

Mark Scheme (Results)

Summer 2024

Pearson Edexcel International Advanced Level In Arabic (WAA01) Paper 01

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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.

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

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

Question Number	Correct Answer	Reject	Mark
3	**املأ الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية** ضغط الأقران هو التأثير الذي يمارسه الأشخاص داخل المجموعة الاجتماعية نفسها على الشخص ليتوافق معهم كي يحظى بالقبول في المجموعة. ليس شرطاً أن يكون الأقران أصدقاء مقربين، فربما يكونون زملاء بعيدين في المدرسة أو النادي، أو حتى مؤثرين موجودين على مواقع التواصل الاجتماعي من العمر نفسه. فعملية التعلّم واكتساب السلوكيات الجديدة تتم من خلال مراقبة الآخرين وتقليدهم والتفاعل معهم. في بعض الحالات يصعب تحديد مصدر ضغط الأقران، فيمكن أن يأتي عبر إشارات خفية دون قول أي شيء، قد يشعر الفرد أحياناً بالضغط لفعل أمر ما لمجرد أن الآخرين يفعلونه، لكن عموماً يصنف ضغط الأقران تبعاً لمدى علنيته ومباشرته، وتأثيره الإيجابي أو السلبي.		(10) One for each correct

Question Number	Correct Answer	Reject	Mark
4(a)	- بتكوين شبكة من العلاقات الاجتماعية تكسبه مهارات جديدة - بتعزيز القيم الإيجابية والمساعدة على حل المشكلات بطريقة خلاقة		(2)
4(b)	- ينمي إحساسه بذاته ويصقل شخصيته. - تعزيز قيم الانتماء والمحبة والمساعدة والتعاون لديه. - تجعله يقدم الأعمال الخيرة من أجل الصالح العام. Accept any 2		(2)
4(c)	-لأنه يبرز الصورة الإنسانية للمجتمع والتكافل بين الناس. - ويظهر اللمسة الحانية المجردة من الصراع والمنافسة.		(2)
4(d)	في المجال التطوعي يمكن تجريب وتغيير وتحسين الأموردون أي عقبات أو صعوبات (لأن الجهاز مستقل وصغير الحجم)		(2)
4(e)	- يُعطى كل متطوع العمل الذي يتناسب مع إمكاناته وقدراته. - والاهتمام بتدريب المتطوعين على الأعمال التي سيكلفون بها حتى يؤدوها بالطريقة التي تريدها المنظمة.		(2)

SECTION B: Grammar

Question number	Answer	Mark
5(a)	يقوم الشباب بالعمل الخيري فيشعر بالراحة والرضا عن النفس. يقوم الشباب بالعمل الخيري فيشعرون بالراحة والرضا عن النفس.	(1)
5(b)	يمكن للتطوع أن ينمي قيم التعاون والمحبة والإيثار وبذل الجهد من أجل الآخرين.	(1)
5(c)	من نتائج العمل التطوعي أنه يعزز انتماء الشباب ومشاركة الشباب في مجتمعهم.	(1)
5(d)	هناك فرصة متوفرة للشباب لتنمية مهاراتهم الشخصية والعلمية والعملية.	(1)
5(e)	يجد الشباب فرصة كي يؤدوا الخدمات بأنفسهم ويحلوا المشاكل بجهدهم الشخصي.	(1)
5(f)	إذا عرفنا الثغرات في نظام الخدمات وحددنا الأولويات فذلك يساعد على اتخاذ القرارات.	(1)
5(g)	الشباب يعبرون عن آرائهم وأفكارهم في القضايا العامة التي تهم المجتمع.	(1)
5(h)	التطوع ظاهرة مهمة فهو يدل على حيوية الجماهير وإيجابيتها.	(1)
5(i)	على المتطوع فهم رسالة المنظمة وأهدافها ونظامها وبرامجها وأنشطتها.	(1)
5(j)	من الآثار الهامة للانخراط في الأعمال التطوعية تقوية الترابط بين أفراد المجتمع.	(1)

Note in 5d if (الألف الفارقة) in the 2 verbs is missing we can still accept it.
in 5d if the word (متوفرة) is not there the sentence is still correct
in 5i & 5h if the highlighted words are missing the sentence is not correct.

Question Number	Answer	Mark
6	الطاقة المتجددة هي **طَاقَةٌ(3)** ناتجة عن مصادر طبيعية تتجدد بمعدل يفوق ما **يَتِمُّ ٱسْتِهْلَاكُهُ** (11) فأشعة الشمس والرياح، على سبيل المثال، من المصادر التي تتجدد باستمرار. ومصادر الطاقة المتجددة **وَفِيرَةٌ(4)** وموجودة في كل مكان. بالمقابل، فالوقود الأحفوري من الموارد غير **ٱلْمُتَجَدِّدَةِ(9)** التي يستغرق تشكيلها مئات الملايين من السنين. ويتسبب الوقود الأحفوري، عند حرقه لإنتاج الطاقة، في انبعاثات ضارة من الغازات الدفيئة. أما **ٱلْانْبِعَاثَاتُ(8)** الناجمة عن **تَوْلِيدِ(4)** الطاقة المتجددة، فهي أقل بكثير من تلك الناجمة عن حرق الوقود الأحفوري. وهي **أَقَلُّ (4)** تكلفة وتخلق وظائف أكثر بثلاث مرات من الوقود الأحفوري. ولهذا يُعَدُّ **ٱلتَّحَوُّلُ(7)** من الوقود الأحفوري إلى الطاقة المتجددة أمرًا أساسيًا لمعالجة أزمة المناخ 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)	(c)		**(1)**
7(c)	(b)		**(1)**
7(d)	(d)		**(1)**
7(e)	(b)		**(1)**

Question Number	Correct Answer	Reject	Mark
8	Candidates should: • describe the project they are proposing in detail. • Mention the most important benefits of this project for youth and society. • Say where do they get the funding for the project. • And how to ensure its success and continuity.		**(30)**

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.

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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