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Edexcel

Mark Scheme (Standardisation)

Summer 2019

Pearson Edexcel International A Level  
In Arabic (WAA02) Paper 2

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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.

**SECTION A: Translation****Apply the grid for each half of the translation (20 marks)**

Question number	Manipulation of language: translation into Arabic (AO2)
1	<p style="text-align: center;">طيبة المتشرد</p> <p>ساعدت امرأة على جمع نصف مليون درهم من أجل رجل متشرد صرف آخر خمسين درهماً لكي يساعدها على العودة إلى بيتها، عندما تقطعت بها السبل.</p> <p>كانت عادة متجهة بسيارتها إلى منزلها عندما نفذ الوقود، فقررت أن تترك سيارتها وتسير إلى أقرب محطة وقود.</p> <p>قالت: "كان قلبي يخفق في صدري". " انتقلت على قدر استطاعتي إلى جانب الطريق، وبدأت أمشي على الرمل. ذلك عندما التقيت بفرید."</p> <p>فرید يعيش في الشوارع منذ ثمانية عشر شهراً، ويقضى كل يوم جالساً على جانب الشارع يحمل لوحة يسأل الغرباء المساعدة. قال لها أن تبقى في سيارتها، وعاد بعد دقائق ومعها الوقود في وعاء أحمر، مستخدماً كل نقوده ليشتره. لم يسألني فرید عن أي شيء، ولم أستطع أن أدفع له في ذلك الوقت لأنه لم يكن معي نقود، وفي اليوم التالي دفعت له ثمن الوقود، وأعطيتها ملابس ثقيلة.</p> <p>عادة وزوجها هدفاً إلى جمع خمسين ألف درهم على الشبكة العنكبوتية لتساعد فرید على أن يبدأ حياته ويجد عملاً ويمتلك شقة صغيرة. وكانت دهشتها أن هذه القصة حمست الآلاف من القراء على التبرع .</p> <p style="text-align: center;">The kindness of the homeless</p> <p>A woman helped to raise half a million Dirhams for a homeless man who spent his last fifty Dirhams to help her get home when she became stranded. Ghada was driving home when she ran out of fuel and decided to leave her car to walk to the nearest petrol station. "My heart was beating out of my chest," she explained. "I moved as far as I could to the side of the road and began to walk on the sand. That's when I met Farid."</p> <p>Farid has been living on the streets for the past eighteen months and has spent every day sitting on the side of the road holding a sign asking strangers for help. He told her to stay in her car and he returned a few minutes later with a red petrol can having used all his money to buy it.</p> <p>Farid did not ask me for anything and I couldn't repay him at the time because I didn't have any cash. The next day I repaid him for the petrol and gave him warm clothes.</p>

Ghada and her husband aimed to raise 50,000 Dirhams online to help restart Farid's life, to get a job and own a small apartment. To their surprise, the story inspired thousands of readers to donate.

Level	Mark	Descriptor
	0	No rewardable language.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>● Very limited use of correct vocabulary and grammar.</li> <li>● Very repetitive or incoherent structures/lexis.</li> <li>● Overall, communication is severely hindered.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>● Occasional use of correct vocabulary and grammar.</li> <li>● Frequent lapses in structure/lexis.</li> <li>● Overall, communication is infrequent.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>● Acceptable use of correct vocabulary and grammar.</li> <li>● Some lapses in structure/lexis.</li> <li>● Overall, communication is achieved despite errors.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>● Good use of correct vocabulary and grammar ●</li> <li>● Occasional lapses in structure/lexis.</li> <li>● Overall, communication is sound.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>● Excellent use of correct vocabulary and grammar.</li> <li>● A variety of structures have been correctly used, including idiomatic phrases, allowing for occasional, insignificant errors.</li> <li>● Overall, communication is excellent.</li> </ul>

## SECTION B: Essay

Apply both grids once to the essay (30 marks)

Question number	Content and communication (AO1)
2	<p>Indicative content</p> <p><b>(a) Discursive Essay</b></p> <p>The candidate should write a story about the beneficial experiences of a brother and sister who spend the summer holiday with their grandparents in the countryside. They could compare the daily lives of the brother and sister living in the city. Candidates for example, could describe the annoyance of the children leaving their computer games, Wi-Fi and fast food; but eventually discover they enjoy spending the daytime playing outside, and eating traditional food.</p> <p>Candidates could develop this by exploring the points of view of the children and their grandparents, and the impact the experience has on the children when they return home.</p> <p><b>(b) Creative Essay</b></p> <p>The candidate should write a persuasive speech for the Minister of Health to present to parliament explaining the growing crisis on health and lifestyle of young Arabs caused by fast food and inactivity based on the issues described in the given text.</p> <p>The candidate could develop a persuasive link to the older generations unaffected by globalisation and promote improvements to lower diabetes and obesity by reducing the amount of high fat and sugar foods people eat by rediscovering traditional foods high in protein and vegetables and low in fat.</p> <p>Candidates could also discuss different ways people could be more active by walking more and reducing reliance on cars. They could also mention spending more time enjoying outdoor activities with friends and family instead of watching TV and playing computer games. Statements should be substantiated with evidence or examples, and the focus on treating the health crisis needs to be consistent and logical throughout the written speech.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<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>
<b>Level 2</b>	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>
<b>Level 3</b>	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>
<b>Level 4</b>	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 (in creative essays, there is considerable variety and interest and the reader's attention is captured).</li> </ul>
<b>Level 5</b>	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 (in creative essays, there is exemplary variety and interest and the piece is a pleasure to read).</li> </ul>

Question number	Quality of language (AO2)	
<b>2</b>		
Level	Mark	Descriptor
	0	No rewardable language.
<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>



## SECTION C: Research-based Essay

Apply all three grids once to the essay (30 marks).

Question number	Content and communication (AO1)
3	<p><b>Arab Science</b></p> <p><b>Indicative content:</b></p> <p><b>(a)</b> The candidate should write about Ibn Al-Jazzar Al-Qayrawani's contribution to scientific knowledge.</p> <p>The candidate should include some biographical details of Al-Qayrawani and discuss his main discoveries and their impact on humanity.</p> <ul style="list-style-type: none"><li>• He was born in Qayrawan in modern-day Tunisia (895 AD – 979 AD)</li><li>• Known in Europe as Aljazar, he was an influential 10th-century Muslim Arab physician.</li><li>• Many in his family were physicians including his father and uncles who taught him medicine.</li><li>• His most famous work "The Viaticum" was translated into Greek and Latin, and printed in France and Italy almost 500 years later.</li><li>• The Viaticum was a pioneering book that taught physicians how to recognise and treat disorders and diseases from head to toe and was used extensively across Europe and the Middle East.</li><li>• His book was most distinctive due to his extensive use of ancient medical knowledge from all the Mediterranean empires and civilisations before him as well as his own experience and discoveries.</li></ul> <p><b>(b)</b> The candidate should write an account about an Arab astronomer for example: Al-Farghani, Al-Khawarizmi, Al-Haytham, Ibn al-Shatir or many others.</p> <p>The candidate should mention the chosen scientist's work, contributions to humanity and how these discoveries have helped to advance modern astronomy.</p> <ul style="list-style-type: none"><li>• Al-Farghani (Alfraganus) 805 AD to 870 AD was an astronomer for the Caliph in Baghdad during the Abbasid era.</li><li>• One of the most famous astronomers of the 9th century, a crater on the moon is named after him "Alfraganus".</li><li>• He was involved in the calculation of the diameter of the Earth by the measurement of the meridian arc length.</li></ul>

	<ul style="list-style-type: none"> <li>• He supervised the construction of the large Nilometer of old Cairo in the year 861.</li> <li>• One of his books "Elements of astronomy on the celestial motions" studies the measurements of the earth and the other planets of the solar system and their orbits.</li> <li>• Christopher Columbus used al-Farghani's estimate for the Earth's circumference as the basis for his voyages to America.</li> </ul>
4	<p><b>Arab Art and Architecture</b></p> <p><b>Indicative content:</b></p> <p><b>(a)</b> The candidate is to discuss the popularity of traditional Arab folklore dancing by choosing one Arab country's national folklore dance, explaining its origins and uses and why it is the national dance style.</p> <p>The article should focus on one Arab country's dance, reflect on why it is considered part of folklore, what the dance involves, when it is used and include substantial opinions for its cultural significance.</p> <ul style="list-style-type: none"> <li>• Dabka, an Arab folk-dance native to the Levant.</li> <li>• Its name means "stamping of the feet".</li> <li>• Dabka combines circle dance and line dancing and is widely performed at weddings and other celebrations. The line forms from right to left. The leader of the Dabka heads the line, alternating between facing the audience and the other dancers.</li> <li>• There are numerous kinds of songs that are sung during and specifically for Dabka, by both men and women respectively, depending on the occasion, song, and audience.</li> <li>• The Oud, mijwiz, tablah, doff, argul are popular instruments used during the dance.</li> <li>• The dance originated in the Levant where houses were built from stone with a roof made of wood, straw and dirt. The dirt roof had to be compacted which required stomping the dirt hard in a uniform way to compact it evenly. This event of cooperation is called ta'awon and from here comes the word awneh, meaning "help."</li> </ul> <p><b>(b)</b> The candidate could express their understanding and knowledge about Arab fort or castle. When was it built, and why? Who built it and what is its cultural significance when first constructed and now.</p> <p>Castles and forts or any other buildings that cannot be accepted: anything constructed before the Arab invasion and settlement of an Arabic speaking country, or 20th and modern era replicas.</p> <ul style="list-style-type: none"> <li>• Fort of Qaitbay, a 15th-century defensive fortress located on the Mediterranean Sea coast, in Alexandria, Egypt.</li> <li>• Established in 1477 AD by Sultan Qa'it Bay.</li> <li>• It was erected on the exact site of the famous Lighthouse of Alexandria, which was one of the Seven Wonders of the Ancient World.</li> <li>• In the 14th century destructive earthquake completely destroyed the Ancient Egyptian Pharos lighthouse; the fort was built in stages around the remaining foundations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Designed as a coastal defensive against the Turks, who were threatening Egypt, the sultan built the fortress and placed a mosque inside it.</li> <li>• The construction lasted about 2 years, and it is said that Qaitbay spent more than a hundred thousand Dinars for the work.</li> <li>• The British bombarded Alexandria on 11 July 1882 and great damaged to a large part of the city, including the fort.</li> <li>• The fort remained neglected, until 1904 when the Egyptian government restored the Upper floors and created a rest house of the King.</li> <li>• Post-1952 the Egyptian military troops turned the building into a Maritime Museum and has since become a city symbol much like the originawani’sl lighthouse.</li> </ul>
<p><b>5</b></p>	<p><b>Comedy in Arabic Cinema</b></p> <p><b>Indicative content</b></p> <p><b>(a)</b> The candidate must write an evaluation of how the film “The three who deceived her” criticises an outdated educational system, with substantiated opinions.</p> <p>The student must explain the nature of the relationship between the daughter and her parents, and demonstrate some situations to substantiate the mention points.</p> <ul style="list-style-type: none"> <li>• The protagonist, Nagiuba, is a bright and successful student who can memorise facts and recite them at will and for exams. She gets the highest grades, yet after graduation she discovers that she cannot use any of the information.</li> <li>• She then goes through three very distinctive phases or ideologies, heavily influenced by a different character. She fully absorbs everything that each phase has to offer until it ultimately fails her.</li> <li>• The film argues a lack of creatively and self-expression and that the education system is deeply flawed as achievement is based on what you can recite but not what you understand or can use. The three phases illustrate blind imitation and lack of progress offered to learners.</li> </ul> <p><b>(b)</b> Candidates should discuss the moral using the friend (Mamdouh) in the film “Husband at service”.</p> <p>The essay focusses on the social attitudes of divorce, and how the film challenges methods of divorce and remarriage.</p> <p>The events of the film should be analysed with reference to the cultural attitudes, differences in divorce proceedings for men and women and how the protagonist used his poor employee in his schemes.</p> <p>Candidates should give their substantiated opinions on the issue and how it should be resolved.</p>

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## Tragedy in Arabic Cinema

### Indicative content

**(a)** Write an evaluative summary of the film "Wife of the VIP" discussing the main issue raised in the story.

- The candidate should identify that "VIP" was a commander in the police who loses his position, and with it, the prestige and power he was used to.
- It explores how he deals with being an ordinary citizen reflecting on the audience's experiences and frustrations with corruption and bureaucracy.
- Though his wife was supportive of him and tried very hard to help him deal with the difficulties he was facing, she was ultimately rejected along with all his principles.
- He quickly turned into a hardened criminal and even murdered his father-in-law.
- Candidates should reflect on the issue that power can make a person feel empowered but it should not be the only measure of a person's value. The film reminds us that who we are is a product of our own achievements, and the people who helped us obtain them. These same people shouldn't be forgotten with changing fortunes and those who love us remain with us better or worse.

**(b)** Candidates should identify the film "Captain Abu Ra'id" as the story that explores the relationship between an old man and his neighbours. Candidates should explore how the old man is treated and valued by his neighbours with references to events in the film.

- Some neighbours valued sending their children to him to listen to tales of his life.
- A mother and child suffering from domestic abuse sought Abu Ra'id's advice and followed his recommendations to move to a safe place away from her violent husband.
- He was well respected by many in his community and regarded as a kind and experienced man. A modest airport cleaner, they treated him as a pilot and used the title captain to address him.
- When one child discovered Abu Ra'id was not a real captain, after following him to work, the child returned to the community to spread the news and damage Abu Ra'id reputation. Abu Ra'id never claimed to be a pilot but was hired by some based on souvenirs he received from genuine pilots, and even a captain's cap; this was a very upsetting experience for him as he was falsely accused of misleading some of the neighbours.

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## Arabic poetry

### Indicative content

**(a)** The candidate should discuss the themes explored in the poem “The Winged Philosopher” and evaluate the methods used by the poet Elia Abu Madi to achieve these themes.

- Elia Abu Madi explored the natural environment around him and gave metaphors for each feature when trying to find explanations for what he found.
- For example, the poet flitting like a bird, landing from place to place; and questions all he sees and hears. When listening to a bird singing, it was as if it were happily playing a violin in its throat. The poet leads a colourful journey for the reader and provides an artistically charming alternative perspective on the mysteries of the world around us.
- The poet uses narrative poetry style with a story. There is a regular pattern of rhyme, with the last word of each verse giving the same sound to provide a sense of natural harmony with a musical tone.
- Other examples can be suggested by the candidate with their own substantiated opinion.

**(b)** The candidate should identify that the poem “The birth of purple river” by Nazik Al-Malaika is a new style for Arabic poetry pioneered by Al-Malaika, called blank verse (accept free verse also).

- She expresses her feelings and reflections about her life through a dialogue with the river.
- The candidate is free to interpret the content of the poem and the intent of Al-Malaika. Opinions must be substantiated with reference to content, style and/or context extracted from the poem.

**Arabic Literature****Indicative content**

**(a)** The candidate should analyse the character of Zahra in "The call of the nightingale" as the mother of two girls living in poverty.

- The title represents the atmosphere in the village when people wake up at dawn to start work.
- They had to leave their village because of feelings of shame due to her husband's promiscuity and eventual execution.
- To cope with the lack of income she sent one of her daughters (Hanadi) to work as a maid for a wealthy engineer. When news of engineer's advances and misconduct towards Hanadi reached the village Zahra tried in vain to cover her daughter's village honour and protect Hanadi from the wrath of her violent uncle.
- Hanadi was murdered by her uncle despite Zahra's best efforts, yet the engineer escaped harm. Now in mourning and anguish, Zahra's remaining daughter plans to kill the engineer.
- Zahra failed to stop her plans, frightened to lose her only remaining child. She represents the stereotypical character of very conservative rural women, both having to remain strong, yet maintain motherly love and protection in an aggressively male dominated society.

Opinions must be substantiated with reference to the novel, not the film.

**(b)** The candidate should choose one set of two opposing emotions and discuss how the novel "Sara" by Abbas Al-Aqad represents them through the two main characters Hammam and Sara e.g. Love and hate, trust and suspicion, or admiration and jealousy.

For example:

Admiration and jealousy

- Hammam admired Sara very much and was fascinated by her knowledge and intelligence; but he became deeply jealous that Sara may be seeing someone else due to his dealings with her child.

Or

Trust and suspicion

- Sara believed Hammam to be trust worthy due to his kindness towards her and his fame. She was relaxed and happy with him, yet when he became suspicious of her loyalties, Hammam became absorbed with looking for clues and interpreting the worst for everything he found; eventually stalking and spying on her.

Opinions and conclusions must be substantiated with reference to the novel.

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>● The student has shown minimal factual knowledge of the topic, text or film.</li> <li>● There is no relevant supporting evidence from the topic, text or film.</li> <li>● Only superficial details in the response.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>● The student has shown some basic, generic factual knowledge of the topic, text or film.</li> <li>● There is limited relevant supporting evidence from the topic, text or film.</li> <li>● There is limited depth in the response.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>● The student has shown acceptable factual knowledge of the topic, text or film.</li> <li>● There is some variety of relevant supporting evidence from the topic, text or film.</li> <li>● There is some depth in the response.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>● The student has shown good factual knowledge of the topic, text or film.</li> <li>● There is a good range of relevant supporting evidence from the topic, text or film.</li> <li>● There is a good level of depth in the response.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>● The student has shown excellent factual knowledge of the topic, text or film.</li> <li>● There is a wide range of relevant supporting evidence from the topic, text or film.</li> <li>● There is a high level of depth in the response.</li> </ul>

Question number	<b>Quality of language (A02)</b>	
<b>3-8</b>		
Level	Mark	Descriptor
	0	No rewardable language.
<b>Level 1</b>	1	<ul style="list-style-type: none"> <li>● Communication is only occasionally achieved, even at a basic level.</li> <li>● Grammatical structures are basic and mostly used incorrectly.</li> <li>● Vocabulary is often lacking or incorrect.</li> </ul>
<b>Level 2</b>	2	<ul style="list-style-type: none"> <li>● Communication is sometimes achieved at a basic level.</li> <li>● Candidate has used mostly common structures, and these are sometimes used correctly.</li> <li>● Vocabulary is limited in range.</li> </ul>
<b>Level 3</b>	3	<ul style="list-style-type: none"> <li>● Communication is achieved most of the time.</li> </ul>

		<ul style="list-style-type: none"> <li>• Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors.</li> <li>• Vocabulary is acceptable in range.</li> </ul>
<b>Level 4</b>	4	<ul style="list-style-type: none"> <li>• Communication is achieved almost all of the time.</li> <li>• A good range of common grammatical structures are used correctly; some less common structures are used correctly.</li> <li>• Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.</li> </ul>
<b>Level 5</b>	5	<ul style="list-style-type: none"> <li>• Communication is fluent and varied throughout.</li> <li>• A wide range of both common and less common grammatical structures are mostly used correctly.</li> <li>• Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.</li> </ul>



Question number	<b>Critical analysis (AO3), organisation and development (AO2)</b>	
<b>3-8</b>		
Level	Mark	Descriptor
	0	No evidence of a critical, analytical understanding of the topic, text or film.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• (AO3) A superficial description in response to the question.</li> <li>• (AO2) Limited links between ideas, leading to limited coherence throughout.</li> <li>• (AO3) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• (AO3) A partial explanation in response to the question.</li> <li>• (AO2) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs is sometimes present.</li> <li>• (AO3) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>• (AO3) A full explanation in response to the question.</li> <li>• (AO2) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present.</li> <li>• (AO3) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>• (AO3) A critical analysis in response to the question, albeit applied inconsistently.</li> <li>• (AO2) Justified links between ideas, and coherent organisation between paragraphs is mostly present.</li> <li>• (AO3) Conclusive remarks, which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>• (AO3) A full evaluation in response to the question.</li> <li>• (AO2) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout.</li> <li>• (AO3) Conclusive remarks, which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.</li> </ul>

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