



Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level
In Arabic(WAA02) Unit 2 Understanding and Written
Response

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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 (AO2) | |
|-----------------|--|---|
| 1 | <p>السيارات الكهربائية هي المستقبل</p> <p>كان سائقو السيارات يتسابقون بسيارات تعمل بالبطارية في منتجع شعبي على البحر الأحمر، وفتحوا أبواباً جديدة لمهندسي المستقبل في العالم العربي؛ ولتعزيز اهتمامهم بالعلوم والتقنية والاستخدام وسائل النقل غير الملوثة للبيئة.</p> <p>شهدت المنافسة الدولية اثني عشر فريقاً من جميع أنحاء شمال أفريقيا والخليج العربي تجربة التحدي النهائي لاستعمال المحركات الكهربائية. ويتم تشغيل السيارات بواسطة بطاريات كبيرة جداً قابلة للشحن. وقال المنظمون والمتسابقون إنهم يأملون في إرسال رسالة مفادها أن التكنولوجيا الصديقة للبيئة هي المستقبل لكوكب أخضر. وقال أحد قائدي الفرق "إن الاستمرار في الاعتماد على النفط والغاز لتشغيل وسائل النقل سيضر البيئة بشكل دائم."</p> <p>وأضاف إن الحدث كان فرصة جيدة لتبادل الخبرات حول تصنيع هذه السيارات الخاصة مع الفرق الأخرى. وقال متسابق آخر: "إنها خطوة منطقية لدول الشرق الأوسط؛ لأننا سنفقد النفط قريباً، والحكومات تحتاج فقط إلى دراسة الفكرة جيداً قبل وضعها موضع التنفيذ." وقد أعلنت بعض الدول العربية منذ ذلك الحين عن خطط لخفض الاعتماد على الغاز والنفط بحلول عام ٢٠٢٠.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable language. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Very limited use of correct vocabulary and grammar. • Very repetitive or incoherent structures/lexis. • Overall, communication is severely hindered. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Occasional use of correct vocabulary and grammar. • Frequent lapses in structure/lexis. • Overall, communication is infrequent. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Acceptable use of correct vocabulary and grammar. • Some lapses in structure/lexis. • Overall, communication is achieved despite errors. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • Good use of correct vocabulary and grammar • Occasional lapses in structure/lexis. • Overall, communication is sound. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • Excellent use of correct vocabulary and grammar. • A variety of structures have been correctly used, including idiomatic phrases, allowing for occasional, insignificant errors. • Overall, communication is excellent. |

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) Discursive essay:</p> <p>A student can think of a solution to that family problem in the way that suits him.</p> <p>- The son invented an App Programs or a robot - a robot doing all the housework, and he suggested that the parents shop around every week.</p> <p>- Hire a server that does all the housework.</p> <p style="text-align: right;">(30)</p> <p>(b) Creative essay:</p> <p>A student should write a story suggesting a solution for a businessman who has lost a laptop, for example: Someone stole a laptop The businessman left the computer somewhere and forgot it. To ask the company to download the information again. His story ends with the advantages and disadvantages of relying on a computer.</p> <p style="text-align: right;">(30)</p> |

Content

| Level | Mark | Descriptor |
|---------|------|---|
| | 0 | No rewardable material |
| Level 1 | 1-3 | <ul style="list-style-type: none"> ● The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. ● The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> ● 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. ● The piece is occasionally coherent and while there is |

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| | | some digression from the topic, the overall theme or purpose is generally clear. |
| Level 3 | 7-9 | <ul style="list-style-type: none"> • 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. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> • 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. • 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. |
| Level 5 | 13-15 | <ul style="list-style-type: none"> • The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. • 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. |
| Question number | Quality of language (AO2) | |
| 2 | | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-3 | <ul style="list-style-type: none"> • Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. • Lexis and grammar may not be accurate, with a high degree of repetition. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. • Lexis and grammar are occasionally accurate. |
| Level 3 | 7-9 | <ul style="list-style-type: none"> • Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. • Good control of basic language, but there may be errors particularly with more complex structures/lexis. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> • Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control. |

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| Level 5 | 13-15 | <ul style="list-style-type: none"> • Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors. |
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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).

| Question number | Content and communication (AO1) |
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| 3 | <p>Indicative content:</p> <p>(a)</p> <p>أن يذكر الطلاب شيئاً عن حياة الخوارزمي أهم إنجازاته اللوغاريتمات اكتشاف الصفر أثرت اكتشافات الخوارزمي في تطور الرياضيات والعلوم كالفيزياء وعلم الفلك. ثم يذكر الطالب رأيه</p> <p>(b)</p> <p>أن يذكر الطلاب شيئاً عن حياة ابن جبير أن يختار إحدى الدول العربية - رحلاته إلى المغرب وتونس وبرقة وانتقاله إلى بلاد الحجاز والمدينة والعراق ومصر. كما زار كثيراً من دول أوروبا. وصف ابن جبير تلك البلاد والتقى مع كبار العلماء والأدباء. عاد إلى مصر وذهب إلى الإسكندرية وعاش هناك حتى مات ودفن.</p> |
| 4 | <p>Indicative content</p> <p>(a)</p> <p>يختار الطالب قطعة من الأرابيسك مثل: باب - شباك - لوحة - منبر. كما احتوت بعض الكنائس قطعاً زخرفية من فن الأرابيسك. يجب على الطالب أن يصف القطعة ويذكر مكانها. أن يوضح الطالب أهميتها التاريخية أو الجمالية ويعبر عن رأيه فيها.</p> <p>(b)</p> <p>للطالب حرية اختيار دار العبادة في إحدى الدول العربية، مثل: مسجد كنيسة معبد اليهود دار عبادة لإحدى الديانات يجب على الطالب أن يصفها، ثم يعبر عن أثرها في نفسه.</p> |
| 5 | <p>Indicative content</p> <p>(a)</p> <p>المطلوب في الإجابة عن هذا السؤال أن يذكر الطالب ملخصاً عن أحداث الفيلم. القصة تتحدث عن أحد الأمراء فقد ثروته، ولم يبق منها سوى القصر الذي يعيش فيه، ثم حواله إلى فندق. هناك مواقف مضحكة كثيرة وقصة حب أيضاً.</p> |

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| | <p>ومن أهداف القصة هو على الإنسان أن يتأقلم مع الظروف الجديدة التي أحاطت به. يجب أن يذكر الطالب رأيه مدعماً بالدليل.</p> <p>(b)</p> <p>يجب أن يذكر الطالب أحداث الفيلم الذي اختاره. أحياناً يلجأ بعض الرجال لارتداء ملابس نسائية لأداء دور تمثيلي، أو للهروب من مشكلة. وهناك النساء اللاتي يرتدين ملابس الرجال لنفس الأهداف السابقة. فيلم سكر هانم.</p> |
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| 6 | <p>Indicative content</p> <p>(a)</p> <p>يجب أن يذكر الطالب أحداث الفيلم الذي يعرض مشكلة الطلاق والمتاعب التي تتعرض لها المرأة للحصول على حقوقها الشرعية أو المدنية. ثم يذكر الطالب تقييمه للفيلم.</p> <p>(b)</p> <p>يجب أن يذكر الطالب أحداث الفيلم الذي يعرض مشكلة رئاسة المرأة لمجموعة من الرجال في العمل. فيلم "مراتي مدير عام". ومن بين هؤلاء المرؤوسين زوج المديرية – وموظف متدين – وعامل آخر أراد أن يتوحد إليها وغير ذلك. ثم يذكر الطالب رأيه في قصة الفيلم</p> |
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| 7 | <p>Indicative content</p> <p>(a)</p> <p>-يجب أن يذكر الطالب عناصر قصيدة "سنة عشر عاما" التي يتحدث فيها الشاعر أحمد عبد المعطي حجازي عن ذكرياته عندما كان عمره 16 سنة. -المواقف والخبرات والأحاسيس التي تعرض لها. -ويتميز أسلوب الشاعر بالسهولة والقدرة على التعبير بألفاظ رقيقة وصور بيانية.</p> <p>(b)</p> <p>-الشاعر السوداني الهادي آدم ذكر في ديوانه "كوخ الأشواق" قصيدة شرح فيها مشاعره نحو قريبته ووصفها وصفا جميلاً، ثم تكلم عن شوقه إليها وإلى أهلها وترايبها والأصدقاء والأقارب والجيران. - كل ذلك بأسلوب سهل وجميل</p> |
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| 8 | <p>Indicative content</p> <p>(a)</p> <p>الكاتبة أحلام مستغانمي استطاعت أن تصور الأحداث التي جرت أثناء مطالبة الجزائريين بالاستقلال. والعنوان يرمز إلى خالد المناضل الكبير الذي فقد يده أثناء المقاومة. عندما عاد إلى وطنه تنكر الناس له، فاضطر لترك البلد والعودة إلى فرنسا. يشرح الطالب رأيه في شخصية خالد.</p> <p>(b)</p> <p>يختار الطالب أي شخصيتين من شخصيات قصة "عرس الزين" للكاتب الكبير الطيب صالح. مع توضيح دور وسلوكيات كل شخص. ويجب أن يوضح الطالب أسباب اختياره.</p> |
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| Level | Mark | Descriptor |
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| | 0 | No rewardable language. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • The candidate has shown minimal factual knowledge of the topic, text or film. • There is no relevant supporting evidence from the topic, text or film. • Only superficial details in the response. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • The candidate has shown some basic, generic factual |

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| | | knowledge of the topic, text or film. <ul style="list-style-type: none">• There is limited relevant supporting evidence from the topic, text or film.• There is limited depth in the response. |
| Level 3 | 5-6 | <ul style="list-style-type: none">• The candidate has shown acceptable factual knowledge of the topic, text or film.• There is some variety of relevant supporting evidence from the topic, text or film.• There is some depth in the response. |
| Level 4 | 7-8 | <ul style="list-style-type: none">• The candidate has shown good factual knowledge of the topic, text or film.• There is a good range of relevant supporting evidence from the topic, text or film.• There is a good level of depth in the response. |
| Level 5 | 9-10 | <ul style="list-style-type: none">• The candidate has shown excellent factual knowledge of the topic, text or film.• There is a wide range of relevant supporting evidence from the topic, text or film.• There is a high level of depth in the response. |

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

| 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"> • (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. • (AO3) Limited links between ideas, leading to limited coherence throughout. • (AO4) Lacks conclusive remarks that are linked to, or substantiated by, the essay content. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • (AO4) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film. • (AO3) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present. • (AO4) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content. |
| Level 3 | 7-9 | <ul style="list-style-type: none"> • (AO4) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film. • (AO3) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present. • (AO4) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> • (AO4) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film. • (AO3) Justified links between ideas, and coherent organisation between paragraphs is mostly present. • (AO4) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response. |
| Level 5 | 13-15 | <ul style="list-style-type: none"> • (AO3) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film. • (AO2) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout. • (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. |

