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Mark Scheme – Results

International Advanced Subsidiary in Arabic (WAA01/01)

Paper 01: Understanding and Written response

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January 2022
Publications Code WAA01_01_2201_MS
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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)	(v)		1
1(b)	(iv)		1
1(c)	(i)		1
1(d)	(vii)		1
1(e)	(ii)		1

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

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Question Number	Correct Answer	Reject	Mark
3	**املأ الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية** أسباب التصحر في الوطن العربي بيَّن الباحثون والدارسون أنَّ **أسباب** التصحر في الوطن العربي هي؛ فقدان الأرض لجزء مهم من قدرتها على **التكيف** مع تقلبات المناخ، وارتفاع درجة الحرارة، و**قلة** الأمطار أو ندرة سقوطها، مما يؤدي إلى **تبخر** المياه بسرعة فتزداد نسبة الأملاح في الأراضي المزروعة خلال **فترات** الجفاف. كما أنَّ السيول **تجرف** التربة، وتقلع محاصيلها، مما يُهدد خصوبة التربة. وأيضاً زحف الكثبان الرملية **التي** تغطي التربة المحروثة والمزروعات، ، وذلك لقلة النباتات التي **تثبت** التربة. وتجدر الإشارة إلى أنَّ تلك العوامل تُسبب **تراجعاً** في نسبة مخزون المياه الجوفية. وتتعرض ثلث أراضي الكرة **الأرضية** لظاهرة التصحر وتفقد مئات من الأراضي الزراعية سنويًّا.		10 One for each correct

	Correct Answer	Reject	Mark
4 (a)	- لأنها ارتبطت في أذهان الناس بالفنادق - صار الناس يعرفون المنتجع باسم الفندق التابع له		2
4(b)	- هي عروض تشمل الإقامة خصيصا للاستفادة من برامج معينة في المنتجع - حتى يجذب الزبائن		2
4(c)	- ستكون لها علامة تجارية خاصة/تستقل عن الفنادق - ستكون جزءاً من الحياة اليومية، مثل النوادي الرياضية		2
4(d)	- أن توحي بطريقة مبتكرة ومثيرة، بما يستطيع المنتجع أن يقدمّه إلى عملائه. - وأن تتمتع بقدرة استثنائية على جذب اهتمام الجمهور.		2
4(e)	- بالحديث عن تقديم خدمات كثيرة خاصة وشخصية - مثل خدمات الاستشارات الخاصة - بتوفير عناصر جاذبة مثل الطبيعة المحيطة والمكان		2

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SECTION B: Grammar

Question number	Answer	Mark
5(a)	المنتجع الذي يمارس نشاطاته تحت علامة تجارية شهيرة سيلاقي نجاحا كبيراً.	1
5(b)	في المستقبل سوف يكون هناك تركيز أكبر على الفصل بين العلامات.	1
5(c)	التعريف بالمنتجع يتم من خلال العلامات التجارية العالمية المشهورة.	1
5(d)	المنتجعات الشهيرة تقوم بتقديم تشكيلة من الخدمات والعروض لعملائها.	1
5(e)	على المنتجع أن لا يقدم إلا أفضل ما تم التوصل إليه في مجال الصحة والاستجمام	1
5(f)	الخدمات التقليدية هي ما اعتاد الناس عليه من المنتجعات الصحية سابقاً	1
5(g)	شهرة المنتجع بين الناس مرتبطة بتجربة حياتية مليئة بالحيوية والنشاط	1
5(h)	هناك نقص في الترويج للمنتجع عن طريق بعض العبارات	1
5(i)	يتم التنافس بين المنتجعات بابتكار الطرق الأكثر إثارة لجذب الزبائن	1
5(j)	تعتبر الطبيعة والمكان والمواد المستخدمة من عناصر الجذب الرئيسية	1

Question Number	Answer	Mark
6	يُقبل **ٱلْمُسَافِرُونَ (7)** في العالم العربي على شركات الطيران الاقتصادية **لِانْخِفَاضِ (6)** أسعار التذاكر، ولا سيما في الطيران الداخلي، إذ تكون الرحلات قصيرة، فلا يتردد المسافر في حجز مقاعد ضيقة، ولا يحتاج للترفيه أو الطعام.السبب **ٱلْأَسَاسِي** (5)لوجود هذا النوع من الطيران، هو توفير أسعار **تَنَافُسِيَّةٍ (7)** مع وضع مواصفات للجودة. وفي بداية ظهور **ٱلطَّيَرَان(6)** الاقتصادي، كانت الفروق بينه وبين الطيران التقليدي **وَاضِحَةً(4)**، تميز أحدهما عن الآخر، **وَتَجْعَلُ(5)** لكل منهما عملاء يختارون هذه الخدمة أو تلك. لكن مع مرور الوقت، بدأت بعض الشركات تميل للمرونة، فأضافت **مُمَيِّزَاتٍ(6)** تجذب المسافر العربي، كدرجة رجال الأعمال لطائراتها التي كانت **مَقَاعِدُهَا(5)** كلها في السابق على مستوى واحد.	5

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	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)	(B)		1
7(b)	(D)		1
7(c)	(C)		1
7(d)	(A)		1
7(e)	(C)		1

Question Number	Correct Answer	Reject	Mark
8	• Candidates should mention the similarities between the countryside and the city. • They should also say what are the pros and cons of living in the countryside. • What do they think the advantages and disadvantages of living in the city? • They have to say how can these problems solved in their opinion.		30

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Level	Mark	Descriptor
	0	• No rewardable material.
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 Number	Quality of language (AO2)	
9		
Level	Mark	Descriptor
	0	• No rewardable material.
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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