



## **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel International Advanced Level  
In Arabic(WAA02) Unit 2 Writing and Research

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**SECTION A: Translation****Apply the grid for each half of the translation (20 marks).**

Question Number	Manipulation of language: translation into Arabic (A02)
1	<p style="text-align: center;"><u>Egypt, the gift of the Nile</u></p> <p>Tourism is one of the most important sources of national income in Egypt and for the Egyptian people, who have become accustomed to the presence of tourists in their land since ancient Greek and Roman times. A land filled with well-preserved temples and monuments does not just attract Egyptologists, but families, couples and groups of friends. Most people travel to Cairo, Alexandria, Luxor, and Aswan for historical and cultural sites, or they go to The Red Sea for water sports and relaxation; some even do both!</p> <p>What are the top three places to visit in Cairo?</p> <p>-The Pyramids of Giza, which are located in Giza on the west bank of the River Nile. The most famous of them is the Great Pyramid, which was built 4,500 years ago as a tomb for one of the first kings of Egypt.</p> <p>- The Egyptian Museum, which was built in 1906, and located near "Tahrir" Square in the heart of the capital. It contains the largest collections of Ancient Egyptian artefacts*, followed by European and American countries.</p> <p>- Cairo Tower, completed in the design of a lotus flower on the island of Zamalek. It has a rotating restaurant with an amazing view of the city.</p> <p>*Artefacts      القطع الأثرية</p> <p style="text-align: center;"><u>مصر، هبة/هدية النيل</u></p> <p>تعد السياحة من أهم مصادر الدخل القومي/ الوطني في مصر، وللشعب المصري، الذي أصبح معتاداً على وجود السائحين على أرضه، منذ عصر/ وقت-عهد- زمن اليونان والرومان القدامى. الأرض مليئة بالآثار والمعابد التي لا تجذب فقط علماء المصريات، بل العائلات/ الأسر، والأزواج ومجموعات الأصدقاء/ الأصحاب أيضاً.</p> <p>يسافر أغلب الناس إلى القاهرة والإسكندرية، والأقصر وأسوان، لزيارة المواقع التاريخية والثقافية، أو يذهبون إلى البحر الأحمر حيث الرياضات المائية، والاستجمام/ الاستراحة/ الاسترخاء، وبعضهم يؤدي ب الاثنين معاً. / يقومون</p> <p>ما أشهر ثلاثة مواقع تُزار في القاهرة؟</p> <p>- أهرامات الجيزة، التي تقع على الضفة الغربية من نهر النيل ومن أشهرها الهرم الأكبر الذي بُني/ شُيد منذ 4500 سنة كمقبرة/ كمدفن لأحد الملوك المصريين الأوائل.</p> <p>- المتحف المصري الذي بُني عام 1906 بالقرب من ميدان التحرير في قلب العاصمة ويضم/ يحتوي على أكبر المجموعات الأثرية المصرية القديمة، يتبعه دول/ بلاد أوروبية وأمريكية.</p> <p>- برج القاهرة الذي اكتمل بناؤه/ تصميمه على شكل زهرة اللوتس في جزيرة الزمالك، به مطعم دوار</p>

Level	Mark	Descriptor
	0	No rewardable language.
Level 1	1-2	<ul style="list-style-type: none"> <li>• Very limited use of correct vocabulary and grammar.</li> <li>• Very repetitive or incoherent structures/lexis.</li> <li>• Overall, communication is severely hindered.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Occasional use of correct vocabulary and grammar.</li> <li>• Frequent lapses in structure/lexis.</li> <li>• Overall, communication is infrequent.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Acceptable use of correct vocabulary and grammar.</li> <li>• Some lapses in structure/lexis.</li> <li>• Overall, communication is achieved despite errors.</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>• Good use of correct vocabulary and grammar.</li> <li>• Occasional lapses in structure/lexis.</li> <li>• Overall, Communication is sound.</li> </ul>
Level 5	9-10	<ul style="list-style-type: none"> <li>• Excellent use of correct vocabulary and grammar.</li> <li>• A variety of structures have been correctly used, including idiomatic phrases, allowing for occasional insignificant errors.</li> <li>• Overall, communication is excellent.</li> </ul>

**SECTION B: Essay**

**Answer one question from this section only, and write between 240-280 words.**

**Apply both grids once to the essay (30 marks).**

Question number	Content and communication (AO1)
2	<p>(a) <b>Discursive essay:</b> The candidate should write a story based on the events described in the given text, concluding the story with the statement "The judge was fair on his judgement".</p> <p>The relationship between the merchant and the Amateur pilot should be explored, demonstrating the dynamics of the deceptive merchant and the innocence of the Buyer. The ruling made by the judge should be explained and personal opinions may be expressed. (30)</p> <p>(b) <b>Creative essay:</b> The candidate should write an article about a fair person in a society, and the influence of that person on the development of their society.</p> <p>The candidate can choose any person, such as a teacher, doctor, professional, clergy or any other individual in role of leadership. They should develop a story demonstrating how their fairness has had a positive effect on the community as a result. (30)</p>

Content

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>● The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>● The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>● The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence.</li> <li>● The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.</li> </ul>

Level 3	7-9	<ul style="list-style-type: none"> <li>• The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence.</li> <li>• The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence.</li> <li>• The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension.</li> <li>• The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.</li> </ul>
<b>Question number</b>	<b>Quality of language (AO2)</b>	
2		
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task.</li> <li>• Lexis and grammar may not be accurate, with a high degree of repetition.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task.</li> <li>• Lexis and grammar are occasionally accurate.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task.</li> <li>• Good control of basic language, but there may be errors particularly with more complex structures/lexis.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task.</li> <li>• Only occasional lapses in lexical and grammatical control.</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task.</li> <li>• Very good control/accuracy with very few errors.</li> </ul>

**SECTION C: Research based essay**

**Answer one question only from this section, and write between 300-400 words.**

**Apply all three grids once to the essay (30 marks).**

<b>Question number</b>	<b>Content and communication (AO1)</b>
<b>3</b>	<p>Question 3 Arab Science</p> <p><b>Answers</b></p> <p>(a) The candidate should write about Ben Betar’s discovery of medicinal plants.</p> <p>He travelled from Morocco to Egypt, and to the Levant, discovering new plants and uses. He treated the sick, and taught others how to use his medicines. He recorded all his findings in the first Arabic encyclopaedia of medicinal plants.</p> <p style="text-align: right;">(30)</p> <p>(b) The candidate could choose for example: Avicenna, Al Khwarizmi, Ibn Al-Haytham or many others.</p> <p>The candidate should mention the chosen scientist’s work, contributions to humanity and how these discoveries have helped to advance modern science.</p> <p style="text-align: right;">(30)</p>
<b>4</b>	<p>Question 4 Arab Art and Architecture</p> <p><b>Answers</b></p> <p>(a) The candidate should choose a piece of Arab fine art, such as Handicrafts of jewellery, Arabesque, woodwork, glasswork, pottery, religious arts, calligraphy and books.</p> <p>The article should focus on one type of art, explore its medium and uses, and the cultural significant it holds. An expression of personal opinion of the chosen art should be logical and substantiated.</p> <p style="text-align: right;">(30)</p> <p>(b) The candidate should express their understanding and knowledge about a chosen building with substantiated references to the importance and cultural significance to the</p>



	<p>population of its country. Personal opinions should be logical and demonstrating independent thought. Examples of buildings: various towers of the gulf states, stadiums, Cairo Opera House, the Egyptian High Dam, museums, Makkah Clock Tower, Mosques such as Hassan II mosque in Casablanca or Sheikh Zayed Mosque in Abu Dhabi. The market square in Sharjah, Katara in Qatar, shopping centres and airports.</p> <p>Buildings that cannot be accepted: anything constructed before 1900AD, for example the Ka'ba, Abu Simbel temple, Dome of the Rock, the Egyptian Museum in Cairo and the Hanging Church.</p> <p style="text-align: right;">(30)</p>
5	<p>Question 5 Comedy in Arabic Cinema</p> <p><b>Answers</b></p> <p>(a)The candidate must summarise the events of Husband Upon Request, focussing on the main social issues in the film, evaluating the situations and especially the behaviour of the husbands. Candidate must also demonstrate their own opinion too.</p> <p>Based on the premise in Muslim society, that if a couple divorce, then later wish to remarry, the wife has to have married and divorced to another before the original couple can remarry. Adel Imam plays a husband for hire to help couples in that situation, where he is hired to marry for one night and is divorced the next day by the registrar. It becomes a big business, until the last hired marriage where he and the new wife fall in love.</p> <p>The film explores the importance of marriage and the social and emotional significance it has on individuals and society. It also challenges an increase in divorce in the modern era, and that these decisions should be taken with great care.</p> <p style="text-align: right;">(30)</p> <p>(b)Based on the film candidates will watch "My wife is the company director". The essay should focus on the culture of discrimination in the workplace. The events of the film should be analysed with reference to the cultural attitudes at the root of this type of discrimination and their personal opinions.</p> <p style="text-align: right;">(30)</p>

<p><b>6</b></p>	<p>Question 6 Tragedy in Arabic Cinema</p> <p><b>Answers</b></p> <p>(a) The candidate must summarise the events of The Land, focusing on the main issues in the film and evaluating how people make sacrifices to protect their land. The candidate must also demonstrate their own opinion in their analysis of the film's aims.</p> <p style="text-align: right;">(30)</p> <p>(b) Based on the film candidates will watch "The VIP's wife", the essay should focus on the events of the film and the reaction of the main character upon losing his position towards his family. The events of the film should be analysed with reference to the relationships between the members of the family and the candidate's opinion.</p> <p style="text-align: right;">(30)</p>
<p><b>7</b></p>	<p>Question 7 Arabic poetry</p> <p><b>Answers</b></p> <p>(a) The candidate should write an account of Al-Malaika's life and era; they should describe and evaluate her language style and the imagery she uses.</p> <p style="text-align: right;">(30)</p> <p>(b) The candidate can write an essay about the poet Ahmed Hegazi and his anthology "A city without a heart". Write an account about Hegazi's life and era and describe and evaluate his language style and the imagery he uses, Or equivalent such as Mahmoud Darwish, Nizar Qabani and others.</p> <p style="text-align: right;">(30)</p>
<p><b>8</b></p>	<p>Question 8 Arabic Literature</p> <p><b>Answers</b></p> <p>(a) The candidate should write about the two main characters, Sarah and Hammam, and the very different personalities and views they hold. A logical analysis of the two characters is to be made, with reference to the intentions of the writer and the candidate's own opinion.</p> <p style="text-align: right;">(30)</p> <p>(b) Marriage is a social institution, only successful if the partnership is equal. The novel "The Wedding of Zain" by Al-Tayyeb Saleh explores the character of Zain, a person with mental illness and an unusual physical appearance. Girls mocked him, but one eventually decided to marry him. The candidate should describe the events of the novel and the significance it has on the</p>

	message intended by the writer. The candidate's own logical opinion should be included in the analysis.	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable language.
Level 1	1-2	<ul style="list-style-type: none"> <li>● The candidate has shown minimal factual knowledge of the topic, text or film.</li> <li>● There is no relevant supporting evidence from the topic, text or film.</li> <li>● Only superficial details in the response.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>● The candidate has shown some basic, generic factual knowledge of the topic, text or film.</li> <li>● There is limited relevant supporting evidence from the topic, text or film.</li> <li>● There is limited depth in the response.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>● The candidate has shown acceptable factual knowledge of the topic, text or film.</li> <li>● There is some variety of relevant supporting evidence from the topic, text or film.</li> <li>● There is some depth in the response.</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>● The candidate has shown good factual knowledge of the topic, text or film.</li> <li>● There is a good range of relevant supporting evidence from the topic, text or film.</li> <li>● There is a good level of depth in the response.</li> </ul>
Level 5	9-10	<ul style="list-style-type: none"> <li>● The candidate has shown excellent factual knowledge of the topic, text or film.</li> <li>● There is a wide range of relevant supporting evidence from the topic, text or film.</li> <li>● There is a high level of depth in the response.</li> </ul>

Question number	Quality of language (AO2)	
3-8		
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1	<ul style="list-style-type: none"> <li>● Communication is only occasionally achieved, even at a basic level.</li> <li>● Grammatical structures are basic and mostly used incorrectly.</li> <li>● Vocabulary is often lacking or incorrect.</li> </ul>
Level 2	2	<ul style="list-style-type: none"> <li>● Communication is sometimes achieved at a basic level.</li> <li>● Candidate has used mostly common structures, and these are sometimes used correctly.</li> <li>● Vocabulary is limited in range.</li> </ul>
Level 3	3	<ul style="list-style-type: none"> <li>● Communication is achieved most of the time.</li> <li>● Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors.</li> <li>● Vocabulary is acceptable in range.</li> </ul>
Level 4	4	<ul style="list-style-type: none"> <li>● Communication is achieved almost all of the time.</li> <li>● A good range of common grammatical structures are used correctly; some less common structures are used correctly.</li> <li>● Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.</li> </ul>
Level 5	5	<ul style="list-style-type: none"> <li>● Communication is fluent and varied throughout.</li> <li>● A wide range of both common and less common grammatical structures are mostly used correctly.</li> <li>● Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.</li> </ul>

Question number	Critical analysis (AO3) Organisation and development (AO2)	
3-8		
Level	Mark	Descriptor
	0	No evidence of a critical, analytical understanding of the topic, text or film.
Level 1	1-3	<ul style="list-style-type: none"> <li>• (AO4) A superficial description in response to the question that shows minimal engagement with the cultural topic, text or film, sufficient only to make a basic response.</li> <li>• (AO3) Limited links between ideas, leading to limited coherence throughout.</li> <li>• (AO4) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• (AO4) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film.</li> <li>• (AO3) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present.</li> <li>• (AO4) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• (AO4) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film.</li> <li>• (AO3) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present.</li> <li>• (AO4) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• (AO4) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film.</li> <li>• (AO3) Justified links between ideas, and coherent organisation between paragraphs is mostly present.</li> <li>• (AO4) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>• (AO3) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film.</li> <li>• (AO2) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout.</li> <li>• (AO3) Conclusive remarks, which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.</li> </ul>

