



## **Mark Scheme (Results)**

January 2019

Pearson Edexcel International Advanced Level  
In Arabic Advanced Subsidiary (WAA01) Unit 1  
Spoken Expression and 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>	(vii)	<b>(1)</b>

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

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

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

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

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

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

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

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

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

Question number	Answer	Mark
3	<p>املاً الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية</p> <p>تُعتبر الطاقة الشمسيّة من أهم ( a ) مصادر الطاقة المتجددة، ومن أكثرها نظافةً، كما أنّها تُعدّ صديقة ( b ) للبيئة، فمصدرها الضوء والحرارة المنبثقان عن ( c ) كوكب الشمس، وقد تمكّن الإنسان منذ القدم من استغلال ( d ) هذا المصدر وتسخيره في توليد الطاقة، كما تمكّن من إيجاد وسائل وتقنيات تساعده ( e ) على القيام بهذه المهمة، ومن هذه التقنيات؛ استخدام الطاقة الحرارية ( f ) الصادرة عن الشمس بإحدى طرق التسخين المباشر، أو عن طريق تحويلها ( g ) من طاقة ميكانيكية إلى طاقة كهربائية.</p> <p>يُشار إلى أنّ الإنسان تمكن ( h ) من التوصل إلى ابتكار ألواح الخلايا ( i ) الضوئية الجهدية باستغلال الظواهر الكهروضوئية لتوليد ( j ) الكهرباء، بالإضافة إلى إيجاد تصميمات معمارية تعمل على استغلال الطاقة.</p>	(10)

Question number	Answer	Mark
4(a)	- لقيت الفكرة ترحيباً من البعض. - لقيت نفوراً من البعض الآخر. - أضحت مادة دسمة للسخرية عند الكثيرين.	(2)
	Accept any 2	

Question number	Answer	Mark
4(b)	- فكرة صاحب المشروع. - نشاط وحماسة الفريق.	(2)

Question number	Answer	Mark
4(c)	- القضاء على استغلال السماسرة. - مساعدة من لا وقت لهم للذهاب إلى الأسواق. - مساعدة من لا يجيدون الاختيار.	(2)
	accept any 2	

Question number	Answer	Mark
4(d)	يُدفع بالبطاقة البنكية ويأخذ إيصال إلكتروني ثم يتفق على التوصيل. يختار الزبون الخروف ويحجزه ثم يدفع الثمن كاملاً ليلة العيد ويستلم.	(2)

Question number	Answer	Mark
4(e)	- لأنهم معتادون على ذلك/ لأنهم غير متعودين على الإنترنت. - لأنهم يفضلون الذهاب إلى الأسواق بأنفسهم ورؤية الخروف.	(2)

Question number	Answer	Mark
<b>5(a)</b>	آخر ما أدرج فيما يباع ويشترى في المغرب عبر الإنترنت هو خروف العيد.	(1)

Question number	Answer	Mark
<b>5(b)</b>	في المغرب عدد من المواقع الإلكترونية تقوم بعملية بيع المواشي.	(1)

Question number	Answer	Mark
<b>5(c)</b>	يتسلم الزبون إيصلاً يثبت شراءه الخروف.	(1)

Question number	Answer	Mark
<b>5(d)</b>	ليس هناك أفضل من عيد الأضحى ليتم تداول الموقع.	(1)

Question number	Answer	Mark
<b>5(e)</b>	يقوم الموقع بتوصيل الخروف المطلوب وفقاً للشروط التي تمت الموافقة عليها.	(1)

Question number	Answer	Mark
<b>5(f)</b>	يقوم الزبائن باختيار الخروف وحجزه ولكن لا يدفعون ثمنه.	(1)

Question number	Answer	Mark
<b>5(g)</b>	لم يكن هناك إقبال على الموقع مقارنة بالسنتين الأخيرتين.	(1)

Question number	Answer	Mark
<b>5(h)</b>	ازدياد الطلب في هذه الفترة يرفع الأسهم عند كافة المغاربة.	(1)

Question number	Answer	Mark
<b>5(i)</b>	اختيار الزبون للخروف يكون من خلال الصور المنشورة على الموقع.	(1)

Question number	Answer	Mark
<b>5(j)</b>	يتوجه المغاربة إلى الأسواق التي تقام كل أسبوع للتسوق.	(1)

Question Number	Answer	Mark
6	<p>One mark for every 10 correct vowels. Less than half a 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>تجمع <b>دِرَاسَاتٌ (4)</b> وأبحاث جرت حول نظم التعليم في بعض <b>الدُّوَلِ (5)</b> النامية، على أن <b>حُكُومَاتِهَا (5)</b> تشجع على التعليم الخاص والأجنبي، أكثر من تشجيعها على التعليم الرسمي. وتقر حكومات <b>عَرَبِيَّةٍ (6)</b> بأن مستوى التعليم الرسمي غير مرضٍ.</p> <p>ورغم ارتفاع معدل النمو السكاني، وتراجع معدلات النمو الاقتصادي في بعض البلدان، لم <b>يُحَرِّكِ (5)</b> الإنفاق على التعليم العام ساكنا. وفشلت المدارس الرسمية في احتواء <b>وتَحَوَّلَ (5)</b> التعليم الخاص إلى البديل المناسب للطبقة فوق المتوسطة والغنية.</p> <p>يحظى <b>المُسْتُمْرُونَ (9)</b> المحليون <b>وَالْأَجَانِبُ (7)</b> في قطاع التعليم الخاص <b>بِتَسْهِيلَاتٍ (6)</b> من أجل التوسع في بناء المزيد من المدارس التي لا تكون لدى غالبية الطلاب من الطبقة الوسطى والطبقات الفقيرة القدرة على الالتحاق بها.</p>	(5)
Question Number	Answer	Mark



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

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

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

Question Number	Answer	Mark
<b>7 (e)</b>	<b>(A)</b>	<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>• Benefits and advantages of using a mobile camera.</li> <li>• Problems with mobile camera abuse.</li> <li>• Explain the role of chat rooms and their impact on society.</li> <li>• How do they think these problems can be addressed?</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>

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