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Examiners' Report

Principal Examiner Feedback

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Pearson Edexcel International GCSE

In Arabic (4AA1)

Paper 01: Reading, Summary and Grammar

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Introduction

The question paper is designed to accommodate a wide range of student profiles. The International GCSE qualification in Arabic is graded and certificated on a nine-grade scale from 9 to 1, where the total subject mark having 9 as the highest grade and 1 being the lowest.

The questions in this examination paper were carefully selected to give candidates a wide choice of tasks through which they can express their knowledge and understanding of the Arabic language. In general, the performance of the candidates was of a high standard. Most of the questions proved accessible for a majority of candidates. In general, candidates are required to convey their understanding of written Arabic through a set of reading tasks.

General

The content and the structure of the question paper as follow:

The question paper consists of two parts - the text booklet and the questions booklet.

The text booklet consists of three passages relating to themes that consist of:

- Youth Matters
- Education
- Media
- Culture
- Sport & Leisure
- Travel & Tourism
- Business, Work & Development
- Environment
- Health
- Technology

The question booklet has three sections, as follows:

Section one consists of nine questions based on two passages. Questions 1 to 4 are based on the first text; questions 5 to 8 are based on the second text and question 9 is designed to require the candidates to compare between the two texts. The allocation of marks for these questions are as follows:

- Questions 1 and 5 - 1 mark each
- Questions 2 and 6 - 2 marks each
- Questions 3 and 7 - 4 marks each
- Questions 4 and 8 - 10 marks each
- Question 9 - 15 marks

The total marks for this section are 49 marks.

Questions 1, 2, 3, 5, 6 and 7 are comprehensive questions targeting candidates of all abilities.

Questions 4 & 8 have identical rubrics, except that each is based on a different text. These questions require the candidates to apply rhetoric and literary analysis to the texts. These two questions are completely new to candidates.

Question 9 requires the candidates to apply literary and rhetoric analysis to compare between the texts. Again, this is new and was not covered by their syllabus when preparing to take the legacy exam.

Section 2 of this paper consists of one text, and the candidates are required to summarise it. There are 6 marks allocated to this section. Although the total time allocated to this

paper is two hours and 15 minutes, candidates on page 11 in the new specification, were expected and advised to spend half an hour answering it.

Section 3 is the grammar section and this part consists of four questions. They are comparable to the four grammar questions in the legacy specification with regard to their level of demand. The total marks for this part are 20 marks.

The total marks for this paper are 75 marks.

Comments on Individual Questions

Section 1

Question 1

Generally, candidates' responses to this question were good and their responses were relevant, and the application allowed to show us that they had good engagement with the question.

The majority of candidates scored high marks for this question, as they understood the text and the question was fair and valid.

Question 2

The majority of the candidates were able to extract the correct answers from the text. They were mostly well done. Some candidates confused the designers with the builders.

Question 3a

The majority of candidates demonstrated a very good understanding of this topic. However, a small percentage were unable to get the right answer as they confused the facilities offered with what the question asked for, the resources available.

Question 3b

A small percentage of candidate were unable to get the right answer, some candidates misunderstood the task and could not get the right quotation.

Question 4

The question was about the use of sentences and words in the text, as it is the first exam in style of writing البلاغة that requires a high level of proficiency in the knowledge of the language. A majority of candidates struggled to identify the different styles of writing used by the author. The mark scheme listed a few points to help examiners to mark, however it wasn't an easy job as candidates were not ready for this type of question. A majority of candidates were confused between different styles used in the text and were naming rhetorical styles الأساليب البلاغية by the wrong terms such as الأسلوب الخبري Structural style. Candidates also made a mistake in distinguishing between assonance and alliteration between counterpoint and tandem as well as between metonymy and metaphor. A majority of candidates did not achieve marks in the rhetorical analysis of the text and mentioned the purposes of its use. A group of candidates only presented general information without applying it to the text and this negatively affected the grades assigned to the candidates. كما أخطأ الطلبة في التمييز بين السجع والجناس وبين الطباق والترادف

و كذلك بين الكناية والاستعارة. وفشل جل الطلبة في التحليل البلاغي للنص وذكر غايات استعماله وقد اكتفى مجموعة من الطلبة في عرض معلومات عامة حفظوها في علم البلاغة بدون تطبيقها بشكل صحيح على النص وهذا ما أثر سلباً على الدرجات المسندة للطلبة.

Question 5

It was a straightforward question, and the majority of candidates gave the right answers and achieved high marks. However, a few missed the word Babil and Egypt and only mentioned primitive societies therefore losing the mark as it was necessary to include Babil and Egypt in the answer.

Question 6

It is obvious that the candidates were focusing on the phrase 'a lot of money' in the answer as it is mentioned in paragraph 2 and 3, despite other options such as long journey and dangerous were available and were used by some candidates. A majority of candidates managed to answer differently by using different options. Likewise, some wrote the quote exactly as it appeared, and some answered without using any quotations/evidence. Generally speaking, it was a fair and valid question.

Question 7

The majority of candidates were able to answer part A of this question correctly. It was related to the time of the industrial tourism beginning. However, some candidates were confused in answering question 7b and they did not use evidence well.

Question 8

This question was very similar to question 4 as its main purpose is to explain the style of writing used by the author to emphasise on the need to pay attention to traditional industry. A majority of candidates summarised the main text whilst some candidates struggled to identify the different styles the writer used in the text. Again, it was noticeable that the question was above the candidates' level and knowledge.

Question 9

A majority of candidates wrote a summary and compared between the two texts but with no evidences/quotations as per mark scheme. This question was the hardest as it involved a rhetorical comparison between two different texts as well as it being a heavily weighted question with fifteen marks. Candidates should compare how the two writers were able to express their opinions about the space hotels and the development of tourism through the ages and explain this in terms of the text. They can use some of the points presented in the fourth and eighth questions when comparing them. The question differentiated well between candidates of all abilities. Some candidates found this question difficult and they copied from the texts without explanations.

Section 2

Question 10

This question was relatively easy; the majority of the candidates did not find it difficult to sum up the article that speaks of "Al Oud music instrument" and they had no difficulty to use good Arabic and correct grammar in their answers. The text itself was interesting and current.

Section 3

Question 11

The candidates found this question easy to complete, with the majority of the candidates extracting the correct answers from the text. This question provided candidates with the opportunity to gain easy marks. But some candidates lost marks due to the following:

Q11(a) candidates wrote هو/ الأفاق in instead of writing (الفنان)

Q11(d) candidates wrote حيث instead of writing (منذ)

Question 12

The majority of the candidates provided good responses to this question. Some candidates struggled with providing the correct word format in their answers. A very small group of candidates did not attempt the question at all.

Question 13

The minority of candidates had no difficulty to give a good parsing (Earaab) in their answers. Some candidates found difficulties and did not provide good responses.

Question 13(d): Instead of هو: ضمير مبني على الفتح في محل رفع مبتدأ/ مبتدأ ثاني

They wrote:

اسم إشارة.

مضاف إليه.

اسم إشارة مجرور في محل رفع خبر.

و غيرها من الأجوبة الخاطئة.

Question 13(e)

Instead of توفير: فاعل مرفوع و علامة رفعه الضمة

They wrote:

مفعول به منصوب بالفتحة أو فعل مضارع مرفوع بالضمة أو مضاف إليه مجرور.....

Question 14

This question includes a set of grammatical rules that the student must know. A good number of candidates answered correctly, and took full marks, however some did not provide the correct answers:

14(a): متى أحاضر/ متى يحضر أباك، بدلا من متى يحضر/ سيحضر/حضر/ سوف يحضر

14(b): they wrote; ذي مال/ ذو مال بدلا من ذا مال

14(c): A majority of candidates found it difficult and did not provide responses needed to achieve marks for this question.

14(e): A number of candidates did not succeed in providing the correct answer, they wrote لم يبعثروا الفلاحون/ الفلاحون لم يبعثرون ...

This concluded as to why to why some candidates were unable to achieve high marks.

Advice to centres

- Centres are advised to remind the candidates to write clearly and to write in black pen.
- Candidates should be informed that the marking is done electronically, so they should answer the questions in the allocated space. Some candidates have answered question 8 in the space of question 9 and vice versa and that has affected the marking procedure.
- Centres should inform their candidates that they do not answer in the transcript booklet as it will be not scanned for marking.
- Centres are also reminded to use past papers, mark scheme and examiner's reports.
- Paying attention to rubric is strongly recommended.

- Centres should inform their candidates to show a clear understanding of question 2, question 3b, question 6, and question 7b. The quotation should be clear through the use of the quotation sign “”.

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