

Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE
In Arabic (9AA0)

Paper 3: Listening, reading and writing in
Arabic

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Introduction

Overall, the performance of the students was good, with some excellent work on the essay question. It is clear that centres are preparing students thoroughly for this examination.

Question 1: *Changes in Arab Society*

Media, Impact of social media on society and relationships in Saudi.

Some students experienced difficulties with 1iii and 1iv. This could be due to the need to listen carefully to the information and/or familiarise themselves with the different synonyms of key words.

Question 2: *Political culture in the Arab world*

Arab identity, Prevalence of Arabism today in Morocco.

Most students responded well to this question.

2iii confused students who did not listen well and put 'common history' as a common sense answer.

2v was not correctly answered by those who did not know the meaning of the word 'exclusionary'.

Question 3: *Work and citizenship in the Arab world*

Life and work, Social mobility in Egypt.

3a: questions worked very well for most students.

Q3aiii asked for two conditions; so those who did not know that the two words الجدارة والاستحقاق have the same meaning did not provide a second condition. It is highly recommended to expand students' vocabulary acquisition.

Similarly in Q3aiv, only students who were able to mention 'education' answered the question correctly.

3bi: this question targets specific information so students should be encouraged to write meaningful sentences with concise clear answers. Most answered the third point in 3bi correctly.

The key words for the first question are 'the status of the sons compared to those of their parents'. A good number of students wrote 'مكان بدلاً من مكانة' which changed the meaning completely.

Also the key words for the second point are ‘ now and in the past’ this is a very important part of the definition and cannot be missed.

3bii: most students gave full correct answers.

Question 4: *Artistic culture in the Arab world*

Arabic Art, Changes in architecture in Kuwait.

A popular question among students where most provided full accurate answers.

Many examiners noted the mis-spelling of the word النفط in 4d.

4e was asking about new buildings in Kuwait so those who mentioned old ways of building did not seem to understand the question fully.

4f targeted two warnings mentioned in the text, most students provided correct answers whereas others wrote incomplete phrases that did not convey the full meaning of the ideas.

Question 5: *Work and citizenship in the Arab world*

Responsibility to the environment, Government positions to alternative energy in Tunisia.

5a & b: There is a clear improvement in the performance of most students this series. Most were able to differentiate between what is factual and what is an opinion. Some students still struggled with this skill and included facts and opinions which affected their total marks.

Also, some students did not write in full sentences which made their answers unclear. It is very important to train and encourage students to convey each idea in a full sentence so it is clear and unambiguous.

5c: Many examiners noted seeing a distinct improvement in the performance of students answering this synoptic question. Previously, most students tended to write a summary of the main points in the spoken and written texts without giving any conclusion or evaluation of the points of view.

This year there were some very good examples though which reflected good training from schools and centres.

In some responses, accuracy of the language appears to still be an area that needs more training and practice.

Guidance for centers for future sessions

1. Ensure that all students are familiar with the format of the paper and what they need to do in each section and question.
2. In section A, in the objective tasks, it can be a useful exercise to focus students not only on finding the correct answers, but also looking at why the incorrect options are wrong. This encourages a careful reading of the questions and develops metacognition in terms of how the questions work.
3. In section A free response questions teach students about the 'order of elements' rule and apply it during teaching, so that students learn to produce clear and concise answers.
4. In section B teach students to be guided by the number of marks and the space allowed for writing. This can help them give enough detail and avoid indiscriminate lifts.
5. In section C, ensure that students understand the task and give them practice in linking the spoken and written passages.
6. In section C, ensure students are equipped with a good range of topic specific, academic vocabulary to be able to ensure that the written response is correct in terms of register and not overly colloquial in tone.
7. In section C, give students practice in proof-reading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.