Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In Arabic (4AA1)
Paper 02: Writing

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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.

الكتابة

رقم السؤال	الإجابة	العلامة
1		(25)

رقم السؤال	الإجابة	العلامة
2		(25)

رقم السؤال	الإجابة	العلامة
3		(25)

الكتابة

العلامة	الإجابة	رقم السؤال
25	على الطالب الحديث عن التأثير السلبي والإيجابي لبرامج التواصل الاجتماعي مع إمكانية الاستعانة بالنقاط المذكورة في السؤال، كما يمكنه التطرق إلى التغيير الذي يطرأ على التكنولوجيا في كل مجال بما في ذلك نظام الاتصال الاجتماعي وأسلوب حياتنا اليومية. ويمكنه الإشارة إلى النمو السريع في مجال الاتصالات حيث يتم تطوير المئات من أدوات الاتصال باستمرار لأجل تقليل الفجوات الاجتماعية بين الناس. كما يستطيع الطالب ذكر مساوئ الإفراط في استخدام هذه البرامج وتأثيرها على حياة الإنسان، من الناحية الصحية والنفسية وعلاقته بالآخرين. وأخيرا بإمكانه الحديث عن تجربته الشخصية في استخدام هذه البرامج والتطبيقات.	1
25	من الأفضل أن يبدأ الطالب بالحديث عن المشروع الذي سيقوم بإنجازه بعد أن حصل على كمية كبيرة من المال للشروع في عمل تجاري مثمر، من ثم يستطيع أن يُسهب في الحديث عن طبيعة هذا العمل. وبعد ذلك يمكنه أن يتطرق إلى المنافع	2

	التي قد يجلبها هذا العمل لمجتمعه والخدمات التي سيقدمها لمن حوله من أبناء بلدته. ويمكنه أخيرا أن يذكر النصائح لمن يرغب في القيام بمشروع تجاري مماثل ثم يبين لجيل الشباب الخبرة التي اكتسبها من هذا المشروع.	
25	يستطيع الطالب في إجابته عن هذا السؤال أن يتحدث عن المشروع الذي ينوي القيام به للمحافظة على البيئة، كما يمكنه التوسع بالحديث عن كيفية تحقيق التوازن البيئي بين حجم الموارد الطبيعية وكمية استهلاكها. كما يُمكنه التطرق إلى ضرورة استقطاب الاستثمارات والصناعات الصديقة للبيئة. إضافة إلى ذلك يمكنه ذكر فوائد الحدائق العامة وعلاقتها بالبيئة.	3

Questions 1, 2 and 3 (25 marks)

For these questions, students' work is marked by Pearson using assessment criteria given in the following two mark grids:

- communication and content
- application and accuracy of language.

The grids will be applied twice, once for each piece of writing individually.

Communication and content mark grid

Mark	Descriptor
0	No rewardable material.
1–3	• Communication is at a basic level and points made are of limited relevance. • Task shows little focus on the purpose and intended reader. • Piece shows limited evidence of coherence.
4–6	• Communication is generally appropriate and relevant points are made, with ambiguity. • Task is generally focused on the purpose and intended reader. • Piece is linked, using structural techniques.
7–9	• Communicates clearly and a range of relevant points are made. There may be some areas of ambiguity but the overall response is clear. • Task is clearly focused on the purpose and intended reader. • Piece is clearly linked, using structural techniques.
10–12	• Communicates effectively, and response to the task is comprehensive and relevant, with no ambiguity. • Task is securely focused on the purpose and intended reader. • Piece is effectively linked, using a range of structural techniques.
13–15	• Communication is subtle at times and response to the task is fully comprehensive and relevant. • Task is sharply focused on the purpose and intended reader. • Piece is linked, using structural techniques in a sophisticated and skilful way.

Additional guidance

Structural techniques: these include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor.

Application and accuracy of language mark grid

Mark	Descriptor
0	No rewardable material.
1–2	• Language is basic and a limited range of vocabulary is employed. • Basic language structures are used. • Spelling is sometimes accurate.
3–4	• Language is generally appropriate to the task and a range of vocabulary is employed. • Basic language structures are used successfully. • Spelling of simple and more complex words is generally accurate.
5–6	• Language is appropriate to the task and a range of suitable vocabulary is employed. • More complex language structures are used, with some success. • Spelling of a range of words is mostly accurate.
7–8	• Language is often used imaginatively and a wide range of suitable vocabulary is employed. • Effective use of a range of language structures. • Spelling is almost always accurate.
9–10	• Language is consistently used imaginatively and a wide range of well-chosen vocabulary is employed. • Ambitious and confident use of a range of language structures. • Spelling is consistently accurate, including challenging vocabulary.

Additional guidance

Language structures

Basic language structures: these include high-frequency sound and weak verbs in the present, future and past tenses of the active voice and in common passives; the construct state *Idafa*; *kana*, *inna* and their common sisters.

Complex language structures: these include the cognate accusative – المفعول المطلق؛ specification (*Tamyiz*); complex *Idafa* constructions; *al-Hal*; the diptotes.