



Examiners' Report

June 2022

International GCSE Arabic 4AA1 01

ResultsPlus

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2022

Publications Code 4AA1_01_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Introduction

For this paper candidates are required to convey their understanding of written Arabic through a series of reading tasks. The exam paper has two parts: the text booklet and the question paper. The text booklet consists of three passages discussing the following topics; education and sport.

The question booklet is divided into three sections; Section 1 encompasses Q01-Q09 which are based on the first and second passages. Section 2 requires a summary question on the third passage. Section 3 are grammar based questions.

Q04 and Q08 requires candidates to apply rhetoric and literary analysis to the texts. Q09 requires candidates to apply literary and rhetoric analysis to make comparisons between the texts.

Question 1

The majority of candidates answered this question very well and displayed a good understanding of what was asked of them.

الجزء الأول: القراءة

النص الأول

اقرأ نص "التعليم الذاتي" بعناية ثم أجب عن الأسئلة التالية:

الإجابة عن الأسئلة تكون بأسلوبك الخاص، إلا إذا طُلب منك أن تستخدم أدلة من النص.

سؤال رقم ١

ما الذي يعنيه الكاتب بمقولة "التعلم بالصغر كالنقش على الحجر"؟

يعني الكاتب بحقولنا أن التعليم في سن صغيرة يثبت إلى

الأبد .



This response demonstrates the candidate answering the question succinctly without unnecessary additions. They achieved full marks.

Question 2

For this question candidates were asked to use evidence from the text to demonstrate their skill of finding information. Candidates understood how to find the required evidence from the text and thus the majority received full marks. However, many candidates didn't want to write out the full quotation so instead used dots in the middle to avoid writing the full reference.

سؤال رقم ٢

ما الذي يعزز غرس الثقة في نفس الطفل؟ استشهد بعبارة من النص.

الذي يعزز غرس الثقة في نفس الطفل هي التعليم الذاتي
المبكر.
الاستشهاد اُوقد كد علماء النفس والاجتماع على أهمية التعليم
الذاتي في تشكيل شخصية الطفل وتعزيزه راتاً وثقته بنفسه
والطريقاً الافضل اذ عمه تكمن في التعليم الذاتي المبكر الذي
يرضخ من قدراته التحليلية العلمية (مجموع السؤال ٢ = ٢ درجتان اثنتان)
اصنافاً الى تعزيز قيمة ومبادئ كذا الصدق والصدق.



ResultsPlus
Examiner Comments

This candidate shows excellent understanding of the question and achieves full marks.

Question 3

Q03 comprises two sections. Both require an open answer and the use of information from the text. The majority of candidates answered both parts correctly showing good ability to scan texts for information. For part (a) candidates tended to state more points than necessary. For part (b) most candidates answered this question accurately using the right references.

سؤال رقم ٣

(أ) ما العقبات التي قد تقف في طريق تعلم الطفل وحسب ما جاء في النص؟ اذكر نقطتين. (2)

العقبات التي تقف في طريق الطفل نحو الذبل و التردد و الخوف .

(ب) لماذا ذكر الكاتب كلمة "الرسم"؟ هات دليلاً من النص. (2)

ذكر الكاتب الرسم كاستكشاف للطفل ليساعده أن يتجاوز المرحلة الصعبة في حياته و لدعم الطفل في التعليم الذاتي للتعبير عن أحاسيسه

* رليلاً: "لبنك وسائل إيجابية تستخدم لدعم الطفل في التعليم الذاتي للتعبير عن أحاسيسه، وخير هذه الوسائل هو الرسم و التمثيل و تعلم اللغات". (مجموع السؤال ٣ = ٤ درجات)



This candidate scores full marks for both parts of the question.



Candidates should avoid stating more points than are necessary to achieve full marks.

Question 4

For this question, candidates are required to understand and analyse how writers create effect. Most candidates did not answer this question well. The question is about the use of sentences and words in the text, as well as the style of writing **البلاغة** that requires knowledge of the language. Most candidates struggled to identify the different styles of writing used by the author. A large number were confused between different styles used in the text and were naming **الأسلوب الانتشائي بأنواعه \الأسلوب الخبري وبأنواعه كما أخطأ** **الأساليب البلاغية** by the wrong terms such as **الطلبية في التمييز بين السجع والجناس وبين الطباق والترادف**. There is no correct answer if the candidate does not explain why they have mentioned that specific style.

Typically, candidates answer this question with pre learned materials which often lead to answers that aren't structured well with no evidence and most of the time unrelated to the text. Some candidates mentioned rhetoric language but did not show understanding of it by choosing the wrong evidence from the text. Some candidates tended to repeat themselves just to fill the lines.

Question 5

Most candidate answered correctly, but not completely, but answers were still accepted. التشابه
التشابه هو استخدامهم للأجهزة الذكية without completeing the sentence أكثر من استخدامهم لكتاب . A minority of
candidates missed the answer.

Question 6

The majority of the candidates did not find it difficult to give a good answer to this question, using the text or quotes. Although many candidates scored full marks, some misinterpreted what was asked; what age group is less interested in reading.

Question 7

Q07(a) requires two points to be stated by candidates; reading aloud and being consistent. The majority scored one mark and missed mentioning consistent reading. Some candidates were confused by part (b) and didn't use the evidence well.

Question 8

Here candidates are required to understand and analyse how writers use techniques to create effect. This question is very similar to Q04 as its main purpose is to explain the structure and analyse the style of writing of the text. Most candidates did not answer this question well, using descriptive writing instead of analysis. Many candidates were confused between different styles used in the text and showed basic understanding but could not expand on their points. Some candidates answered with a generic answer, as though prelearned, and therefore could not use the required evidence and examples in their answers. Some candidates mentioned rhetoric language but did not display understanding of it by choosing the wrong evidence from the text. Candidates tended to repeat themselves to fill the lines.

Question 9

Candidates should start by summarising the subject of each text and recognise and compare what the goal of each text is e.g. is one advice and the other dialogue; is one report and the other research; does one take a positive view and the other negative?

Candidates should show understanding and skills of the language structure, compare styles referring to registries, the passive and active forms, length of sentences, mood in texts and ambiances; these can all be used to point out differences and similarities between different texts.

Candidates should start with an introduction, then the body, and finally a summary making sure that they are comparing both texts throughout, simultaneously.

سؤال رقم ٩

قارن كيف استطاع الكاتبان التعبير عن آرائهما بخصوص التعليم. استشهد بالنص. ويمكنك استخدام بعض النقاط التي عرضت في السؤالين الرابع والثامن عند المقارنة بينهما.

في النص الأول لقد استخدم الكاتب الاطفال لتوصيل

المعلومة الا الناس من اهمية القراءة والتعلّم

المنظم. المهم في هازة التّظييع فانه يساير ذلك

توصيل المعلومة في طريقة جيداً جداً الكاتب

قد شرح من اهمية التّكليم من صغر صبر.

"التعلم في الصغر كالنقش على الحجر". هازة

يدل على اهمية تعلّم الاطفال من صغر صبرة

لانه يدرى ذلك بسهولة اكبر لفهم الاطفال

الكاتب كما كتب في النص الا ان التّكليم يدر

على الجراءة والثقة في النفس وان ذلك

الوالدين بأن يقدموا لاطفالهم التّصحيح

الازم.

وكذلك الكاتب يستخدم الرسم لقول

ان الاطفال لا يستخدمونه لتعبير عن

نفسها.

الفروق بين النص الاول والثاني بان
الثاني يشرح عند سبغات استهلاكية
التكنولوجيا واسلوب التعلم ~~هو~~ ~~هو~~ ~~هو~~
ولكن النص الثاني اظن يشرح اهمية
تعليم الاطفال من عمر صغير لانه مفيداً اكثر. مع كذا
يشرح اهمية اضاء الوقت بين الأب والأهل
مع الاطفال والاقتراب منهم. ولت اهمية القراءة
في صوت عالي لفهم احسن ان هازف → يدرك
فهم النص وتعزز قدرته في التركيز وتحسن معارته
اللامية اللفظية. وانه يحسن الدقة لدى الاطفال



ResultsPlus
Examiner Comments

This is an example of a poor response to this question; the candidates scores 3/15.

Question 10

For Q10 candidates are required to summarise information from extended texts and to write main points clearly. They must mention what traditional clothing represents to the culture and the history of it as well as how it was discovered, developed, and improved. The text refers specifically to the gulf area which candidates should point out in their summary. Most candidates answered correctly however some used entire passages from the text which did not reflect their skills of summarising.

الجزء الثاني: التلخيص

سؤال رقم ١٠

اقرأ المقال التالي عن الأزياء الشعبية. لخص النقاط الرئيسة المذكورة فيه بأسلوبك الخاص. اكتب ما بين ١٠٠ - ١٥٠ كلمة.

تعكس الملابس ثقافة الشعوب إلى حد كبير. لذا تعتبر من أكثر شواهد
الهروب الشعبي، وعلامة على ذلك تعد الملابس طريقة للتعبير عن الذوق
الخاص وشكل من أشكال الريناء. هناك من يعتقدوا أن الملابس حدتها
المهارة من التقنيات المناخية والتأثيرات الخارجية.
يعد ظهور الملابس من تاريخ قديم، كما أن أشكال الملابس اختلفت عبر
العصور، اعتماداً على اختلاف البيئات والمواد المتاحه. العلماء أكدوا أن استخدام الانسان
لصنعه المواد وربطها او تعليقها على جسده.
عند اكتشاف المواد الجديدة أدى ذلك لتطور وتنوع وانتشار في صناعة الملابس
التي تلبق احتياجات الأفراد والتقلبات المناخية.
بما إن الخليج من الأماكن العارة، يتناسب ملابسها مع مناخها والتي تكون ملابس
خفيفة. الخامة ونجاس الوانها الكلا الجنسان من مهم وعنى صناعة الأزياء الشعبية.
دقة فهم شرائح الملابس وتناعم التطوير اشياء مهمه في الملابس النسائية، لتسهل
الحركة تتميز ملابس الرجال باليساهة ليناسب راحة الرجل والمناخ. أيضاً الملبس التقليدي



This is an excellent response and the candidate scores 6/6.

Question 11

The majority of candidates found these questions difficult and many did not respond well.

Question 12

Many candidates provided good responses to this question. Others struggled with providing the correct word format in their answers, e.g. the answer to Q12(b) should be يرتق whereas candidates wrote يرتقي . A very small number failed to attempt the question at all.

Question 13 (d)

Candidates were unable to use grammatical skills in order to get the correct answer resulting in very low marks being scored. Instead of خبر أصبح منصوب وعلامة نصبه تنوين الفتح الظاهر على آخره they wrote علامة رفعه الضمة الظاهرة على آخره اسم أصبح مرفوع

Question 13 (e)

Here candidates need to explain linguistic structures (parsing). This demonstrates their ability to manipulate the language structure.

(1)

(هـ) معظم

قَـعَلْ مَـعْظَمٌ رَافِعٌ مَرْفُوعٌ وَوَعَلَامَةٌ رَافِعٌ الْقَوَّحُ



ResultsPlus
Examiner Comments

This candidate scored 0/1. The parsing for the word "معظم" is a subject and it is a nominative word. However this candidate does not differ between the noun and the verb. The correct parsing is فاعل مرفوع وعلامة رافعه الضمة الظاهرة على آخره.

Question 14

A number of candidates answered correctly but there were more who didn't gain full marks. For example, some failed to perform a correct sentence for Q14(d) لعل الرجلين متفقان على السفر as they wrote لعل الرجلان متفقين which is incorrect .

Paper Summary

Advice to centres:

- Candidates must make sure they write clearly and answer in the space provided rather than elsewhere else on the paper (as some did this year).
- A reoccurring error was candidates not using quotation marks for evidence taken from the text, plus using evidence but not writing it in their own words.
- Although candidates displayed an understanding of the topics, there was a lack of using the correct structure to answer Q04 and Q08. Some answered in bullet points rather than explain in detail.
- In Q09 where candidates were required to compare texts, many focused on comparing structures rather than content.
- Candidates particularly excelled in answering grammar related questions, showing understanding of the rubric requirements.
- Candidates answered section 2, which required them to summarise the text, very well. They displayed an interest in, and understanding of, the text which was reflected in high marks.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.