and their ideas. The café is where intellectuals and artists gather – they use the café as a place where they can share their thoughts and beliefs. Journalists share tables with politicians who oppose the government. <li data-bbox="435 775 1401 976">• However, the café is a dangerous place. The security services linger around the café undercover, spying on customers and staff, looking for suspects and suspicious individuals to arrest. For example, when the main character ‘A.T.’ returns to the café after a long absence, regular customers and old waiters Rambo and Antar have disappeared. <li data-bbox="435 983 1401 1211">• The café is used by the author to show how Sudan changes over time. When A.T. returns, there are Ethiopian women refugees being served in the formerly male-only café. From A.T.’s point of view, the rules and social order he was used to have been erased. Later in the story, the café becomes an open place where people can talk freely – this shows more positive changes in Sudanese society in the years that follow.

Question number	Indicative content
4(a)	<p style="text-align: right;">مسرحية البخيلة (أحمد شوقي)</p> <p>Students may refer to the following in their answers.</p> <p>Morality is a strong theme in this play, particularly seen through the actions of Rashad but also Jamil.</p> <ul style="list-style-type: none"> • Rashad works as a broker and he is the personification of capitalism. He lacks empathy and will not allow anything to prevent him from getting his cut of the proceeds of any dealings around him. He will go to any length to get his commission. • However, Shawki shows that Rashad is rich but he is not happy. Although he accumulates wealth, this is a poor substitute for his lack of friends and family. • Jamil is unemployed and has many vices (alcohol, drugs and gambling). He tries to take advantage of Rashad and vice versa: Rashad provides Jamil with drugs and alcohol, while Jamil provides Rashad with yet more money to satisfy his greed. • Rashad and Jamil are not punished by the law but their immoral behaviour finally backfires. Rashad accumulates a lot of dreams of the promised money by Jamal but eventually loses it all. As for Jamil, he tries to cover up his addictions to please a girl's father in order to marry her but he fails. Furthermore, after years of trying to stay in his grandmother's favour to inherit her fortune, the grandmother left all her wealth to Houssna.

Question number	Indicative content
4(b)	<p style="text-align: right;">مسرحية البخيلة (أحمد شوقي)</p> <p>Students may refer to the following in their answers.</p> <p>The grandmother and her grandson have only each other for companionship. The reality is that they are both using each other and have ulterior motives, which ultimately causes harm.</p> <ul style="list-style-type: none"> • The grandmother spoils her grandson with affection. She does this by giving him a bedroom and food every day, and she regularly buys him new clothes and gives him pocket money for going out. Despite all this, he does not love her because her affection is not enough to enable him to pursue his addiction to drugs, alcohol and gambling. • There is a great contrast in their financial resources. She is very wealthy and owns a lot of properties and businesses, in comparison her grandson has very little and is dependent on her for money. • Despite her wealth, the grandmother is famously miserly. Her nickname is 'The Clean', which means that she never has any money in her hand. The pocket money her grandson receives is not much and he is completely dependent on it, which is exactly what she wants as it means that he has to stay at home and help her. • This has negative consequences for the grandson. Not only does he become a gambler and a drunk but he wishes and prays that she will die so that he can inherit her fortune and marry the daughter of a rich local family.

Question number	Indicative content
5(a)	<p data-bbox="951 300 1390 344" style="text-align: right;">فيلم يوم مَرَّ ويوم حلو (خيري بشارة)</p> <p data-bbox="432 398 1145 427">Students may refer to the following in their answers.</p> <p data-bbox="432 483 1385 584">As a widow, she is left to deal with heavy debts and five children (four girls and one boy) to look after. She shows great resourcefulness in dealing with these different problems.</p> <ul data-bbox="432 595 1401 1368" style="list-style-type: none"> <li data-bbox="432 595 1401 869">• Her biggest problem is financial, particularly because her landlord becomes increasingly frustrated with her delays in paying her rent. She shows great strength of character by finding ways to earn money. She invests in a sewing machine to start a business making clothes and school uniforms. She sends her son to work in the landlord’s bakery as part payment, one daughter starts working in a sweet factory and another starts work as a nurse for a local doctor. <li data-bbox="432 880 1374 1014">• The problem with her landlord is complicated because he constantly harasses her to marry him. She shows great determination in avoiding this by prioritising the payment of rent and arrears over any other needs, including food. <li data-bbox="432 1025 1401 1193">• Another pressing difficulty is what to do about her unmarried daughter. She manages to persuade her to get married but this only makes her financial problems worse as both her daughter and her new husband end up having to come and live with her because of their own financial problems. <li data-bbox="432 1205 1401 1368">• Once her son-in-law (Orabi) comes to live with them, he adds to her difficulties by attempting to take over the household. He does not want to get a job but she shows her strength of character by forcing him to take a job as a carpenter on the understanding that if he does not keep it, his wife will divorce him.

Question number	Indicative content
5(b)	<p data-bbox="954 304 1390 349" style="text-align: right;">فيلم يوم مَرَّ ويوم حلو (خيري بشارة)</p> <p data-bbox="432 409 1145 439">Students may refer to the following in their answers.</p> <p data-bbox="432 465 1385 562">The director uses zoom, multiple-camera angles and lighting contrasts throughout the film in order to dramatise the events and living conditions.</p> <ul data-bbox="432 589 1401 1272" style="list-style-type: none"> <li data-bbox="432 589 1401 757">• The director uses multiple camera angles to add suspense and energy to the scenes. He focuses on faces to emphasise emotions and suffering. The quick movements suggest the anxiety felt by the characters and they add extra layers of meaning to the dialogue and scene. <li data-bbox="432 761 1401 1032">• The director sets scenes with detailed situations of destitute lives and conditions and in these scenes the camera zooms into the impoverished faces, rags of clothing, filth and hunger of the people to show very clearly the desperate poverty that the characters face. At other times, close ups are used to highlight the emotional contrast with the desperate conditions, for example when the camera focuses on the beaming face of a contestant who has won a radio. <li data-bbox="432 1037 1401 1133">• The lighting is used to add emphasis to the shadowy locations and lack of basic amenities. Indoor scenes are often dark and gloomy, and this helps create an atmosphere of uneasiness and fear. <li data-bbox="432 1137 1401 1272">• But lighting is also used at more hopeful moments in the film. Colour and light are used to represent hope and happiness such as at the wedding and also when the family wins the radio, with bright colours and flashing lights.

Question number	Indicative content
6(a)	<p style="text-align: right;">فيلم إشاعة حب (فطين عبد الوهاب)</p> <p>Students may refer to the following in their answers.</p> <p>The film contains many comic elements – in particular, there is a lot of comedy in the farcical situations that arise between the mother and the father but there are also serious elements.</p> <ul style="list-style-type: none"> • One source of comedy is in the great contrast between the two potential husbands. The mother wants her daughter to marry Lucy, who is similar to her daughter with his love of dancing, music and going out. But the father wants her to marry Hussein, one of his favourite employees who is the exact opposite of Lucy (very serious and uptight, cannot dance and is conservative). • The father and mother do not like each other very much and the father starts having affairs. This leads to some farcical and very funny situations when the father's (male) secretary tries to cover for him. For example, the secretary is speaking to the wife by phone, pretending to be the father, at the same time as the father returns home. • There is more farce when the actress comes to town, and the daughter and Lucy scheme to test the rumour that she wants to marry Hussein by following her to see what she does and who she meets. The spying and voice impressions of other characters lead to a number of humorous situations and dialogue. • On the other hand, some aspects of the film are not comical. The film shows a culture of families deeply involved in the marriage choices of their children. It highlights the selfishness and lack of consideration of parents to their children's emotions for the sake of reputation in addition to the dysfunctional relationship of the parents.

Question number	Indicative content
6(b)	<p data-bbox="986 282 1406 327" style="text-align: right;">فيلم إشاعة حب (فطين عبد الوهاب)</p> <p data-bbox="432 383 1145 412">Students may refer to the following in their answers.</p> <p data-bbox="432 468 1353 533">In many ways, Hussein is quite well suited to Samiha, despite some ways in which he is not a perfect match.</p> <ul data-bbox="432 544 1406 1281" style="list-style-type: none"> <li data-bbox="432 544 1406 779">• In some ways he appears to be a good catch. He is a reliable man, and, according to the father, he is good 'husband material'. He has good qualifications and has devoted his life to working for Samiha's father, who is his own father's brother. By contrast, Lucy (who is related to the mother) is not a serious man, only interested in dancing, music and going out. In terms of character and family connections, this makes Hussein a better choice than Lucy. <li data-bbox="432 790 1406 958">• However, in some ways Hussein is not well suited to Samiha. She seems, at first sight, more suited to Lucy, with whom she shares a love of going out and having fun. She feels no attraction to Hussein, she finds him old fashioned and serious, and sees him more as a brother than a suitor. <li data-bbox="432 969 1406 1115">• Hussein has other deficiencies in his character. He is socially awkward and unable to express his feelings properly – he can come across as rude, for example when he tells his aunt that she is very old and when he says he does not like the food. <li data-bbox="432 1126 1406 1281">• However, Hussein shows in the end that he is, in fact, a better match for Samiha than Lucy. She finds the photo, which is apparently from the actress, saying she loved Hussein. This made Samiha jealous and she realises that she actually has feelings for him after all.

Question number	Indicative content
7(a)	<p style="text-align: right;">فيلم وجدة (هيفاء المنصور)</p> <p>Students may refer to the following in their answers.</p> <p>Wadjda shows her growing confidence through small but significant acts, which challenge social convention and school rules.</p> <ul style="list-style-type: none"> • She lacks a fear of authority. She is confident in her dealings with the hired driver, putting him in his place on numerous occasions. She challenges authority at school, for example not coming back to class on time after breaks. She is confident enough to walk around unaccompanied and play with boys, unlike other girls her age. • Wadjda’s choice of clothing shows her confidence in being different from other children and she bends the school’s rules about uniform. All her peers wear black-leather shoes and clothes, blending into the background. Wadjda, however, is noticeable because she always wears purple Converse shoes and is often seen wearing a decorative waistcoat. • Wadjda is an entrepreneur and shows her confidence in driving a hard bargain. She creates her own products to sell at school, taking the opportunity to quadruple her income from couriering a love letter for 10 riyals by demanding 20, then demanding another 20 from the recipient. She openly barter with the shopkeeper for price reductions and reservation of the green bike. • She shows confidence in her own abilities by refusing help from her good-willed friend Abdullah. When Abdullah brings his bike up to Wadjda’s rooftop for her to learn to ride, she is enraged that he attaches stabilisers and insists that he remove them. Later she refuses Abdullah’s offer to give her his own bike, seeing this offer as a defeat – she still believes she can acquire the bike eventually on her own.

Question number	Indicative content
7(b)	<p data-bbox="1066 304 1390 344" style="text-align: right;">فيلم وجدة (هيفاء المنصور)</p> <p data-bbox="432 405 1145 434">Students may refer to the following in their answers.</p> <p data-bbox="432 443 1353 506">The film portrays a number of women and girls, and shows us some aspects of their life in modern-day Saudi Arabia.</p> <ul data-bbox="432 517 1401 1227" style="list-style-type: none"> <li data-bbox="432 517 1401 752">• Women are expected to dress modestly. Throughout the film, Wadjda as a child is not fully veiled as only her hair is covered. This is publicly accepted on her journey to school but she is repeatedly reminded to cover up by the principal. Her mother is always fully veiled outside and is pleased when Wadjda complains that the school says she needs to cover her face, suggesting that Wadjda is becoming a woman. <li data-bbox="432 763 1401 969">• Women and girls are often segregated from men and need to respect male authority. When the husband invites his friends to visit, the wife cooks the food, leaves it outside the door and knocks on the door to tell her husband it is ready; she is not allowed to call him or to join them while they eat. After the men have left, the women are allowed to go in and eat what is left. <li data-bbox="432 981 1401 1081">• Women are not allowed to drive. We see the female teachers, including Wadjda’s mother, dependent on the hired driver to transport them to and from work as it is illegal for them to drive. <li data-bbox="432 1093 1401 1227">• Women are expected to be religiously devout. Wadjda is looked down on by her peers and teachers as lacking in religious humility, as she is distracted during Quranic recitals and careless about her veil.

Pearson Edexcel Level 3 GCE Advanced

Specimen Paper

(Time: 2 hours 15 minutes)

Paper Reference **9AA0/03**

Arabic

**Paper 3: Listening, reading and writing in Arabic
Transcript (Questions 1 to 5(a))**

Do not return the transcript with the question paper.

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SECTION A: LISTENING

Passage 1 جَزِيرَةُ كُبَّر

F1

الْمَكَانُ هُوَ جَزِيرَةُ كُبَّرَ، إِحْدَى الْجُزُرِ الْكُوَيْتِيَّةِ غَيْرِ الْمَأْهُولَةِ بِالسُّكَّانِ. أَمَّا الْمُهَمَّةُ، فَهِيَ إِنْقَاذُ الْجَزِيرَةِ مِنَ التَّصْحُرِ. مُبَادَرَةٌ بِيئيَّةٌ تَطَوُّعِيَّةٌ أَطْلَقَهَا أَحَدُ الْمَوْاطِنِينَ مِنْ هَوَاةِ الزَّرَاعَةِ عَبْرَ مَوَاقِعِ التَّوَاصُلِ الْاجْتِمَاعِيِّ، سُرْعَانَ مَا تَفَاعَلَ مَعَهَا الْكُوَيْتِيُّونَ؛ ذَلِكَ التَّفَاعُلُ الَّذِي جَذَبَ أَنْظَارَ الْجِهَاتِ الْمَسْئُولَةِ فَسَارَعَتْ إِلَى تَقْدِيمِ الدَّعْمِ وَالْمُسَاعَدَةِ لِلْمُتَطَوِّعِينَ.

جَزِيرَةُ كُبَّرَ تَبْعُدُ عَنِ الشَّوْاطِئِ الْجَنُوبِيَّةِ تِسْعَةً وَعِشْرِينَ كَيْلُو مِتْرًا، وَتَتَمَيَّزُ بِكَوْنِهَا مَوْطِنًا هَامًا لِلسَّلَاحِفِ وَالطُّيُورِ الْبَحْرِيَّةِ وَبَعْضِ الْأَعْشَابِ وَالنَّبَاتَاتِ الْبَرِّيَّةِ الَّتِي انْحَسَرَتْ بِسَبَبِ مُمَارَسَاتِ الْإِنْسَانِ غَيْرِ الْمَسْئُولَةِ لِحَوِّ الْبَيْئَةِ.

وَالْيَوْمَ يُحَاوِلُ الْمُتَطَوِّعُونَ رَدَّ الْاِعْتِبَارِ لِلْجَزِيرَةِ وَتَعْوِيضَ الْغَطَاءِ النَّبَاتِيِّ الْمَفْقُودِ؛ مِنْ خِلَالِ زَرْعِ أَرْبَعِمِائَةِ غَرْسَةٍ اسْتِنَادًا إِلَى دِرَاسَةٍ بِيئيَّةٍ قَامَتْ بِهَا الْجِهَاتُ الْمُخْتَصَّةُ.

فِي الْوَقْتِ الَّذِي حَوَّلَتْ فِيهِ كَثِيرٌ مِنْ ثَوَرَاتِ الرَّبِيعِ الْعَرَبِيِّ بُلْدَانَهَا إِلَى دَمَارٍ، وَشُعُوبَهَا إِلَى لَاجِئِينَ، اسْتَطَاعَ الْمَغْرِبُ الْعَرَبِيُّ بِجَاوِزِ تِلْكَ الْعَاصِفَةِ. فَقَدْ صرَحَتْ السُّلْطَةُ بَعْدَ أُسْبُوعَيْنِ مِنْ خُرُوجِ النَّاسِ لِلشَّارِعِ بِأَنَّهَا سَتَقُومُ بِتَغْيِيرِ الدُّسْتُورِ الْقَدِيمِ، وَسَتُنَازِلُ عَنْ جُزْءٍ مِنْ صِلَاحِيَّاتِهَا الْكَبِيرَةِ، وَسَتَحُلُّ الْبِرْلَمَانَ وَالْحُكُومَةَ، وَتَدْعُو لِانْتِخَابَاتٍ جَدِيدَةٍ، وَأَنَّهَا سَتَقُومُ بِإِصْلَاحَاتٍ اِقْتِصَادِيَّةٍ وَاجْتِمَاعِيَّةٍ وَحُقُوقِيَّةٍ. فَاسْتَجَابَتْ لِبَعْضِ مَطَالِبِ الشَّعْبِ الْمَغْرِبِيِّ، الَّذِي رَفَعَ شِعَارَاتٍ عَدِيدَةً تُطَالِبُ بِالْحُرِّيَّةِ وَبِإِصْلَاحَاتٍ فِي تَوْزِيعِ السُّلْطَةِ وَالثَّرْوَةِ.

فَتَفَادِي الْآثَارَ السَّلْبِيَّةَ لِلرَّبِيعِ الْعَرَبِيِّ عَلَى الْمَغْرِبِ نَجَحَ بِسَبَبِ سِيَاسَةِ الْاِحْتِوَاءِ وَالْاِبْتِعَادِ عَنِ الْعُنْفِ، فَقَدْ أُعْطِيَتْ الْأَمْرُ لِلسُّلْطَاتِ الْأُمْنِيَّةِ بَعْدَ مُوَاجَهَةِ الْمُتَظَاهِرِينَ، وَالسَّمَاحِ لَهُمْ بِالتَّعْبِيرِ عَنِ الرَّأْيِ، وَأُعْطِيَتْ السُّلْطَةُ وَعَدًا بِالْإِصْلَاحِ لِأَحْزَابِ الْمُعَارِضَةِ، مِمَّا أَبْعَدَهَا عَنِ الْمُشَارَكَةِ فِي الْحَرَكَاتِ الشَّعْبِيَّةِ.

فَالْوَاقِعُ فِي الْمَغْرِبِ الْعَرَبِيِّ بِرَأْيِ الْبَعْضِ كَانَ صِيغَةً لِتَخْطِي النِّظَامِ الْحَاكِمِ مَوْجَةَ الرَّبِيعِ الْعَرَبِيِّ بِأَقْلِ الْأَضْرَارِ، رُغْمَ عَدَمِ التَّرَامِهِ بِجَمِيعِ تَعْهُدَاتِهِ.

Passage 3(a) المواقف الإخبارية في الأردن

M1

هَلْ تَلَا حِظِينَ مَعِي يَا إِقْبَالَ أَنْ كَثُرَ الْمَوَاقِعُ الْإِخْبَارِيَّةُ فِي الْأُرْدُنِ تُشَوِّشُ عَلَى الْمَوَاطِنِينَ، وَتَمْنَعُهُمْ مِنْ تَكْوِينِ فِكْرَةٍ صَحِيحَةٍ عَنِ الْأَحْدَاثِ.

إِنَّ بَعْضَ هَذِهِ الْمَوَاقِعِ غَيْرُ مُتَخَصِّصَةٍ؛ مِمَّا يُعْرَضُهَا لِلْفَشْلِ فِي تَأْدِيَةِ رِسَالَتِهَا الْإِعْلَامِيَّةِ.

النَّظَرَةُ السَّلْبِيَّةُ لِلْإِعْلَامِ قَدْ تَدْفَعُ بَعْضَ الْمُسْتَثْمِرِينَ الْأَجَانِبِ لِلْإِمْتِنَاعِ عَنِ الْقِيَامِ بِمَشَارِيعِ كَبِيرَةٍ فِي الْأُرْدُنِ، مِمَّا يُؤَدِّي لِخَسَارَةِ بَعْضِ الْعَمَالِ لِمَوَاطِنِهِمْ؛ وَيَضُرُّ بِالْاِقْتِصَادِ الْوَطَنِيِّ.

F1

أَتَفِقُ مَعَكَ يَا أَيُّمُنُ أَنْ لِلْإِعْلَامِ دَوْرًا مُهِمًّا، وَلَكِنَّ تَنْوُعَ الْأَفْكَارِ أَمْرٌ طَبِيعِيٌّ وَمُنْفَعٌ.

أَهَمُّ مِيزَةٍ لَتَنْوُعِ هَذِهِ الْمَوَاقِعِ أَنَّهَا تُسَاعِدُنَا عَلَى الْإِحَاطَةِ بِالْمَوَاضِعِ الْاِقْتِصَادِيَّةِ وَالسِّيَاسِيَّةِ، حَتَّى نَسْتَطِيعَ الْحُكْمَ عَلَيْهَا بَعْدَ الْاطَّلَاعِ عَلَى وَجْهَاتِ النَّظَرِ الْمُخْتَلِفَةِ.

هَذِهِ الْمَوَاقِعُ تَحْمِي الْمُجْتَمَعِ؛ لِأَنَّهَا تُنَبِّهُنَا إِلَى تَجَاوُزَاتِ كِبَارِ الْمُسْتَوْلِينَ، وَتَسْمَحُ لَنَا بِمِرَاقَبَةِ تَصْرُفَاتِهِمْ، مِمَّا يَقُوْدُنَا لِمُجْتَمَعٍ عَادِلٍ وَمُنْفَتِحٍ.

Passage 3(b) المواقف الإخبارية في الأردن

M1

ولكن للأسف، الكثير من هذه المواقع غير مؤهلة ويديرها أشخاص غير متخصصين بالمجال الإعلامي. هؤلاء الأشخاص لا يقومون بواجباتهم على أكمل وجه، فلا تصل المعلومات الصحيحة للمتابعين، مما يؤدي إلى انقسام للرأي العام وينعكس سلباً على البلاد.

لهذا السبب يجب وضع قوانين فعالة لتنظيم الإعلام الأردني دون التأثير على حرية الصحافة. القوانين الجديدة يجب أن تضمن الحصول على وسائل إعلام عالية الجودة تلعب دوراً هاماً في تنمية وتطوير بلادنا.

F1

لكن الاختلاف أمر طبيعي، فبلدنا متعدد الآراء السياسية والفكرية، وهذا التنوع في مصادر الأخبار يؤدي لزيادة التواصل بين أبناء المجتمع. التضييق على هذه المواقع أمر خاطئ؛ لأنها تمثل الحرية الإعلامية التي يكفلها القانون، مما يعكس صورة خاطئة عن الأردن. وكثرة هذه المواقع يؤدي لتطويرها، وزيادة التنافس فيما بينها، ويشجع الإعلاميين على تطوير مواقعهم الإخبارية.

يرحب شعبنا بهذا التحسن لأن أبواب الحرية ستبقى مفتوحة دائماً وتسمح لهم بالتعبير عن أنفسهم.

Passage 4 فنُّ الأرابيسك

F1

كَانَتْ الْأَسْوَاقُ الْعَرَبِيَّةُ فِي الْعُصُورِ الْقَدِيمَةِ تَمْتَلِي بِالْفَنِّ وَالْفَنَانِينَ، وَلَكِنْ مَعَ تَطَوُّرِ الْحَيَاةِ السَّرِيعِ، وَظُهُورِ
الآلاتِ الْحَدِيثَةِ، أَصْبَحَ مِنَ الصَّعْبِ الْحِفَاظُ عَلَى الْفُنُونِ التُّرَاثِيَّةِ، فَاحْتَصَرَتْ هَذِهِ الْفُنُونُ فِي الْأَكَادِمِيَّاتِ
وَالْمَعَارِضِ، بَعْدَمَا كَانَ الْفَنُّ يُحِيطُ بِالنَّاسِ. لَكِنَّ بَضْعَ عَائِلَاتٍ مَصْرِيَّةٍ جَاهَدَتْ لِلْحِفَاظِ عَلَى فَنِّ الْأَرَابِيسِكِ
وَلَمْ تَتَخَلَّ عَنْهُ، وَمِنْهَا عَائِلَةُ ضَيْفِنَا الْأُسْتَاذِ عَلِيِّ. كَيْفَ نَشَأَ فَنُّ الْأَرَابِيسِكِ أُسْتَاذِ عَلِيِّ؟

M1

ظَهَرَ فَنُّ الْأَرَابِيسِكِ فِي أَيَّامِ الْفَاطِمِيِّينَ، حَيْثُ كَانَ هُنَاكَ نَقْصٌ شَدِيدٌ فِي الْأَخْشَابِ، بِسَبَبِ الْحُرُوبِ الْكَثِيرَةِ
فِي ذَلِكَ الْوَقْتِ، وَلِأَنَّهُمْ كَانُوا يَسْتَعْدِمُونَهُ فِي صِنَاعَةِ السَّهَامِ وَالرَّمَاكِ وَالسُّفُنِ. وَكَانَ النَّاسُ يُرِيدُونَ صِنَاعَةَ
سَوَاتِرَ لِنُوَافِدِ بَيْوتِهِمْ، فَبَدَأُوا بِاسْتِحْدَامِ بَقَايَا الْأَجْزَاءِ الْخَشَبِيَّةِ الصَّغِيرَةِ وَتَحْمِيعِهَا لِصُنْعِ هَذِهِ السَّوَاتِرِ، وَنَوَّعُوا
فِي أَشْكَالِهَا ثُمَّ أَضَافُوا إِلَيْهَا مَوَادَّ أُخْرَى مِثْلَ الصَّدْفِ وَالنُّحَاسِ وَالْفِضَّةِ، وَمِنْ هُنَا نَشَأَ فَنُّ الْأَرَابِيسِكِ وَتَطَوَّرَ.

F1

مَتَى بَدَأَتْ الْعَمَلُ فِي هَذِهِ الْمِهْنَةِ؟

M1

بَدَأْتُ الْعَمَلَ مَعَ وَالِدِي فِي السِّتِينِيَّاتِ، حَيْثُ كَانَ يُشْجِعُنِي عَلَى إِتْقَانِ حِرْفَتِهِ. كَمَا أَنِّي وُلِدْتُ وَتَرَعَرْتُ فِي
حَيِّ شَعْبِي مُشْبَعٍ بِالْفَنِّ وَالتُّرَاثِ، فَاتَّقَنْتُ الْمِهْنَةَ بِسُرْعَةٍ. وَرَغْمَ حُصُولِ أَوْلَادِي الْآنَ عَلَى شَهَادَاتٍ جَامِعِيَّةٍ،
فَإِنِّي أَضْرَرْتُ عَلَى غَرَسِ حُبِّ الْمِهْنَةِ فِي قُلُوبِهِمْ حَتَّى أَضْمَنَ الْحِفَاظَ عَلَى هَذَا الْفَنِّ مِنَ الْإِنْدِثَارِ.

F1

هَلْ تَقْتَصِرُ أَعْمَالُكَ عَلَى الزَّخَارِفِ الْعَرَبِيَّةِ؟

M1

أَنَا أُسَافِرُ لِمَثَلِ بَلَدِي فِي مَهْرَجَانَاتٍ دَوْلِيَّةٍ، لِذَلِكَ أَحْرَصُ عَلَى مَزِجِ الزَّخَارِفِ الْعَرَبِيَّةِ بِزَخَارِفِ مُسْتَمَدَةٍ مِنَ
الثَّقَافَاتِ الْأُخْرَى، لِأُظْهِرَ جَمَالَ التُّعَايِشِ وَالتَّبَادُلِ الثَّقَافِيِّ بَيْنَ الْأُمَمِ.

Passage 5(a)

M1

نظراً لكثرة المسؤوليات المُلقاة على عاتق المرأة، أرى أن عملها خارج البيت له تأثير كبير على تربية الأطفال وتلبية احتياجات الزوج لأنها ترجع منهكة بعد العمل.

ومن الناحية المالية، لا معنى لعمل الأمهات، فبعضهن ينتهي بهن الأمر إلى دفع أكثر من نصف رواتبهن لرعاية الأطفال.

من ناحية أخرى فإن عمل المرأة يؤثر على صحتها. فعدد ليس بالقليل من النساء يعانين من أمراض لها صلة بضغط العمل مثل الصداع وآلام الظهر وغيرها.

كما أن عمل المرأة بعداً اجتماعياً آخر، حيث أن هناك ربطاً بينه وبين نسبة البطالة عند الشباب، مما يؤثر سلباً على نسبة العنوسة وتأخر سن الزواج في شريحة الشباب بسبب التفاوت المادي بين الشاب والفتاة.

هناك واقع مفروض لا نستطيع الفرار منه، وهو التعقيدات الاجتماعية والاقتصادية التي سببها عمل المرأة.

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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 3 GCE Advanced

Centre Number

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Candidate Number

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Specimen Paper

(Time: 2 hours 15 minutes)

Paper Reference **9AA0/03**

Arabic

Paper 3: Listening, reading and writing in Arabic

You must have:

listening equipment
CD/MP3.

Dictionaries are not allowed in this examination.

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening comprehension and work through each question as presented in the question paper.
- We recommend you spend 45 minutes on Section A: Listening Comprehension and 1 hour 30 minutes on Section B: Listening, Reading and Writing.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Information

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S61403A

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SECTION A: LISTENING

Answer ALL questions.

Write your answers in the spaces provided.

We recommend you spend no more than 45 minutes on this section.

Multiple-choice questions must be answered with a cross in a box (☒). If you change your mind about an answer, put a line through the box (☒) and then mark your new answer with a cross (☒).

Open-response questions do not require full sentences and you may respond using single words or phrases. You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to five passages in Section A. The duration of each passage is approximately:

Passage 1 = 0 minutes 36 seconds

Passage 2 = 0 minutes 45 seconds

Passage 3a = 1 minute 48 seconds

Passage 3b = 1 minute 15 seconds

Passage 4 = 2 minutes 30 seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and write your answers whenever you wish to do so.

نص الاستماع الأول: جزيرة كُبر

1 استمع إلى هذا التقرير الإخباري حول إحدى الجزر الكويتية، ثم اختر الإجابة الصحيحة بوضع علامة أمامها.

(i) عُرضت هذه المبادرة من قِبَل

(1)

<input type="checkbox"/>	A	السلطات الكويتية.
<input type="checkbox"/>	B	منظمة بيئية.
<input type="checkbox"/>	C	سكان الجزيرة.
<input type="checkbox"/>	D	أحد الناشطين.

(ii) هدف هذه الحملة هو

(1)

<input type="checkbox"/>	A	تشجير الجزيرة.
<input type="checkbox"/>	B	تنظيف الجزيرة.
<input type="checkbox"/>	C	زيادة أعداد الطيور البحرية.
<input type="checkbox"/>	D	إعادة السكان للجزيرة.

(iii) تناقضت الحياة الطبيعية في الجزيرة بسبب

(1)

<input type="checkbox"/>	A	نقص المياه.
<input type="checkbox"/>	B	ارتفاع درجات الحرارة.
<input type="checkbox"/>	C	أفعال الإنسان الخاطئة.
<input type="checkbox"/>	D	انتشار الأمراض.

(iv) استرشد المشاركون ببحوث قامت بها

(1)

<input type="checkbox"/>	الحكومة الكويتية.	A
<input type="checkbox"/>	إحدى الجامعات الكويتية.	B
<input type="checkbox"/>	جمعية خيرية محلية.	C
<input type="checkbox"/>	جامعة الدول العربية.	D

(Total for Question 1 = 4 marks)

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نص الاستماع الثاني: الربيع العربي في المغرب

2 استمع إلى هذا الجزء من ندوة حول الربيع العربي، ثم اختر الإجابة الصحيحة بوضع علامة أمامها.

(i) أدت معظم ثورات الربيع العربي بحسب المتحدث إلى

(1)

<input type="checkbox"/>	A	تحقيق أهداف الشعوب.
<input type="checkbox"/>	B	الاتفاق بين الشعوب والحكام.
<input type="checkbox"/>	C	اغتراب الكثير من الناس عن أوطانهم.
<input type="checkbox"/>	D	انتصار الحكام على الشعوب.

(ii) قامت السلطة المغربية بـ.....

(1)

<input type="checkbox"/>	A	إصلاحات في نظام التعليم.
<input type="checkbox"/>	B	إنشاء أحزاب سياسية جديدة.
<input type="checkbox"/>	C	دعم الحكومة القديمة.
<input type="checkbox"/>	D	تحسين النظام السياسي.

(iii) السلطات المغربية

(1)

<input type="checkbox"/>	A	واجهت المتظاهرين بالعنف.
<input type="checkbox"/>	B	تجاهلت مطالب المتظاهرين.
<input type="checkbox"/>	C	حققت جميع رغبات المتظاهرين.
<input type="checkbox"/>	D	تجنبت استخدام القوة ضد المتظاهرين.

(iv) لم تشارك أحزاب المعارضة المغربية بالمظاهرات بشكل فاعل بسبب

(1)

<input type="checkbox"/>	A	الخوف من السلطة.
<input type="checkbox"/>	B	اقتناعها بعود الإصلاح.
<input type="checkbox"/>	C	عدم دعمها لمطالب الشعب.
<input type="checkbox"/>	D	الخشية من لجوء الناس إلى العنف.

(v) من نتائج الربيع العربي في المغرب

(1)

<input type="checkbox"/>	A	تنفيذ النظام الحاكم لجميع وعوده.
<input type="checkbox"/>	B	محافظة النظام الحاكم على وجوده.
<input type="checkbox"/>	C	سقوط النظام الحاكم.
<input type="checkbox"/>	D	عدم تنفيذ النظام الحاكم أيًا من وعوده.

(Total for Question 2 = 5 marks)

المقطع الثالث: المواقع الإخبارية في الأردن

3 (a) استمع إلى الحوار التالي حول المواقع الإخبارية في الأردن. أجب عن الأسئلة باللغة العربية.

(i) ما الأمر الذي يربك الأردنيين برأي أيمن؟

(1)

(ii) لماذا لم تنجح بعض المواقع الإعلامية الأردنية في القيام بواجباتها؟

(1)

(iii) لماذا يُعتبرُ المستثمرون الأجانب مهمين للاقتصاد الأردني؟ اذكر نقطتين

(2)

(iv) ما أكبر فائدة لقراءة آراء مختلفة برأي إقبال؟

(1)

(v) كيف يؤثر تنوع وسائل الإعلام على تصرفات كبار المسؤولين؟

(1)

Listen to the second part of the interview. Summarise what you hear. You do not have to write full sentences. Identify three points for question 3(b)(i) and three points for question 3(b)(ii).

3 (b) استمع إلى الحوار التالي حول المواقع الإخبارية في الأردن. أجب عن الأسئلة باللغة العربية.

(i) لخص ما قاله أيمن حول:

- المشرفين على بعض المواقع الإخبارية

(1)

- الرأي العام الأردني

(1)

- أهمية تنظيم الإعلام الأردني

(1)

(ii) لخص ما قالته إقبال حول:

- تشديد الرقابة على المواقع الإخبارية

(1)

- فائدة التنافس الإعلامي

(1)

- الشعب الأردني

(1)

(Total for Question 3 = 12 marks)

نص الاستماع الرابع (فنُّ الأرابيسك)

4 استمع إلى المقابلة التالية حول فنُّ الأرابيسك. ثمَّ أجب عن الأسئلة التالية باللغة العربية.

(a) ما الذي كان يميز الأسواق العربية قديماً؟

(1)

(b) لماذا قلَّ الاهتمام بالفنون القديمة في العصر الحديث؟ اذكر سببين.

(2)

(c) ما سبب نشوء فنِّ الأرابيسك؟ اذكر سببين.

(2)

(d) ما الذي دفع علي إلى تعلُّم فنِّ الأرابيسك؟ اذكر شيئين.

(2)

(e) ماذا فعل علي لحماية مهنة أجداده؟

(1)

(f) كيف طوَّر السيد علي فنِّ الأرابيسك؟

(1)

(Total for Question 4 = 9 marks)

TOTAL FOR SECTION A = 30 MARKS

SECTION B: LISTENING, READING AND WRITING

Answer **ALL** questions.

Write your answers in the spaces provided.

For this task you must summarise information in response to a spoken passage (5a) and a text (5b). You must also answer a question on the two sources (5c).

For Question **5(a)** you are going to listen to one passage. The duration of the passage is approximately:

Passage 5(a) = 1 minute 15 seconds

You will be in charge of the recording and you may listen to the passage as often as you wish. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the listening passage but you must not transcribe whole sections.

For Question **5(b)** you are going to read one text. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the text but you must not transcribe whole sections.

For Question **5(c)** you must answer a question on both the spoken passage and the text. For this question **you must write in full sentences**. Write approximately 180–230 words.

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النص الخامس

5 (a) استمع إلى المقطع التالي من التقرير التلفزيوني. المراسل يوسف حسن يتحدث عن عمل المرأة.

لخص آراء السيد يوسف حسن عن عمل المرأة. اكتب أربع نقاط.

(i)

(1)

(ii)

(1)

(iii)

(1)

(iv)

(1)

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5 (b) اقرأ المقطع من تعليق المشاهدة، السيدة منى علي، التي كتبتة رداً على آراء السيد يوسف حسن في المقطع السابق.

أنا امرأة عاملة ولا أتفق مع السيد يوسف حسن لأن الدراسات قد أثبتت أن بنات الأمهات العاملات أفضل من بنات الأمهات غير العاملات على صعيد الثقة بالنفس والنجاح الدراسي ومتابعة الأعمال المختلفة. رغم أن الأمهات العاملات يصرفن وقتاً أقل مع أطفالهن - مقارنة بغير العاملات - إلا أنه من حيث الأداء والفائدة أكثر هدوية وجدية. أبناء الأمهات العاملات يتفهمون موضوع المساواة بين الجنسين ودور الرجل والمرأة في المجتمع بطريقة أفضل. كما أن تعاون المرأة ومشاركتها المادية في نفقات البيت والمعيشة تخلق استقراراً أسرياً ينعكس على الأطفال فيكونون سعداء، كما أن المرأة العاملة تبدو أكثر سعادة بسبب الاستقلال المادي. أولاد الطبقات الدنيا والفقيرة من حيث الموارد الاقتصادية يستفيدون أكثر من غيرهم من عمل أمهاتهم، فينعمون بنمو ذهني وتوفيق دراسي أكثر.

لخص آراء السيدة منى علي عن عمل المرأة. اكتب أربع نقاط.

(i)

(1)

(ii)

(1)

(iii)

(1)

(iv)

(1)

5 (c) قِيم وجهات النظر في كلا المصدرين. اذكر مع أي الآراء تتفق. ولماذا؟ اكتب حوالي ١٨٠ - ٢٣٠ كلمة.

(22)

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(Total for Question 5 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

Source information

Title: The Island of Kubar

Adapted from: <https://www.youtube.com/watch?v=4qIM685Nw9Q>

Title: The Arab Spring in Morocco

Adapted from: https://www.youtube.com/watch?v=OdNzCmg2_q4

Title: News sites in Jordan

Adapted from: <https://m.youtube.com/watch?v=gi2tYMUPthE>

Title: Arabesque Art

Adapted from: <https://www.youtube.com/watch?v=fwSi8I3WXKw>

Title: Passage 5(a)

Adapted from: https://www.youtube.com/watch?v=qTDO3qc_WUY

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Paper 3: Listening, reading and writing in Arabic

Marking principles for Section A and Section B, Questions 5(a) and 5(b)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- When responding to open-response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Transcript:	أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي
Question:	مم يتكون النظام الغذائي الصحي وفقاً للنص؟
Rewardable answer:	التركيز على أكل الخضار والفواكه
Non-rewardable answer:	أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or in Questions 5(a) and 5(b) in Section B. Therefore, errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However, there are marks for quality of language in Question 5(c) in Section B (see mark grid for *Accuracy and range of language*).
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

- لتخزين الدماء/ لحفظ الدماء

- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

- بسبب تطور الحياة السريع (1)

AND

- ظهور الآلات الحديثة (1)

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

- بسبب تسرب المواد الكيميائية منها للطعام والشراب (1)

OR

- لأنها تسبب الأمراض (1)

- Any parts of an answer that are not essential are bracketed, for example:

المواد البلاستيكية تؤذي الطبيعة (بمخلفاتها)

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section A - Mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)	D	(1)

Question number	Answer	Mark
1(ii)	A	(1)

Question number	Answer	Mark
1(iii)	C	(1)

Question number	Answer	Mark
1(iv)	A	(1)

Question number	Answer	Mark
2(i)	C	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	D	(1)

Question number	Answer	Mark
2(iv)	B	(1)

Question number	Answer	Mark
2(v)	B	(1)

Question number	Answer	Reject	Mark
3(a)(i)	كثرة المواقع الإخبارية (في الأردن)	بعض المواقع الإخبارية المواقع غير المتخصصة	(1)

Question number	Answer	Reject	Mark
3(a)(ii)	لأنها غير متخصصة	لأنها تركز على السلبيات فقط	(1)

Question number	Answer	Mark
3(a)(iii)	لأنهم يقومون بمشاريع كبيرة (1) AND لأنهم يخلقون فرص عمل (1)	(2)

Question number	Answer	Mark
3(a)(iv)	والاقتصادية and/or الحكم على المواضيع السياسية	(1)

Question number	Answer	Reject	Mark
3(a)(v)	يمنعهم من القيام بأي تجاوزات	تنبيهنا إلى تجاوزات المسؤولين تسمح لنا بمراقبة تصرفاتهم	(1)

Question number	Answer	Reject	Mark
3(b)(i)	<p>- أشخاص غير متخصصين بالعمل الإعلامي OR لا يقومون بواجباتهم على أكمل وجه (1)</p> <p>- المعلومات الخاطئة قد تؤدي لانقسام الرأي العام OR انقسام الرأي العام ينعكس سلباً على البلاد (1)</p> <p>- تحسين جودة وسائل الإعلام OR ليكون لها أثر إيجابي / بناءً أكثر على البلد (1)</p>	<p>- الحصول على قوانين فعالة دون التأثير على حرية الصحافة</p>	(3)

Question number	Answer	Reject	Mark
3(b)(ii)	<p>- أمر خاطئ OR يعكس صورة خاطئة عن الأردن (1)</p> <p>- التنافس يؤدي إلى تطوير المواقع الإخبارية (1)</p> <p>- حب الحرية OR حب التعبير عن أنفسهم (1)</p>	<p>- تعدد المواقع الإخبارية يزيد التنافس فيما بينها</p> <p>- أبواب الحرية مفتوحة دائماً</p>	(3)

Question number	Answer	Mark
4(a)	أنها كانت تمثلى بالفن والفنانين	(1)

Question number	Answer	Reject	Mark
4(b)	بسبب تطور الحياة السريع (1) AND ظهور الآلات الحديثة (1)	بسبب انحصار الفنون في الأكاديميات والمعارض	(2)

Question number	Answer	Reject	Mark
4(c)	النقص الشديد في الأخشاب (1) AND رغبة الناس في صنع سواتر لنوافذهم (1)	الحروب الكثيرة في ذلك الوقت	(2)

Question number	Answer	Reject	Mark
4(d)	تشجيع والده له (على إتقان المهنة) (1) AND نشوئه في حي شعبي مشبع بالفن والتراث (1)	عمله مع والده	(2)

Question number	Answer	Reject	Mark
4(e)	أصرَّ على غرس حب مهنة الأرابيسك في قلوب أولاده	تعلم فن الأرابيسك من والده	(1)

Question number	Answer	Reject	Mark
4(f)	مزج في أعماله بين الزخارف العربية والزخارف المستمدة من الثقافات الأخرى	من خلال المشاركة في مهرجانات عديدة	(1)

Section B - Mark scheme (listening, reading and writing)

Question number	Answer	Reject	Mark
5(a) (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p>His views are:</p> <p>يؤثر عمل المرأة سلباً على تربية أطفالها (1)</p> <p>تقصر المرأة العاملة في حق زوجها (1)</p> <p>لا معنى لعمل المرأة بسبب ما تدفعه للمربية (1)</p> <p>يؤثر العمل سلباً على صحة المرأة العاملة (1)</p> <p>هنالك علاقة بين عمل المرأة ونسبة البطالة بين الشبان (1)</p> <p>ساهم عمل المرأة في ارتفاع سن الزواج (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable.)</p>	<p>Specific factual details that do not express what he thinks about women's work, for example:</p> <p>هنالك واقع مفروض لا نستطيع الفرار منه</p>	(4)

Question number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of the following: Her views are:</p> <p>بنات النساء العاملات أكثر ثقة (1)</p> <p>الوقت القصير الذي تقضيه الأم العاملة يكون مفيدا موجها وأكثر نفعاً (1)</p> <p>أولاد النساء العاملات أحسن في نظرهم للتمييز الجنسي (1)</p> <p>مساهمة المرأة العاملة المادية تجعل الأسرة مستقرة/ والأطفال سعداء (1)</p> <p>المرأة العاملة أكثر سعادة بسبب الاستقلال المادي (1)</p> <p>تغير الوضع المادي يفيد أبناء المرأة العاملة ويجعلهم أكثر ذكاء ونجاحاً (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable.)</p>	<p>Specific factual details that do not express what she thinks about women working, for example:</p> <p>هي امرأة عاملة</p>	(4)

Marking principles for Section B, Question 5(c)

There are three levels-based mark grids applied to Question 5(c). The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3–4 with a small amount of band 5–6 material, it would be placed in band 3–4 but be awarded a mark at the top of the band because of the band 5–6 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Mark grids

Understand and respond to spoken language (AO1 – 6 marks)

This mark grid assesses the student’s understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)

This mark grid assesses the student’s understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side by side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content

When deciding how to reward the answer, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1–2	<ul style="list-style-type: none"> Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation. Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints. 	1–2	<ul style="list-style-type: none"> Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3–4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation. Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints. 	3–4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5–6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation. Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints. 	5–6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none"> Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.
3-4	<ul style="list-style-type: none"> Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing. Occasional sequences of accurate language; sometimes errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.
5-6	<ul style="list-style-type: none"> Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing. Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.
7-8	<ul style="list-style-type: none"> Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing. Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures, expressing ideas in a variety of ways, resulting in articulate writing. Accurate language throughout; any errors do not hinder clarity of the communication.

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as *al-Maf'ul al-Mutlaq*, *Tamyiz* and *al-Hal*
- the 'La' of absolute negation
- expressions of exclamation and wonder, use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions, pronouns
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read easily as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example the misuse of 'inna' and 'anna', some gender and adjectival agreements, as long as they do not include mismatch of cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Section B, Question 5(c) - Indicative content

Students must evaluate the points of view in both 5(a) and 5(b)

Question number	Indicative content
5(c)	<ul style="list-style-type: none"> Any answer that describes Mr Yusuf Hassan's point of view in positive or negative terms consistent with the information presented in the source material, for example disagreement with the view that working makes women suffer from health problems. Any answer that describes Mrs Mona Ali's view in positive or negative terms consistent with the information presented in the source material, for example agreement with the view that women's financial contributions to the family make for a more stable family. Conclusions consistent with the candidate's line of argument, for example that while it is true (as Yusuf Hassan points out) that childcare is expensive, this is outweighed by the fact that, as Mona Ali argues, working women benefit greatly by being financially independent.

Additional guidance – example student answer to 5(c)

The example below demonstrates what a student might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the mark grid *Understand and respond to spoken/written language*.

Student answer	Comment
<p>وجهات النظر مختلفة جداً. السيد يوسف حسن يعارض تماماً فكرة عمل المرأة لعدد من الأسباب، فهو يقول إن لها تأثير سلبي على علاقاتها مع أسرتها، ولها تأثير أوسع على المجتمع ككل، ناهيك عن التأثير على صحتها. بوجه عام، أنا لا أجد حججه مقنعة جداً إلا أنه صحيح أن رعاية الأطفال مكلفة للغاية.</p>	<p>Makes relevant judgements on the spoken source. Demonstrates understanding.</p>
<p>لدى منى علي وجهة نظر مختلفة تماماً؛ فهي لا تتناول مسألة صحة المرأة، ولكنها تجادل بأن عمل النساء له بالفعل أثر إيجابي على العلاقات مع أزواجهن وأطفالهن. كما أنه يمكن أن يغير أفكار الفتيان حول دور المرأة في المجتمع.</p>	<p>Makes relevant judgements on the written source. Demonstrates understanding.</p>
<p>على الرغم من أنه صحيح أن الأمهات العاملات في بعض الأحيان يمكن أن يكنّ متعبات جداً من عملهن، عموماً أتفق أكثر مع منى علي. في العصر الحديث، فإن الأموال التي تكسبها النساء تحدث فرقاً كبيراً في الشؤون المالية للأسرة. ليس كل النساء العاملات أكثر سعادة بسبب الاستقلال المالي، ولكن صحيح أن الكثير منهن سعيدات. كما أتفق معها أن بعض النساء اللواتي يعملن أكثر سعادة، ولكنني أعتقد أن هذا يعتمد كثيراً على نوع العمل الذي يقمن به.</p>	<p>Draws conclusions consistent with own viewpoints made about the spoken and written sources. Demonstrates understanding.</p>

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