



## Mark Scheme – Results

International Advanced Subsidiary in  
Arabic (WAA01/01)

Paper 01: Understanding and Written  
response

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2022

Publications Code WAA01\_01\_2201\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

## 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.

<b>Question Number</b>	<b>Correct Answer</b>	<b>Reject</b>	<b>Mark</b>
1( a)	(v)		1
1(b)	(iv)		1
1(c)	(i)		1
1(d)	(vii)		1
1(e)	(ii)		1

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

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

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

## SECTION B: Grammar

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

Question Number	Answer	Mark
6	<p>يُقبل <u>الْمُسَافِرُونَ (7)</u> في العالم العربي على شركات الطيران الاقتصادية <u>لِانْخِفَاضِ (6)</u> أسعار التذاكر، ولا سيما في الطيران الداخلي، إذ تكون الرحلات قصيرة، فلا يتردد المسافر في حجز مقاعد ضيقة، ولا يحتاج للترفيه أو الطعام. السبب <u>الْأَسَاسِي (5)</u> لوجود هذا النوع من الطيران، هو توفير أسعار <u>تَنَافُسِيَّة (7)</u> مع وضع مواصفات للجودة.</p> <p>وفي بداية ظهور <u>الطَّيْرَانِ (6)</u> الاقتصادي، كانت الفروق بينه وبين الطيران التقليدي <u>وَاضِحَةً (4)</u>، تميز أحدهما عن الآخر، <u>وَتَجَعَلُ (5)</u> لكل منهما عملاء يختارون هذه الخدمة أو تلك. لكن مع مرور الوقت، بدأت بعض الشركات تميل للمرونة، فأضافت <u>مُمَيِّزَاتٍ (6)</u> تجذب المسافر العربي، كدرجة رجال الأعمال لطائراتها التي كانت <u>مَقَاعِدُهَا (5)</u> كلها في السابق على مستوى واحد.</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"> <li>• Candidates can still score even if they do not vocalize the whole word correctly. Credit is given to those letters correctly vowelised and added to the total.</li> <li>• Candidates are not penalized for vocalizing a letter that cannot be vocalized.</li> <li>• Candidates will not gain credit for including an incorrect vowel in addition to the correct one for the same letter.</li> </ul> <p>The vowels which also have a <i>shadda</i> are counted as two</p>	
--	---	--

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	<ul style="list-style-type: none"> <li>• Candidates should mention the similarities between the countryside and the city.</li> <li>• They should also say what are the pros and cons of living in the countryside.</li> <li>• What do they think the advantages and disadvantages of living in the city?</li> <li>• They have to say how can these problems solved in their opinion.</li> </ul>		30

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>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.</li> <li>The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>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.</li> <li>The piece is occasionally coherent and, while there is some digression from the topic, the overall theme or purpose is generally clear.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>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.</li> <li>The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>



Question Number	Quality of language (AO2)	
<b>9</b>		
Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
Level 1	1-3	<ul style="list-style-type: none"> <li>Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task.</li> <li>Lexis and grammar may not be accurate, with a high degree of repetition.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task.</li> <li>Lexis and grammar are occasionally accurate.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task.</li> <li>Good control of basic language, but there may be errors particularly with more complex structures/lexis.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task.</li> <li>Only occasional lapses in lexical and grammatical control.</li> </ul>
Level 5	13-15	<ul style="list-style-type: none"> <li>Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task.</li> <li>Very good control/accuracy with very few errors.</li> </ul>

