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Mark Scheme (Results)

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Pearson Edexcel International Advanced Level
In Arabic (WAA01/01)
Unit 1: 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.

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Question Number	Correct Answer	Reject	Mark
1(a)	(vii)		**1**
1(b)	(vi)		**1**
1(c)	(iv)		**1**
1(d)	(v)		**1**
1(e)	(iii)		**1**

Question Number	Correct Answer	Reject	Mark
2 (a)	(C)		**1**
2 (b)	(B)		**1**
2 (c)	(A)		**1**
2 (d)	(D)		**1**
2 (e)	(B)		**1**

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Question Number	Correct Answer	Reject	Mark
3	**املأ الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية** هل يمكن التغلب **على** الإرهاق في صباح أول أيام أسبوع العمل؟ نعم، وإليكم **النصائح** الآتية: -النوم بشكل **منتظم** طيلة أيام الأسبوع، والحفاظ على **هذا** النمط، سواء في أيام العمل أم في غيرها، لأن هذا السلوك يضبط **الساعة** البيولوجية. ولا بد هنا من التنويه بضرورة الحصول على ساعات نوم **كافية** كل ليلة، والعمل على النوم و **الاستيقاظ** في مواعيد محددة كل يوم. -الامتناع عن **السهر** في اليوم الأخير من عطلة آخر**الأسبوع** من أجل تفادي الشعور بالإرهاق في اليوم التالي. -أخذ قيلولة صغيرة في اليوم السابق للعودة إلى العمل ، شرط أن تكون هذه الغفوة **قبل** الساعة الثانية بعد الظهر		**10** **One for each correct**

Question Number	Correct Answer	Reject	Mark
4 **(a)**	- تحتوي على نوعية جيدة وعالية من الأحماض الدهنية. (1) - لأن لها خصائص عالية في العلاج أفضل من زبدة الكاكاو والدهون النباتية الأخرى.(1)		**2**
4(b)	- عن طريق كسرها وعصرها بماكينات ضغط خاصة. - تقليدياً يتم نقعها بالماء المغلي ثم يجمع الدهن الذي يطفو على السطح.		**2**
4(c)	- مجال التجميل كمرطب/ أو كريم -أو غسول سواء للشعر أم للجسم. - تستخدم في بعض المراهم الطبية لعلاج الأمراض الجلدية. - وفي الزيوت العطرية . Accept any 2		**2**
4(d)	- لأن زبدة شرق إفريقيا أكثر طراوة ونعومة/أعلى في نسبة الأولين، أقوى رائحة. - زبدة الشيا من شرق إفريقيا أقل في محتوى فيتامين (أ) وأقل جموداً - هي أكثر ندرة -وصعبة المنال. / يصعب الحصول عليها. أعلى قيمة		**2**
4(e)	- التي من غرب إفريقيا لعلاج علامات تمدد الجلد والحصول على فيتامين طبيعي. - تفيد زبدة الشيا من شرق إفريقيا في الكثير من المجالات بشكل أكثر فاعلية. Accept if they mention details		**2**

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SECTION B: Grammar

Question number	Answer	Mark
5(a)	لا تنمو شجرة الشيا إلا في المناطق المدارية الاستوائية.	1
5(b)	ثمار الشجرة تشبه التمر، لكن حجمها كحجم المشمش. ثمار الشجرة تشبه التمر، ولكن بحجم المشمش	1
5(c)	شجرة الشيا تحتوي على ثمار لونها أصفر مخضر(ة).	1
5(d)	بذور هذه الثمرة صالحة لأكل الإنسان والطيور والحيوان.	1
5(e)	مثال للعوامل التي يعتمد عليها اللون، وقت الحصاد أوالظروف كالأمطار.	1
5(f)	المكرر من زبدة الشيا له طعم لذيذ.	1
5(g)	تتساوى النسب الدهنية التي يحتوي عليها هذا النوع. تتساوى النسب الدهن/ الدهنية في هذا النوع	1
5(h)	الدهون الموجودة ذات رائحة باهتة محببة.	1
5(i)	يحتارالبعض في اختيار الأنواع الأفضل/ أي الأنواع يختارون.	1
5(j)	هناك نسبة عالية من مادة الأولين في زبدة الشيا من شرق أفريقيا.	1

Question Number	Answer	Mark
6	**السفر** السفر يبني **شَخْصِيَّةَ(6)** الإنسان في كل الجوانب، فهو يعلم الإنسان القيادة وفنون الإدارة والتعاون مع الآخرين، ويعلم الإنسان التواصل مع من **يَخْتَلِفُونَ(6)** معه ثقافياً، والقدرة على **ٱلتَّأْثِيرِ**،(6) وتقبل الآخر، كما يمنح الإنسان فرصةً **لِيَتَدَرَّبَ(7)** على إنجاز **مَشَارِيعِهِ(5)** الحياتية، حيث إن السفر يحتاج إلى تخطيط وتدبير وتنفيذ وميزانية مالية وبالتالي **فَهَذَا ٱلنَّشَاطُ** (8) يطور الإنسان من كافة الجوانب الشخصية	5

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	ويمنحه البصيرة والفراسة وقوة الإدراك والملاحظة واحترام الوقت وتقبل الآراء ٱلْمُتَعَدِّدَةِ (9) ويفتح له نوافذ الطموح والنجاح في حياته العملية. والخلاصة أنّ ٱلسَّفَرَ(5) يصقل الشخصية، فيجعلك تتمتع بشخصية مستقلة، قادرة على تدبر أمورها، وجعل كل شيء سهلاً بالنسبة لها. **One mark for every 10 correct vowels. Less than a half mark is taken back to previous whole number eg 2.4 awarded 2 marks. A half mark or more is taken up to the next whole number eg 2.5 or 2.6 awarded 3 marks.** • **Candidates can still score even if they do not vocalize the whole word correctly. Credit is given to those letters correctly vowelled and added to the total.** • **Candidates are not penalized for vocalizing a letter that cannot be vocalized.** • **Candidates will not gain credit for including an incorrect vowel in addition to the correct one for the same letter.** **The vowels which also have a *shadda* are counted as two**	

Question Number	Correct Answer	Reject	Mark
7(a)	(d)		**1**
7(b)	(b)		**1**
7(c)	(a)		**1**
7(d)	(c)		**1**
7(e)	(c)		**1**

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Question Number	Correct Answer	Reject	Mark
8	Candidates should: • Give their opinion on the phenomenon. • Give the reasons for it. • Say what problems it could create. • Give solutions to the problems.		**30**

Level 1	1–3	• Less than a quarter of what is written will have shown the 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	• Around a third of what is written will have shown the 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 some digression from the topic, the overall theme or purpose is generally clear.
Level 3	7–9	• Around a half of what is written will have shown the ability to express ideas in a form that would be comprehensible to a native reader, with 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	• Around three-quarters of what is written will have shown the 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	• All of what is written will have shown the 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.

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Question 9

Question number	**Quality of language (AO2)**	
8		
Level	Mark	Descriptor
	0	No rewardable language.
Level 1	1-3	• 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	• 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	• 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	• 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.
Level 5	13-15	• 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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