



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

**Pearson Edexcel International A Level
In Arabic (WAA0) Paper 1**

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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 | Answer | Mark |
|-----------------|--------|------------|
| 1 (a) | (v) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 1 (b) | (vii) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 1 (c) | (vi) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 1 (d) | (i) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 1 (e) | (iv) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 (a) | (A) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 (b) | (C) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 (c) | (B) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 (d) | (D) | (1) |

| Question Number | Answer | Mark |
|-----------------|--------|------------|
| 2 (e) | (C) | (1) |

| Question Number | Correct Answer | Mark |
|-----------------|--|------|
| 3 | <p>املاً الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية</p> <p>ثبت أن الشموع المعطرة المكونة من خلاصات الزيوت الأساسية تساهم في تطيف مزاجك، ومدك بالطاقة اللازمة لمواجهة مشاكل اليوم والاستعداد لليوم التالي، فمزيج العطور المنبعث منها يمنحك إحساساً بالسعادة والاكتفاء. لا تقتصر مهمة الشموع المعطرة على تطيف الجو وتحسين الرائحة فقط، بل تمتلك مزايا علاجية أيضاً ولديها تأثير كبير على الصحة الجسدية والعقلية، إذ <u>تخلق</u> جواً حالماً في أية غرفة. ولكل رائحة ميزتها العلاجية الخاصة. فرائحة الشموع المصنوعة من زيت اللافندر تساعد على الاسترخاء، والشموع التي برائحة فاكهة اليوسفي <u>تخفف</u> من القلق، وتولد جواً لطيفاً، وتلك المصنوعة من شجرة الشاي فهي تقلل من <u>حدة</u> الزكام. أما شموع الياسمين فهي مفيدة للتخلص من الإجهاد والتعب.</p> | (10) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4(a) | - مبنية من الطين / بأبسط الإمكانيات. -أقدم ناطحات سحب / مرتفعة جداً/ من عدة طوابق. accept any2 | (2) |

| Question number | Answer | Mark |
|-----------------|---------------------------------|------|
| 4(b) | - تخلط بالماء. - وتترك لتجف. | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4(c) | - ضمتها اليونسكو إلى قائمة التراث العالمي . - اعتبرتها مدينة تاريخية. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 4(d) | - تدل على قدرات اليمني في ذلك الزمان - إبداع البناء اليمني | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4(e) | -لأنها ناطحات سحب وسط الصحراء/ من الطين. لأن مبانيها عالية لأن طرازها المعماري دقيق/ فريد متميز/ accept any 2. | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 5(a) | تبنى تلك المنازل بطريقة تجعلها صامدة لسنوات طويلة. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 5(b) | أجمع كثير من الباحثين على أن عمر شبام يزيد على سبعمائة عام. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 5(c) | شبام مدينة المدن اليمنية باعتبارها الأكثر شموخاً. | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------------------|------|
| 5(d) | ناطحات شبام هي الأعرق في العالم. | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 5(e) | تكشف دراسات حديثة شيئاً من أسرار المنازل الشبامية. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 5(f) | المدينة شاهد على أعرق طراز معماري في حضارات الشرق القديم. | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 5(g) | علو المباني الطينية يثير الإعجاب باستمرار. | (1) |

| Question number | Answer | Mark |
|-----------------|------------------------------|------|
| 5(h) | تسمى شبام أم القصور العوالي. | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 5(i) | الزوار يرون الطابع المتميز للمدينة دائماً. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 5(j) | توقف الكثير من المعماريين عند دقة النظام المعماري التي تم بها البناء. | (1) |

| Question Number | Answer | Mark |
|--|---|------|
| 6 | <p>الراي حركة مُوسِيقِيَّة (6) غنائية، بدأت في الجزائر. تاريخ (3) هذا النوع الغنائي قديم. نشأ في مدن غرب الجزائر وشرق المغرب عِنْدَمَا (4) لم تكن هناك حدود فاصلة بين البلدين في ذلك الزمن كمدينة وهران وسيدي بلعباس. الراي اليوم لَيْسَ (3) كالراي أول نشأته. كان من يغنيه يعرفون بالشيوخ و الشيخات ثم في أَوَاسِطِ (4) السبعينيات ظَهَرَ (3) لقب آخر وهو الشاب والشابة كإشارة للتجديد أَلْكَبِيرِ (5) الذي ظهر على هذا الطابع الموسيقي.</p> <p>حالياً موسيقى الراي مُنْتَشِرَةٌ (6) في الجزائر ودول شمال أفريقيا وغرب أوروبا خصوصاً فرنسا حيث توجد نسبة كبيرة من المُهَاجِرِينَ (7) المغاربة وَهِيَ (3) المفضل لدى الشباب في المنطقة. أقام فنانو الراي حَفَلَاتِهِمْ (6) في كل عواصم الفن العالمية تقريباً.</p> | 5 |
| <p>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.</p> <ul style="list-style-type: none"> • 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. <p>The vowels which also have a <i>shadda</i> are counted as two</p> | | |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 7 (a) | D | (1) |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 7 (b) | C | (1) |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 7 (c) | B | (1) |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 7 (d) | A | (1) |

| Question Number | Answer | Mark |
|------------------------|---------------|-------------|
| 7 (e) | B | (1) |

| Question Number | Content and communication (AO1) | |
|-----------------|--|--|
| 8 | <p>The candidate should refer to the following bullet points:</p> <ul style="list-style-type: none"> • The details of their suggested project. • They should also say how it can be funded. • What are the main factors (reasons) that make it beneficial. • How could they guarantee the success of the project & continuity. | |
| Level | Mark | Descriptor |
| | 0 | <ul style="list-style-type: none"> • No rewardable material. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> • The candidate has shown minimal 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 | <ul style="list-style-type: none"> • The candidate has shown some basic 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 | <ul style="list-style-type: none"> • The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and 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 | <ul style="list-style-type: none"> • The candidate has shown a good 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 | <ul style="list-style-type: none"> • The candidate has shown an excellent 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 |

| Question | Quality of language (AO2) |
|----------|---------------------------|
|----------|---------------------------|

| Number | | |
|----------------|-------|---|
| 8 | | |
| Level | Mark | Descriptor |
| | 0 | <ul style="list-style-type: none"> No rewardable material. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. |

