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Pearson Edexcel

Mark Scheme (Results)

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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)**	**(v)**		1
1(b)	**(i)**		1
1(C)	**(vi)**		1
1(d)	**(iii)**		1
1(e)	**(ii)**		1

Question Number	Correct Answer	Reject	Mark
2 (a)	**(C)**		1
2 (b)	**(A)**		1
2 (c)	**(D)**		1
2 (d)	**(B)**		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:** نعلم جميعًا أن هناك العديد **من** الأنواع المهددة بالانقراض في جميع أنحاء العالم، وهذا **يعني** أن هذه الأنواع معرضة لخطر كبير إذا **لم** يتم اتخاذ خطوات لحمايتها. نسبة كبيرة من هذه **الأنواع** معرضة للانقراض بسبب التصنيع أو **الصيد** الجائر أو ممارسات السكان، فتُقتل معظم هذه الأنواع بسبب الفراء أو الزيت الذي تنتجه أو **كمصدر** للغذاء. هناك عدد من المنظمات التي **تقوم** بدورها لحماية الحياة البرية، حيث أن مهمتهم هي إيجاد حلول تنقذ مجموعة رائعة من الكائنات على كوكبنا من خلال تطبيق أفضل العلوم المتاحة والعمل عن كثب مع **المجتمعات** المحلية. ونحن بالتأكيد نريد القيام بدورنا من أجل حماية **النظام** البيئي.		10 One for each correct

	Correct Answer	Reject	Mark
4 **(a)**	-لأن فوائدها تظهر فوراً. - وتدوم لفترة أطول.		2
4(bi) **(bii)**	- تساعد على زيادة عدد خلايا الدم البيضاء. - ذلك يساعد الجسم على الرد بشكلٍ سريعٍ على التغيّر الكبير في الحرارة المحيطة به. - وممارستها باستمرار تقوّي الجهاز المناعيّ بشكلٍ كبير.		2
4(c)	-لأن القلب يبذل جهداً أكبر لإبقاء الجسم دافئاً عن طريق ضخ كميّةٍ أكبر من الدم إلى الجسم،فيحرق كميّاتٍ أكبر من السعرات الحراريَّة عندَ السباحةِ في الماءِ البارد		2
4(d)	- المياه الباردة تقلل من الضغط، والقلق، والتعب الذي يمر به المرء. - وتُعزّز قدرة الجسم على تحمّل الأمراض/ الألم		2
4(e)	- يجب أن يعتاد الجسم على الماء البارد قبل السباحةِ		2

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	- شرب الماء الكثير بضع ساعات قبل السباحة تجنبا لحالة جفاف الجسم. - استشارة طبيبٍ مُختصٍ قبل المُباشرةِ بالسباحة بالماء البارد accept any with the justification.		

SECTION B: Grammar

Question number	Answer	Mark
5(a)	يُنْتَج "الأندروفين" في الدماغ، بعد ذلك يفرز إلى الجسم فنشعر بالسعادةِ والرضى.	1
5(b)	تزداد عمليّة التمثيل الغذائي كلما سبحنا في الماء البارد.(إذا أعاد كلما لا تقبل)	1
5(c)	هناك فوائد عديدة للمواظبة على السباحة في الماء البارد.	1
5(d)	ثبت أنّ السباحة في الماء البارد أكثر فائدة من السباحة في الماء الدافيء.	1
5(e)	الماء البارد يجعل الجسم يتحمّل البرد في فصل الشتاء بشكلٍ أفضل.	1
5(f)	المياه الباردة تُطهّر البشرة وتنظّفها ، بالإضافة إلى جعلها حيوية مُنتعشة.	1
5(g)	بيّنت الدراسات أنَّ السباحة في الماء البارد تُعزّز إنتاج الهرمونات كما أنها تحسن المزاج.	1
5(h)	يجب أن تستشير طبيباً مُختصاً قبل المُباشرةِ بالسباحة بالماء البارد.	1
5(i)	تنخفض درجة حرارة الجسم إذا سبحت في الماء البارد.	1
5(j)	عرفنا أنّ هناك اختلافاً بين السباحة في الماء البارد والاستحمام بالماء البارد.	1

Note highlighted words should be in the sentence to be accepted.

Question Number	Answer	Mark
6	تقول دراسة **أَجْـرَتْـهَـا (5)** شركة استشارات خليجية وأخرى عالمية إن **خِـيَـارَ (3)** إعادة التدوير في المنطقة العربية عموماً وفي دول مجلس التعاون على وجه	5

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	التحديد **يُصْبِحُ** (4) مجدياً اقتصادياً **فَقَطْ** (3)عندما يلقى الدعم من البلديات سواء على شكل رسوم **لِمُعَالَجَةِ**(6) النفايات أو إعفاءات محددة، **لَكِنْ** (3) من المهم التأكيد على أنّ إعادة الاستخدام والتدوير ثقافة يجب أن تقف بقوة قبالة ثقافة الاستهلاك والإسراف على حساب الترشيد وحسن استغلال الموارد. **فَٱلْمَنْطِقَةُ** (8) العربية تخسر **نَتِيجَةَ** (4) تجاهلها لإعادة التدوير مليارات الدولارات سنوياً، حتى بلغت **مُخَلَّفَاتُهَا** (7) حوالي ٩٠ مليون طن سنوياً، ولو أُعيد **تَدْوِيرُهَا** (5) لأنتجت ١٦مليون طن من الورق والحديد، و**آلَافَ** (3) الأطنان من البلاستيك. 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	

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

Question Number	Correct Answer	Reject	Mark
8	Candidates should mention: • Their opinion/ views about distance education in schools. • the advantages and disadvantages of distance education • What are the obstacles that prevent or affect distance education? • How can these obstacles be overcome?		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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