Mark Scheme (Results)

Summer 2012

International GCSE Classical Arabic (4CA0)
Paper 01

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Question 1

I have read in the histories of the Persians that their king appointed a relative of his as governor of Yemen. He had been there for some time when the people of al-Masani' clashed with him. Al-Masani' is a high, rugged mountain in Yemen, and behind it is another mountain. Between them is a gap, though the two mountains are close to each other. The ruler travelled to these people and observed a mountain which anyone could only hope to approach through one entrance: one man alone was sufficient to prevent anyone entering through it.

When the governor realised that there was no direct way to reach the people, he went behind al-Masani' and climbed the mountain which ran alongside their fortress. He looked at the narrowest spot in the gap between the mountains, and viewed the deep, empty space below. He could not see anywhere more likely than this place to open up their stronghold from the other mountain. He therefore ordered his companions to stand in two lines and shout loudly at him together. Then he beat his horse so that it would gather together its strength, and fling itself with him in front of the fortress. His companions shouted, the horse jumped the crevice, and there he was in front of the fortress door.

As soon as the people of Himyar saw this, they said "This must be an 'aym'!" (The word 'aym' in Himyari means 'a devil'). The governor then reprimanded them in Farsi and ordered them to tie up each other. This they did, following which he brought them down from their fortress. He slaughtered a number of them and took the rest prisoner.

He wrote about what happened to the Persian king, who marvelled at the news and ordered the governor to appoint someone else to succeed him in Yemen before travelling to the king. He wanted his other leaders to benefit from getting to know the governor, so that he could be an example to them in their work. The governor got his son to deputise for him in Yemen and then he left to visit the king. However, he died on the way in one of the Arab countries. They placed his body in a coffin and proceeded to carry him to the king. The latter ordered that the tomb be placed in his store-room to be brought out each year in front of him and in front of those of his leaders who were with him. He would then say: "This is the person who did such and such," (i.e. the things that happened in this story).

Question 1 continued

The above is a suggested translation only. However, it incorporates qualities for which markers will be looking, viz:

1. The English used by candidates must be clear and an accurate - representation of the Arabic narrative. Clarity will involve correct construction of English sentences with regular use of full-stops at the end and capital letters at the beginning of each sentence. Use of the sentence connectors 'And' and 'so', which are good style in Arabic, are not acceptable at the beginning of English sentences, at least for the purposes of this exam.

2. Any translation which transmits the Arabic meanings in full, and uses clear, coherent, cohesive and comprehensible English will be acceptable to the examiners. Any gaps in the translation will be penalised.

3. Correct spelling is less important than correct meaning and the use of good English grammar and style. Where incorrect spelling intrudes regularly on the ability to read an answer comfortably, or affects the meaning of the sentence in which it is found, then examiners will have to take account of it in their assessment.

Question 2

He spoke loudly on the phone in the shop to make his voice heard above the noisy roar of Palace Street. He began to lean inside the shop with the upper half of his body, to get away from the noise as much as possible. He then concluded his conversation with the words: "Wait for me! I shall be with you immediately!" He replaced the receiver on its stand, picked up a copy of 'The Republic' newspaper from the table, and paid the shop-assistant the cost of the paper and the phone-call. He then turned round on the pavement and made off towards the road.

He was sixty years old, or thereabouts, tall and thin, with a rounded forehead and round eyes. He had a grey beard. As for his bald patch, only white roots of hair remained on its shiny surface, looking like the sprouting of hair on his chin. His appearance revealed a certain carelessness, perhaps a consequence of his age, or his nature, or perhaps sheer self-neglect. However, he displayed a lively cheerfulness, and his eyes shone with life and happiness.

He started to walk along the pavement, and it seemed he was looking into the side, not towards the road. He turned right along the waiting line of traffic next to the pavement until he found a gap leading across the street. As he stepped from the pavement, he was

smiling; he then went through the gap to cross to the other side of the road. He had scarcely passed the front of the last vehicle before he realised there was a taxi racing towards him at breakneck speed. One of the witnesses said later that he should have drawn back quickly: if he had done so, he would have escaped with his life in spite of the speed of the taxi. However, for some reason – whether it was surprise at the unexpected, or bad anticipation, or fate itself taking a hand – he sprang forward with a loud shout and the accident happened. He let out a yell, and at the same time screams of terror arose from the other pedestrians. Then tens of them rushed towards the man, forming around him a thick wall not easy to penetrate. Confusion covered the whole area.

Question 2 continued

The following points should be noted:

The above is a suggested translation only. However, it incorporates qualities for which markers will be looking, viz:

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2. Any translation which transmits the Arabic meanings in full, and uses clear, coherent, cohesive and comprehensible English will be acceptable to the examiners. Any gaps in the translation will be penalised.

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Question 3

Add all vowel marks and other orthographic signs to the following lines taken from the first part of Question 1.

Example of vowel and orthographic sign markings:

Before adding markings:

After adding markings:

ثُمَّ خَالَفَهُ أَهْلُ المَصَانِع –والمَصَانِعُ جَبَلٌ بِاليَمَن وَعْرٌ طَويلٌ، وَوَرَاءَهُ جَبَلٌ آخَرُ بَيْنَهُمَا فَصْلٌ إلا أَنَّهُ

مُتَقَارِبٌ مَا بَيْنَهُمَا –

فَسَارَ إِلَيْهِم الحَاكِمُ ، فَنَظرَ إلى جَبَلٍ لا يَطْمَعُ أَحَدٌ أنْ يَدْخُلَهُ، إلا مِنْ بَابٍ وَاحِدٍ، يَمْنَعُ ذلِكَ البَابَ ،

رَجُلٌ وَاحِدٌ.

فَلَمَّا رَأَى أَنَّ لا سَبيلَ لِلوُصُولِ إِلَيْهِمْ، صَعِدَ الجَبَلَ، الذي هُوَ وَرَاءَ المَصَانِع، مِنْ حَيْثُ يُحَاذِي

حِصْنَهُمْ، فَنَظرَ إلى أَضْيَقِ مَكَانٍ فِيهِ وَتَحْتَهُ فَرَاغٌ عَمِيقٌ،

فَلَمْ يَرَ شَيْئًا أَقْرَبَ إلى اقْتِحَاح ذلِكَ الحِصْنِ مِنْ ذلِكَ الجَبَل، فَأَمَرَ أَصْحَابَهُ أنْ يَقُومُوا في صَفَّيْنِ ثُمَّ

يَصِيحُوا بِهِ صَيْحَةً وَاحِدَةً.

Question 3 continued

To avoid impressionistic marking, to achieve an integrated approach to marking Arabic morphology, and yet to spread as wide as possible the testing net, markers will look only at the 24 underlined letters where there are grammatical changes in the Arabic text.

Each underlined letter carries one quarter of a full mark, giving a possible total of 24 quarters. The result for each candidate is then divided by 4 to give a total result from 6. Marks of one half or three-quarters are then raised to the next higher full mark; marks of one quarter are reduced to the next lower full mark.

Question 4

عندما عاشت ماري في بلاد الهند، كان أبواها يعطيانها كل ما تريد و كانت خادمات عدة يعتنين بها، حتى كان صباح يوم من الأيام، إذ استلقت في الفراش، ولم يجئ أحد لإيقاظها من النوم ولا لإحضار فطورها كالعادة . لذا فعلت ما تحب و خرجت إلى الحديقة لتلعب وحدها، و قطفت بعض الأزهار البرية و جعلت منها جنينة صغيرة جميلة لنفسها. شعرت بغضب في داخلها لأنها لا تعرف لماذا لا تزال بمفردها: كل الأوضاع غريبة جدًّا و حسبت ماري أن شيئاً بالفعل غيرسارٍّ قد وقع في المنزل.

بعد مرور بعض الوقت في ذلك الصباح، سمعت ماري والدتها تتكلم في صالة البيت فأدركت في الحال ما كان غير سارٍّ. لقد أصيب الكثير من الناس في المنزل بالمرض و مات بعضهم من قبلُ. والآن لا يجد أي شخص الفرصة لكي يفكر بماري وذلك لأن كل اهتمامهم كان بأمراضهم و بالناس الذين يحتضرون، فخيّم عليها الحزن والخوف من أجل هذا و شعرت بالوحدة أكثرمن ذي قبل. ثم ذهبت إلى غرفتها وبكت هناك حتى غلبها النوم. فنامت لمدة طويلة و عند إفاقتها لاحظت أن كل شيء هادئ جدّا في البيت.

و فكرت ماري في نفسها: من الجائز أن المرض قد ولّى عنا و تعافى كل شخص في المنزل: لا بد أن يأتي الآن من يعتني بي مرة أخرى!

فانتظرت هناك لمدة طويلة ولكن ما من أحد جاء لرؤيتها و ظل المنزل في منتهى الهدوء، ثم سمعت فجأةً خارج غرفتها وقع خطوات لشخص ما، فدخل إليها رجلان و صاح أولهما قائلا:

" عجبًا! يوجد في الغرفة فتاة وحدها تمامًا! مَن هي ومِن أين جاءت؟ "

Question 4 continued

1. The above translation is a suggested model only.
2. Any translation which accurately gives the correct meaning of the English text in good Arabic will be acceptable.
3. Candidates are expected to use correct grammar and spelling throughout, as well as to show an ability to convert the English text to a stylistically acceptable Arabic text.

Question 5

‏‫(a)‏ لَمْ تكدْ مريمُ تنتهي منْ إلقاءِ كلمتِها حتَّى بدأ الأستاذُ يتحدثُ معَ الطالباتِ اللاتي ينتظرنَ ليستقبلنَ الضيوفَ الآخرين.‬

‏‫(b)‏ قالَ لِي إنَّ خالَهُ كان قد شاهدَ مساجدَ جميلة ودخلَ معابدَ قديمة كثيرةً أثناءَ إجازتِهِ في مصرَ.‬

‏‫(c)‏ دخلتْ عارضاتُ الأزياءِ الصالة الكبيرة وَمشينَ فوقَ المسرح أمامَ النساءِ المشاهداتِ حتَّى يرينهنَّ ويصفقْنَ لهنَّ.‬

‏‫(d)‏ تدرسُ ابنتَا سعيدٍ فِي الوقتِ الحاضرِ في إحدى جامعات لندنَ ولكنهُمَا ستقابلان كلا والديْهِمَا عن قريبٍ فِي باريسَ.‬

‏‫(e)‏ ألقى المديرُ كلمة تشجيع أمسَ وَ ختمَ خطابَهُ قائلاً: "اسمعوا ، يا من تعملون فِي البيع! لا تضلّلوا الزبائنَ أبداً، بلْ عاملوهُمْ دائماً باحترامٍ!"‬

‏‫(f)‏ لنْ أذهبَ بالسيارةِ إلى وسطِ المدينةِ بالليل أثناءَ زيارتي للمنطقةِ، ولكنِّي أتمنَّى أنْ أذهبَ هناكَ بالحافلةِ لمراتٍ عديدةٍ بالنهار.‬

‏‫(g)‏ أمسكَ خمسة عشرَ شاباً تقريباً بجميعِ الكراسِي وَ حملوهَا إلى مَا وراءِ الفندق حيثُ شُحنتْ في عددٍ منَ السياراتِ المنتظرةِ هناك.‬

‏‫(h)‏ لا شكَّ أنَّ مدرسِي اللغةِ الإنجليزيةِ لا ينوونَ تأجيلَ موعدِ الامتحان.‬

Question 5 continued

 The translations shown above use the grammar points which candidates should know and be able to use in their own writing.

Any other correct Arabic sentence structures which accurately translate the meaning of the English text will be equally acceptable.

Marks will be allocated in the following way:

3 marks for each sentence. There will be 1 mark for grammar, 1 mark for correct end of word vowelling and 1 mark for a correct translation.

Grammar.   If there are one, or a maximum of two, mistakes in the grammar, half a mark is deducted from the sentence total of 3 marks.

If there are 3 or more mistakes of grammar in a sentence, no marks will be awarded for the grammar content of the sentence.

Vowelling (tashkil). Only vowels at the end of words are examined. If there are one, or a maximum of two, vowelling errors in any one sentence, the full mark of 1 will be awarded for the vowels in that sentence. Where there are 3 – 5 mistakes of vowelling, a half-mark will be awarded. Where there are 6 or more mistakes of vowelling in the sentence, the candidate will receive 0 marks for the vowelling element of the marks in that sentence.

Translation. If up to half of the meaning of the English sentence is found in the Arabic answer, a half-mark will be awarded. If the Arabic answer does not convey the correct meaning of 50% or more of the English sentence, no marks will be awarded for translation in that sentence.

If any half-marks are awarded for the Arabic answer, the final mark for that sentence will be raised to the next higher full

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