



# Examiners' Report Principal Examiner Feedback

Autumn 2021

Pearson Edexcel International Advanced Level in  
Arabic (WAA01/01)  
Unit 1: Understanding, and Written Response

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## **Introduction:**

The Autumn 2021 paper was comparable to previous exams of this specification. The quality of language was better than in previous seasons, and so was the performance generally. It was clear that candidates are now more familiar with this type of exam, as this is the 8th series of WAA01; hence their exam techniques improved noticeably. The candidates seem to benefit from accessing past papers and the SAMs.

## **Section A: reading:**

### **Q03**

Question 03 is a gap-filling question. Candidates were given a text with gaps to be filled using words from the words provided. The text is about voluntary work, which is one of the topics in the spec. Many candidates responded very well to this question with few mistakes, which seem to be related to misunderstanding the meaning of the word or context.

Though many candidates scored full marks, a sizeable number were not able to correctly answer questions 3a, 3e,3f, and 3j. For example, in question 3a, instead of putting (على), they used/ (بِ), which means they have a limitation with the use of preposition. They also used تعود for 3e, instead of putting تكيفها, which makes no sense. they used (الصفات/التخطيط) as answers for 3f, instead of (الإشارة) and instead of (الانفتاح) they answered (الاندماج)

All these errors are due to the fact that the student did not understand the meaning of the word and its correct place in the sentence.

candidates need to be reminded to read the sentence after using the word to see if it makes sense and read the whole text to see if the word is suitable in the context.

### **Q04**

Question 04 is a comprehension question where candidates read a text and answer short questions. The text is about continuous education, which is part of the topic area in the spec. It required knowledge, deep understanding of the text. The text was clear, and the questions were to the point.

Candidates must respond to 5 short questions (a-e) using their own words, each part worth 2 marks; the passage is more complex and is meant to stretch more able candidates and differentiate.

Most candidates responded correctly to the question in general. However, in answering Q04(a): Most candidates lost marks in this part because they did not pay attention and gave the reason. Please advise the candidates that when a question bears 2 marks, they must give two parts in their answer, even if they have one space.

In responding to Q04(c), some candidates copied the whole paragraph, including the right answer; this suggests that the candidates were unsure about the correct response. Candidates should be reminded to look for the keyword in the question.

Q4(d): Though this question did not mention the word only, it is clear that it is asking about the most important continuing education strategies, and the reason for that, yet a large number of the candidates wrote several strategies and did not pay attention to the reasoning why. Some candidates wrote a whole paragraph to answer without specifying and giving their opinions; this is an issue relating to copying the text/extract.

A noticeable number of candidates gained Q4(e) were not able to answer this question correctly, too, as they wrote half of the answer in each part.

It is important that candidates are advised to read and understand different types of questions.

## **Section B: Grammar:**

### **Q05**

Question 05 is a grammar question connected to the previous passage used for reading comprehension. In this question, candidates need to demonstrate their ability to manipulate grammatical structures in Arabic by changing the structure of sentences that appear in a previous exercise and reforming the sentence around a given word without changing the meaning. In this question, candidates need to correctly use the word between brackets and not add to it or change its spelling.

This question carries 10 marks, one for each sentence. All of which are high demand.

This is the most challenging question where only a few candidates gained a full mark. Many candidates responded correctly to Q5 (a,b,d,e,f,h, and i); However, they did struggle mainly with Q5(c).

Some candidates found these questions challenging, where they wrote:

(ذكرت) instead of (ذكر أن), and most of them failed to mention the word (ذكر) which means the meaning is not complete.

In Q5(d), there was inconsistency with the use of the article, for example, الفنية و ثقافية

Also, some inconsistencies with the use of (أدوات العطف) for example ( علمية و اقتصادية، ثقافية )

Q5(e), A good percentage of the candidates provided the correct answers, for those who did not, the errors were reflected in the sequence of the word, where to place the verb (يلتحق).

Some candidates instead of writing (يلتحق الطلاب بالمدارس) they answered (يلتحق بالتعليم الأكاديمي), that changed the meaning. Some of them changed the form and used (يلتحقوا), as they did not get the correct conjugation of the verb يلتحق in the verbal sentence.

A few candidates found challenges with Q5(g); this is mainly due to them forgetting to mention the words (هو الذي / هو ما) which is why they were awarded 0 marks.

Q5(h) Most of the errors in this question were in the correct use of (جمع غير العاقل), a few candidates referred to (المؤسسات) as they.

Q5(j): Some candidates did not successfully answer this question correctly, as shown in the mark scheme.

Weaker candidates also struggled with 5(f), 5(g), 5(i). The reason behind that could be their weakness in grammar, or they have not familiarised themselves with the new exam.

## Q06

Question 06 is a vocalization question. candidates are required to vocalize **all** the letters of the **underlined** words.

It seems to be understood by most candidates in this series, so the majority vocalized the words reasonably well. Some candidates vocalise the last letter in the word and get it right which suggests that they can vocalise the other letters correctly, but they did not, so lost marks unnecessarily and some still confusing (همزة الوصل وهمزة القطع). A few candidates did not vocalise all the words, and some were still confused about where to put (الشدة), yet many candidates scored between 3 and full marks and did not find any difficulties in answering Q6.

Candidates need to be advised on putting the "haraka" in the right place on the letter, not to forget to vocalise the "alif" too. Another thing to point out, that examiner should explain to candidates where to put the vowel when there is (شدة) especially with the (فتحة) where they put it underneath it, not knowing that makes it a (كسرة).

### **Section C: continuous writing:**

#### **In Q08**

A short passage is used as a stimulus for question 8, which is continuous writing about youth fashion. Candidates give their opinion on how important fashion is and the blind following of young people to western fashion.

This question seemed to be more interesting for the candidates; you can tell from the way they responded that this is a topic they are passionate about.

Most candidates were able to write thorough and detailed responses.

Few candidates wrote brief answers and produced less than half the information required. They found it challenging to write about all the points required of them and found difficulty expressing their opinions on the subject and writing the reason for it.

Though most candidates wrote well about the subject, gave their opinion, wrote in detail about fashion, gave examples, and indicated what effect it had on young people. But some candidates gained good marks for content but lost marks on Quality of Language through poor spelling, misuse of pronouns, and repetition of vocabulary.

We still see the pre-learned introduction and sometimes irrelevant argument that suits a past question.

Overall, the task was highly understood, and the candidates covered the points listed in the question. The responses to this question were highly relevant.

## Summary:

Based on their performance on this paper, candidates should:

- Read the text, including the title, to get the overall meaning.
- Read all the questions carefully before answering.
  
- In Q5
  - read the sentence and understand the meaning before starting the changing process.
  - DON NOT change the form of the word given.
  - Make sure that the meaning of the original sentence has not changed.
  
- In Q8.
  - read the stimulus and make use of it.
  - Read the question carefully to understand it.
  - Write a reasonable introduction, not too long.
  - Address all the bullet points.
  - Avoid pre-learned introductions.
  - Check your essay, language, and contents.

Teachers are advised to:

- use past papers and mark scheme as well as examiner's report.
- Help candidates to get familiar with questions and rubrics.

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