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Pearson Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced Subsidiary in Arabic (WAA01)
Paper 01: 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)	**(ii)**		1
1(C)	**(iii)**		1
1(d)	**(v)**		1
1(e)	**(i)**		1

Question Number	Correct Answer	Reject	Mark
2 (a)	**(b)**		1
2 (b)	**(c)**		1
2 (c)	**(b)**		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** عندما تخطط للدراسة **في** الخارج، يجب أن تفكر أيضاً في الحصول على سكن مريح. هناك الكثير من خيارات السكن التي تكون **متاحة** للطلاب، حيث يمكنك أن **تعيش** مع أسرة محلية، أو في بيت شباب، أو سكن **طلاب** " المدينة الجامعية"، أو في عقار خاص مستأجر. يختار الكثير من الطلاب العيش مع أسرة محلية عندما **يصلون** إلى مدينتهم الجديدة. وذلك يتيح لهم التعرف على المدينة و**إنشاء** شبكة من الأشخاص الذين يمكنهم أن يقدموا لهم المساعدة. تَذَّكرأن **اختيارك** للسكن يؤثر بشكل كبير على تعليمك وصحتك و**رفاهيتك** بشكل عام. وعلى **الرغم** من وجود الكثير من الخيارات المتاحة، فالاختيار المناسب يجعل **التجربة** الدراسية ثرية وممتعة.		10 One for each correct

	Correct Answer	Reject	Mark
4 **(a)**	- بالتخلص من القلق والأفكار السلبية التي تشغل بالنا - بالحديث مع الصديق وتبادل الأسرار وقضاء الوقت معه		2
4(b)	- لا نختار عائلتنا ولكننا نختار أصدقاءنا.. - الأصدقاء يعرفون عيوبنا ونقاط ضعفنا وأفعالنا الخاطئة والأشياء التي نخاف منها ومع ذلك يختارون البقاء إلى جانبنا.	Reject if this part is not there يختارون البقاء إلى جانبنا	2
4(c)	- لأن المهارات والأفكار وطريقة التفكير تنمومع الوقت تختلف النظرة للصديق في كل مرحلة.		2
4(d)	- الصديق هو الملجأ الأول للبوح بكل ما يفرحنا أو يؤلمنا أو يشعرنا بالحزن. يفرح لفرحنا. / يوفرون لنا تلك المساحة الدافئة للإفصاح والبوح بكل ما يكمن في صدورنا من ضيق أو ألم		2

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	- يمكننا الحديث عن أي مشكلة لإيجاد الحل لها/ لا مانع لديه من الاستماع مجددًا وإبداء النصائح والحلول accept any of the other 2.		
4(e)	- يعززون ثقتنا بأنفسنا من خلال مساندتهم - من خلال تحفيزهم لنا للمشاركة وخوض المغامرة دون خوفٍ أو قلق. - لأنهم يثقون بنا وبقدراتنا وبأفكارنا فيشجعوننا ويحتفلون بنجاحنا. accept any 2.		2

SECTION B: Grammar

Question number	Answer	Mark
5(a)	الصداقة ركن أساسي في الحياة لا يمكن أن نستغني عنه.	1
5(b)	الصديق وإنْ اختلفت الخلفيات، إلا أن له دوراً في حياة كل منا.	1
5(c)	الصديق إما أن يكون طريقاً للسعادة أو طريقاً للوقوع في المشاكل.	1
5(d)	يجب أن يكون اختيار الصديق موفقاً لنعيش في جو يسوده الحب والطمأنينة.	1
5(e)	الأصدقاء المخلصون هم من يشاركوننا في جميع ذكرياتنا دائماً.	1
5(f)	من المقولات المشهورة، "ربَّ أخ لك لم تلده أمك".	1
5(g)	الصديق الحقيقي هو الذي لا يكذب عليك وينتقدك ليصلحك.	1
5(h)	إذا وجد الشخص أصدقاء في العمل كان سعيداً وأحب عمله. إذا وجد الشخص أصدقاء في العمل يكون سعيداً ويحب عمله.	1
5(i)	يستطيع الأصدقاء تحويل اللحظات السيئة إلى ذكريات سعيدة.	1
5(j)	لمًّا تزل ذكريات صداقة الطفولة الرائعة محفورة في قلوبنا، لا تُنسى.	1

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Question Number	Answer	Mark
6	برنامج التدريب لأجل التوظيف، والذي **يُقَامُ(3)** في فترة الصيف، بدأ في صيف عام ٢٠١٩م **وَٱسْتَفَادَ(6)** منه حوالي عشرين شاباً وفتاة، تدربوا في عدد من الشركات **وَٱلْمُؤَسَّسَاتِ(9)** في مجالات متعددة منها ؛ السكرتارية، إدارة المشاريع، الصحافة والإعلام، استعمال المعدات الطبية، وغيرها من **ٱلْمَجَالَاتِ(6)** التي اكتسب منها المتدربون **مُمَارَسَةً(5)** مهنية و خبرة عملية رائعة. من أهداف البرنامج، **ٱسْتِثْمَارُ (6)** وقت الإجازة الصيفية ونفع **ٱلْفِتْيَانِ(5)** والفتيات، والعمل على إكسابهم خبرة عملية في المجال الذي **يَرْغَبُونَ(5)** به، وانخراطهم في بيئة عمل حقيقية، مما **يُكْسِبُهُمْ(6)** العديد من المهارات الإضافية المتنوعة مثل الالتزام بالوقت ومهارات الاتصال والتواصل وبعض المهارات الأخرى التي يكتسبها العاملون في الشركات والمؤسسات. 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	5

Question Number	Correct Answer	Reject	Mark
7(a)	**(A)**		1
7(b)	**(D)**		1
7(c)	**(B)**		1

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7(d)	**(C)**		1
7(e)	**(A)**		1

Question Number	Correct Answer	Reject	Mark
8	Candidates should mention: • What are the causes of unemployment among young people? • What is the impact of unemployment on the youth and the country? • What kind of problems can occur due to unemployment? • How can the problem of unemployment be solved in your opinion?		30

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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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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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