



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE
In Arabic (5AR01)
Paper 1: Listening and
Understanding in Arabic.

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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.

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

Summer 2017

Publications Code 5AR01_01_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

GCSE Arabic
Unit 1: Listening
Examiners Report

GCSE Arabic Paper 1 Listening and Understanding Examiner Report

General Comments

The topics which this year's Listening paper comprises are highly relevant and suitable to the purposes and levels of this test. The themes provide a wide spectrum of interests which young people in the Arab world and learners of Arabic all over the world try to master as a first step to comprehending and speaking/writing the Arabic language. The themes and the questions based on them in the paper provide a range of oral activities that appeal to native Arabic speakers, as well as to foreign learners from around the world.

In answering the question paper, candidates of all levels generally did as expected with some successes and discrepancies highlighted. These are mentioned below with some comments on each of the questions.

Question 1: My family hobbies

Most students performed very highly in this question, with no noticeable exceptions or anomalies. Over 90% of all candidates completed this question correctly.

Question 2: Shopping

This question was challenging for some students due to issues with specificity in their answers, especially in questions 2(a) and 2(c). As a result, some answers could not be accepted and so many students lost marks. It is possible that a lack of sufficient and accurate vocabulary knowledge could explain this. Despite the difficulty, the topic of this question (Shopping) was a popular one with students, and the question was answered relatively well by its target students.

Question 3: Books

A large number of candidates found this question accessible. The topic was popular with students and many of them scored well in this question.

Question 4: A Day out

This question was well received and had a popular topic (holidays). Many students had some difficulty with question 4(i) due to a lack of specialist vocabulary knowledge. Students confused the seasons spring, autumn and

winter, and many of them could not pick out the correct answer (spring - الربيع).

Question 5: Future plans

Students were well prepared for the topic of question 5 (Education and Future Plans). This question was well differentiated and it challenged some students of average ability well. The challenging aspect of this question was the requirement for the students to infer the correct answer, as some students struggled with understanding and picking information to help them tick the boxes. Some students' lack of listening skills could have also contributed to their difficulty in answering question 5. An example of a frequently incorrectly answered part of question 5 is 5(iv), as the correct answer was that 'Sumaiya and her friend both study together' however many students put the answer as 'Sumaiya and her friend both want to be dentists'. This was an incorrect inference from the text, and it could be that students were not able to transfer the information that they had listened to correctly to this particular question.

Question 6: At the school shop

This question was accessible to a vast majority of candidates, with no noticeable exceptions or anomalies. This question was well scored, possibly due to the basic vocabulary and the clear layout of the question.

Question 7: At the café

This year's topic for question 7 was liked by many students and this explains the high marks achieved in this question. The vocabulary was well recognised by many students. This shows good teaching and preparation for this topic.

Question 8: The world cup 2014

Question 8 is an A* grade question, and many students found it challenging – around 16% of all students achieved 5/5 marks. Only students with the highest Arabic proficiency were able to score well in this question – the statements used for this question challenged the students' listening skills and understanding, by expecting them to make the correct choice between two similar statements. Students with a limited vocabulary and poor listening exam skills struggled with this question. In order to perform highly in this question in future, students should focus on learning specialist vocabulary and practicing the use of different tenses.

Question 9: Abul Kacem Al Shabbi

Question type: Answering questions in English.

This is quite an interesting question to comment on. Many of the parts within this question were accessible to candidates across all the levels (e.g. 9a and c)

Lower performance was recorded in parts e, f and g. The candidates who could not answer correctly may include those who struggle with their Arabic vocabulary.

Here are some comments on the performance of candidates for each part of question 9.

9a Answer: He was born there

This question was very accessible to students, with many scoring highly.

9b Answer: Special (in his studies) / distinguished / outstanding

Students performed well in this question, with many answers accepted.

9c Answer: The Arabic language/science/Quran

90% of students achieved 2/2 marks, showing that this question was well understood and answered by students.

9d Answer: To study at university/to specialise in Arabic

Some students struggled with this question due to a lack of understanding of the text. Students did not understand that the writer attended a university named 'جامعة الزيتونة'.

9e Answer: mountain climbing/mountaineering/ running/ travel

In this question, many students found some of the vocabulary challenging, such as 'تسلق الجبال'. Students performed relatively well, as 42% achieved 2/2 marks.

9f Answer: The countryside

In this question, the vocabulary was once again challenging, as many students did not know the word 'الريف' (countryside), which led to many incorrect answers being given. Around 23% of students achieved 1/1 marks.

9g Answer: Writing poetry/ describing nature/ writing the songs of life book/ writing books/ writing many books

This question proved difficult for candidates, as around 22% achieved 2/2 marks. Students had issues with translating the correct answer phrase, and therefore produced many answers which were not specific enough to be accepted. For example, the correct answer was that the author was famous for a book called 'The songs of life', however many students gave the answer as 'The book of life' or 'Book of songs' etc.

In conclusion, performance in this year's paper was generally good and an improvement on last year's performance. The results show that a great percentage of candidates sitting this paper managed to do well. It seems that the paper contained questions which had mixed and balanced elements that differentiated well, challenging the most able candidates and providing a way for the lower ability candidates to achieve success. Students at all of the different levels performed adequately at the questions targeted at them.

