



Mark Scheme (Results)

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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)	(iv)		(1)
1(d)	(i)		(1)
1(e)	(vii)		(1)

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

Question Number	Correct Answer	Reject	Mark
3	املا الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية الحرف اليدوية المصرية يستطيع الزائر أن يدخل إلى خان الخليلي الذي يتميز بأزقته الضيقة وحوانيتها، من شارع الأزهر. تمتلى الحوانيت بالعديد من البضائع والمنتجات التقليدية التي تحصل عليها من الورش القريبة التي تفننت لعقود في صناعة المشغولات اليدوية والقطع النحاسية المزخرفة، وأعمال الأرابيسك التي تأخذ الألباب بسبب دقة صناعتها، إلى جانب العديد من أعمال النسيج، والمشغولات الفضية والجلدية. وتنتشر ورش هذه الصناعات بالقرب من الخان، وظلت تبهر العالم بمنتجاتها من الحرف التقليدية والتراثية، وبما تضمه من مئات الحرفيين المهرة، الذين برعوا في الصناعات اليدوية الأخرى مثل السجاد وصناعات البردي والمشغولات الفرعونية والعربية، إلى جانب صناعات الزجاج وخاصة المعشق والصناعات المرتبطة بالأحجار الكريمة.		10 One for each correct

Question Number	Correct Answer	Reject	Mark
4 (a)	- تميزت مصارعة الإنسان البدائي بأنها كانت ذات طابع وحشي. - لأنه كان على إنسان ما قبل التاريخ أن يصارع الحيوانات المفترسة وكذلك غيره من بني البشر؛ كي تستمر حياته.		2
4(b)	- لأن الفراعنة سجلوا مبادئ المصارعة وأصولها ومسكاتها في عدة صور ونقوش/ وجدت في آثار بني حسن على ضفاف النيل. - سجلت أكثر من منتي حركة مختلفة.		2
4(c)	- نقلوها عن الفراعنة وتعلقوا بهذه الرياضة تعلقاً شديداً. - أصبحت اللعبة الرياضية الأساسية في المسابقة الخماسية التي كانت بداية الألعاب الأولمبية.		2
4(d)	-لأن العرب كانوا يسمون المصارع بالعزنة وأن بعض الروايات تقول إن تسمية بلدة عزنة في سورية يعود إلى أنها اشتهرت بالمصارعة والمصارعين.		2
4(e)	- قام بفصل المصارعة الحرة عن المصارعة الرومانية. -وضع قواعد خاصة لكل منهما (مما أسهم في تطور النوعين معاً).		2

SECTION B: Grammar

Question number	Answer	Mark
5(a)	كانت بداية صراع الإنسان من أجل البقاء مع ظهور الخليقة.	1
5(b)	حدث تطوُّر في المصارعة لتصبح فناً له أصوله وقواعده مع بزوغ فجر الحضارة.	1
5(c)	زاد عدد الحركات المسجلة على إحدى الجدران على المني حركة.	1
5(d)	إذا قارنا مصارعة الفراعنة مع المصارعة اليوم نجد أنَّ بها أغلب الحركات الحديثة.	1
5(e)	تحويل المصارعة إلى فن يقوم على قواعد إنسانية قام به الفراعنة.	1
5(f)	مارس الفراعنة المصارعة لغرض الدفاع عن النفس كما جعلوها رياضة محببة.	1
5(g)	الدليل على نقل الإغريق المصارعة عن الفراعنة، هو أن وصف الحركات يشبه رسومات بني حسن.	1
5(h)	الحياة البدوية هي التي فرضت على العرب التوجه نحو رياضات قاسية.	1
5(i)	درجت القبائل على جعل المصارعة ركناً من أهم الأركان في سمرهم اليومي.	1
5(j)	صارت المصارعة الرومانية والحرة أكثر انتشاراً في بداية القرن العشرين.	1

Question Number	Answer	Mark
6	كيف تتكون الواحة؟	(5)

الواحة **مَنْطِقَة (5)** خصبة توجد فيها المياه **دَاخِل (3)** منطقة جافة. تنتشر الواحات في جميع أنحاء العالم. تعد من التكوينات الجغرافية الفريدة وذات **أَهْمِيَّة (7)** بالغة في دعم الحياة في الصحاري و**الْمَنَاطِق (6)** القاحلة .

يمكن أن تتكون الواحة بعدة طرق، منها الطبيعية أو من **صُنْع (3)** الإنسان. في بعض الحالات تتكون عندما تَكُونُ الظروف المناخية انخفاضاً في **مَكَانٍ قَاحِلٍ (6)** لفترة طويلة، و**يَتَعَمَّقُ (7)** ويصل إلى مستوى المياه فتأتي المياه الجوفية إلى السطح لتَكُونُ الواحة. كما تتكون بعض الواحات من خلال النشاط البركاني في الأماكن التي **تُوجَدُ (4)** فيها. و**بَعْضُهَا (5)** من صنع الإنسان، إذ يحفر الناس الآبار في المناطق التي يكون فيها الضغط تحت الأرض ليس قوياً **لِتَصِلَ (4)** المياه إلى السطح.

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

Question Number	Correct Answer	Reject	Mark
7(a)	(a)		(1)
7(b)	(d)		(1)
7(c)	(c)		(1)
7(d)	(a)		(1)
7(e)	(b)		(1)

Question Number	Correct Answer	Reject	Mark
8	Candidates may - Suggest an environment friendly tourist project for the local area. - Where and how to do it? - What are the benefits for the area, population, and tourists? - What problems might the project face? - How to solve these problems?		(30)

Question number	Quality of language (A02)	
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.

Translation for Q4 MS

Question Number	Correct Answer	Reject	Mark
4(a)	- prehistoric man wrestling was brutal in nature. - Because prehistoric man had to struggle with predatory animals as well as other human beings; for his life to continue.		2
4(b)	- Because the Pharaohs recorded the principles of wrestling, its rules, and its grips in several pictures and inscriptions. - Found in the ruins of Beni Hassan on the banks of the Nile.		2
4(c)	- The Greeks were very attached to this sport. - It became the main sport game in the pentathlon competition that was the beginning of the Olympic Games.		2
4(d)	Because the Arabs used to call the wrestler "Arnah," and some narratives say that naming the town of "Arnah" in Syria is because it was famous for wrestling and wrestlers.		2
4(e)	- Separated freestyle wrestling from Roman wrestling. - Establishing special rules for each of them. (which contributed to the development of both types).		2

