www.dynamicpapers.com



Mark Scheme (Results)

January 2020

Pearson Edexcel International Advanced Level In Arabic Advanced Subsidiary (WAA01) Unit 1 Understanding and Written Response

www.dynamicpapers.com

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2020
Publications Code WAA01_01_2001_MS
All the material in this publication is copyright
© Pearson Education Ltd 2020

www.dynamicpapers.com

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.

www.dynamicpapers.com

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

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

www.dynamicpapers.com

Question Number	Correct Answer	Reject	Mark
3	املأ الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالي محو الأمية يعني **تعليم** القراءة والكتابة للأشخاص **الذين** يعانون من الأمية. ويختلف **مفهوم** عدم معرفة القراءة والكتابة بإختلاف **المجتمعات** لدرجة أن بعض الدول **المتطورة** تعتبر الأمي هو من لا يسمح له ما يعرفه من القراءة والكتابة ب**التعامل** مع الإعلام الآلي. يشكّل محو الأميّة حقاً من حقوق الإنسان وأداة لتعزيز القدرات الشخصية وتحقيق **التنمية** البشرية والاجتماعية. فالفرص التعليمية تعتمد على محو الأميّة. ولا بدّ من **الإشارة** إلى أن محو الأميّة يشكّل نواة التعليم الأساسي للجميع، وهو **عامل** ضروري للقضاء على الفقر وتحقيق المساواة بين **الجنسين.** فالتعليم الأساسي الجيّد يزوّد الطلاب بمهارات محو الأميّة مدى الحياة ويشجّع على بلوغ مستويات علمية أعلى		10 One for each correct

	Correct Answer	Reject	Mark
4 **(a)**	- استعملوا التصاميم حولهم/فشكلوا منها النجوم، والورود، والزخارف. - زينوها بالألوان الجميلة.		2
4(b)	- لأنها تجمع بين الحداثة والماضي/ العراقة. - لأن جمالها نابع من أنها تمزج الثقافات المختلفة.		2
4(c)	- لأن منتجات الريف تصنع لتستعمل في الحياة اليومية. - و متطور يستعمل للزينة/للديكور ليناسب سكان المدن.		2
4(d)	- الموروث الثقافي المحلي ؛ الأمازيغية - أثر الثقافات الأخرى؛ الأندلسي/ العثماني		2
4(e)	- لأن العائلات الجزائرية استخدمت النحاس منذ العصور الوسطى/ تعودوا على استعمالها - لأنها جيدة الصنع/ جميلة		2

www.dynamicpapers.com

SECTION B: Grammar

Question number	Answer	Mark
5(a)	الصناع قاموا بتشكيل القلائد والأساور والخواتم والخلاخيل.	1
5(b)	الصناعات الفخارية مشهورة جداً (بشكل كبير) في الجزائر.	1
5(c)	مثال على ما كان يستعمله الجزائريون من الأواني الفخارية، الجرار وآنية الطعام والأباريق. مثال للأواني التي كان يستعملها الجزائريون.	1
5(d)	تَميَّزَ الفن الفخاري المدني بتأثره بروح الزخارف الإسلامية، وبالخط العربي.	1
5(e)	تصنع أوعية يُوضَعُ فيها الحليب والزبدة ومشتقات الألبان.	1
5(f)	أما صناعة النحاس بالجزائر فقد ظهر تأثرها بعدة أشياء.	1
5(g)	لا زلنا نَجِدُ بصمة الحضارات في ملامح صناعة الفخاريات إلى الآن.	1
5(h)	الاحتفاظ بذكريات الدولة العثمانية بالجزائر يبدو من خلال صناعاتها التقليدية.	1
5(i)	أكثرالصناعات النحاسية بروزاً في الجزائر، صناعة الأكواب النحاسية.	1
5(j)	صحون الزينة نوع من أنواع الإكسسوارات المنزلية الجميلة.	1

Any manipulation of the sentences after using the given word is acceptable, as long as it is grammatically correct and it gives the meaning of the original sentence.

Question Number	Answer	Mark
6	الألعاب الإلكترونية في الأردن في عام ٢٠١١، **تَأَسَّسَ مُخْتَبَرُ ٱلْأَلْعَابِ(16)** الأردني في مجمع الحسين للأعمال في عمان، وهي مؤسسة تعمل بالتعاون مع شركاتٍ كبيرة في هذا المجال على بناء مجتمعٍ لصانعي ألعاب الفيديو الأردنيين. يقيم المختبر ورشات عمل ونشاطات دوريَّة لتدريب **ٱلْمُهْتَمِّينَ** (8) في مجال البرمجة وتصميم الألعاب، كما يوفّر مرافق وأجهزة لدعمِ المشاركين. وقد	5

www.dynamicpapers.com

	توسَّع نشاطُ المختبر ، خلال السنوات الماضية، **لِيَفْتَتِحَ (6)** فروعًا جديدة. بالإضافة إلى مختبر الألعاب، تشهد مدينة عمَّان، منذ ست سنوات، **قِمَّةً سَنَوِيَّةً (10)** تختصّ بمناقشة الألعاب الإلكترونية، وتترافقُ **مَعَ (2)** انعقاد القمة السنويّ مجموعة من ورشات العمل **ٱلْمُتَخَصِّصَةِ (9)**والمعسكرات التدريبية في مجال صناعة الألعاب الإلكترونية، وتنعقد هذه النشاطات في عمان والعقبة وإربد. **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)	**(c)**		1
7(b)	**(a)**		1
7(c)	**(c)**		1

www.dynamicpapers.com

7(d)	(**d**)		1
7(e)	**(b)**		1

Question Number	Correct Answer	Reject	Mark
8	Candidates should: • Give reasons for wanting to do the voluntary job. • Say why they think they are suitable for this job; qualifications, qualities etc. • Say what difficulties they might face. • Give solutions.		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.

www.dynamicpapers.com

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.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom