

# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel International Advanced Level  
In Arabic Advanced Subsidiary (WAA01) Unit 1  
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.

Question Number	Answer	Mark
<b>1 (a)</b>	ii        OR        iv	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (b)</b>	i	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (c)</b>	vi	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (d)</b>	iii	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (e)</b>	vii	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (a)</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (b)</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (c)</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (d)</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (e)</b>	D	<b>(1)</b>

Question number	Answer	Mark
<b>3</b>	<p>Award 1 mark for each correct answer.</p> <p>املأ الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية.</p> <p>إدمان التسوق هو <u>مرض</u> (a) نفسي مثل كل أنواع الإدمان ويحتاج إلى <u>علاج</u> (b) نفسي. وللأسف هو يصيب النساء أكثر من الرجال خصوصاً أن المرأة في مجتمعاتنا هي المسؤولة عن <u>البيت</u> (c) وشراء لوازمه. إدمان التسوق ليس <u>عادة</u> (d) سيئة، إنه إدمان. ويوضح <u>المختصون</u> (e) لو أن هناك عادة ما تخطت حداً معيناً بشكل يؤدي إلى <u>ضرر</u> (f). فهناك خلل في شيء آخر، بمعنى <u>آخر</u> (g) أن الشخص المدمن على التسوق لا يكون في <u>حاجة</u> (h) إلى ما يشتريه، بل هو يشتري لكي يعالج مشكلة ما بكثرة <u>الشراء</u> (i). كمثال بسيط من الممكن لشخص أن يدمن التسوق لكي يغير الحالة المزاجية الخاصة ليس أكثر. <u>ويتحسن</u> (j) لمدة يومين أو ثلاثة ويعود كل شيء لما عليه.</p>	<b>(10)</b>

Question number	Answer	Reject	Mark
<b>4(a)</b>	2.3 مليار . يمثلون أكثر من نصف المتضررين بالكوارث		<b>(2)</b>

Question number	Answer	Reject	Mark
<b>4(b)</b>	الزلازل والبراكين.		<b>(2)</b>

Question number	Answer	Reject	Mark
<b>4(c)</b>	<p>Accept any two for one mark each.</p> <p>لأنها تؤثر على مناطق أوسع/ أكثر من أي وقت مضى.</p> <p>صارت أكثر حدة</p> <p>تؤثر سلباً على الزراعة والإمدادات الغذائية</p>		<b>(2)</b>

Question number	Answer	Reject	Mark
<b>4(d)</b>	لأنها تتأثر بالفيضانات أكثر(1) من غيرها من القارات(1).		<b>(2)</b>

Question number	Answer	Reject	Mark
<b>4(e)</b>	Accept any two for one mark each. -السيول النهرية الحادة. -الفيضانات المتكررة على نحو متزايد. - التحضر. زادت من الفيضانات بشكل ملحوظ		<b>(2)</b>

Up to 2 minor errors will be condoned on each of questions 5(a)-5(j) on condition that these are not linked to the correct application of the words or phrase in brackets. Vocalisations are not always shown as they are not required in the students' responses for this question.

Question number	Answer	Mark
<b>5(a)</b>	تقرير الأمم المتحدة كشف عن ارتفاع التكلفة البشرية للكوارث ذات الصلة بالطقس	<b>(1)</b>

Question number	Answer	Mark
<b>5(b)</b>	التقرير قام بإعداده مكتب الأمم المتحدة لتقليل مخاطر الكوارث	<b>(1)</b>

Question number	Answer	Mark
<b>5(c)</b>	صار للفيضانات آثار سلبية على الزراعة والإمدادات الغذائية	<b>(1)</b>

Question number	Answer	Mark
<b>5(d)</b>	تؤثر الفيضانات على قارة آسيا أكثر من غيرها من القارات ويرجع ذلك إلى تنوعها الجغرافي	<b>(1)</b>

Question number	Answer	Mark
<b>5(e)</b>	في قارة آسيا أعداد كبيرة من الأنهار والسواحل إضافة إلى الكثافة السكانية العالية.	<b>(1)</b>

Question number	Answer	Mark
<b>5(f)</b>	في أمريكا الجنوبية على سبيل المثال، 560 ألف شخص تضرروا من الفيضانات	<b>(1)</b>

Question number	Answer	Mark
<b>5(g)</b>	قد ارتفع الرقم إلى 2.2 مليون شخص بعد (10) سنوات	<b>(1)</b>

Question number	Answer	Mark
<b>5(h)</b>	لقد حدث تغير في طبيعة الفيضانات الكارثية أيضا في السنوات الأخيرة	<b>(1)</b>

Question number	Answer	Mark
<b>5(i)</b>	تزايدت حدة السيول والفيضانات النهرية التي تتكرر	<b>(1)</b>

Question number	Answer	Mark
<b>5(j)</b>	لوحظ أنّ العمران قد زاد الفيضانات	<b>(1)</b>

Question Number	Answer	Mark
6	<p>One mark for every 10 correct vowels. Less than a half mark is taken back to the previous whole number, e.g. 2.4 marks is awarded 2 marks. A half mark or more is taken up to the next whole number, e.g. 2.5 or 2.6 marks is awarded 3 marks.</p> <ul style="list-style-type: none"> <li>• Candidates can still score even if they do not vocalise the whole word correctly. Credit is given to those vowel sounds correctly pronounced and marks added to the total.</li> <li>• Candidates are not penalised for vocalising a letter that cannot be vocalised.</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 shadda are counted as two vowels.</p> <p>الْتُونُ (4) الأبيض له تأثير قوي في إدخال مشاعر</p> <p>الْهُدُوءِ (5) والسلام والطمأنينة على الأشخاص ، فلعلك</p> <p>لاحظت أن (3) الطبيب ملابسه بيضاء وذلك لأن اللون الأبيض</p> <p>أثراً شديداً في النفس يدخله عليها للشعور بالأمان والسعادة لذلك</p> <p>إذا كُنْتَ (3) في موقف يَفُودُكَ (4) إلى الغضب ،</p> <p>حَاوِلِ (3) النظر إلى أي شئ لونه أبيض لدقائق</p> <p>لِتَجِدَ نَفْسَكَ (8) وقتها تسيطر عليك مشاعر الهدوء.</p> <p>ونجد أنه يستعمل في علاج مرض الصفراء وخاصة</p> <p>لِلْمُصَابِينَ (6) بها من الأطفال حديثي الولادة</p> <p>حَيْثُ (3) يسلط الضوء الأبيض الشديد فوق منطقة الكبد فيتم</p> <p>الشفاء بإذن الله كَذَلِكَ (4) ينصح الْأَطِبَّاءُ (7) مرضى السُّلِّ</p> <p>بالجلوس في ضَوْءِ (3) الشمس القوي وارتداء ملابس بيضاء.</p>	(4)



Question Number	Answer	Mark
<b>7 (a)</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>7 (b)</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>7 (c)</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>7 (d)</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>7 (e)</b>	A	<b>(1)</b>

Question Number	Content and communication (AO1)	
<b>8</b>	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• The groups/categories that are mostly interested in fashion in Arab countries.</li> <li>• The factors which lead to this interest.</li> <li>• The reasons why adverts are put on the internet in the candidate's opinion.</li> <li>• The candidate's opinion on fashion in general.</li> </ul>	
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>• The candidate has shown minimal 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>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• 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.</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>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>• 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.</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>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>• The candidate has shown an excellent 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>8</b>		
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>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>
<b>Level 2</b>	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>
<b>Level 3</b>	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>
<b>Level 4</b>	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>
<b>Level 5</b>	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>

