



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Arabic (1AA0) Paper 1H

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Introduction

This Higher Tier Listening and Understanding in Arabic exam paper comprises 10 questions with a total mark allocation of 50.

The exam duration is 40 minutes, with an additional 5 minutes allocated for reading time. The paper encompasses vocabulary and structures across all themes and topics outlined in the qualification specification.

Candidates are assessed on their understanding of standard spoken Arabic by one or more speakers in various public and social settings. Responses are required in both multiple-choice and open-response formats, based on recordings featuring male and female Arabic speakers.

The paper is divided into two sections:

- **Section A:** Consists of two questions with instructions and texts in Arabic, requiring responses in Arabic.
- **Section B:** Contains eight questions, all set in English, with responses required in English.

The content covers five themes as per the 2017 specification:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study, and work
5. International and global dimension

All themes and topics must be studied in the context of both the candidates' home country and countries and communities where Arabic is spoken. Extensive study of the vocabulary list is crucial for candidates to understand and express themselves within these themes, as well as for reading and listening to authentic material. Teachers should present and exploit a range of vocabulary relevant to the specification's themes and topics.

This higher-tier question paper targets grades 4 to 9, with questions organized as follows:

- Questions 1, 2, 3, and 4 target grades 4 and 5.
- Questions 5, 6, 7, 8, and 9 target the higher grades 6, 7, 8, and 9.

Below is a summary of candidate performance for each question:

Section A

Q01 (5 marks):

This is a target language question where candidates select the correct words from a cloud to complete sentences. Overall, this question was well-received and clearly understood, with most candidates answering correctly. The average score was between 3 and 4 marks.

Common Issues:

- **Part (b):** A few candidates incorrectly responded with "مرشد السياحة" (tourist guide) instead of "مرشد العمل" (work advisor).

- **Part (d):** Some candidates confused "reading," "calculation," and "studying" skills (مهارة القراءة, (الحساب, الدراسة) as they did not identify the exact word from the recording.
- **Part (e):** Some candidates selected the wrong answer, confusing "date" (لقاء) with "appointment" (موعد).

It is important for candidates to read the completed sentence to ensure it makes sense and aligns with the recording. Practicing such questions is recommended to improve accuracy. Candidates should take the time to ensure the sentence makes sense, as this is crucial in determining whether the chosen word fits correctly.

Q02 (5 marks):

Question 2, similar to Q1, requires candidates to select the correct words from a list to complete sentences. While some candidates scored full marks, others randomly selected words, resulting in low scores.

Common Errors:

- **Incorrect Selections:** Frequent errors included choosing "إشعال" instead of "إطفاء" and "الغامقة" instead of "الفاخرة".
- **Guessing:** Many candidates did not rely on their listening skills and instead chose answers they thought were logical, leading to mistakes. Some candidates left answers blank.

Part (e) Specific Issues:

- **Challenging Vocabulary:** Part (e) was particularly challenging, with many candidates incorrectly selecting "تخفيض" or "إضاعة" instead of "إدخار". This may have been due to a lack of careful listening to the transcript.
- **Grammatical Form Confusion:** The word in the transcript was in verb form (تدّخر), while the question used the infinitive form (ادّخار), which confused some candidates.

Recommendations:

- **Emphasise Listening Skills:** Encourage candidates to listen carefully to the transcript to avoid misunderstandings and incorrect guesses.
- **Vocabulary Practice:** Ensure candidates are familiar with different grammatical forms of vocabulary words to prevent confusion.
- **Logical Answer Selection:** Teach candidates to rely more on their listening skills rather than selecting what seems logical without evidence from the transcript.
- **Avoiding Blanks:** Encourage candidates to attempt every question to maximise their chances of scoring marks.

By addressing these areas, candidates can improve their performance and accuracy in responding to such questions.

Section B

Q03 (4 marks):

This multiple-choice question required candidates to complete sentences by selecting the correct option. Many candidates scored the full 4 marks, indicating that familiarity with the topic and the format of multiple-choice questions positively influenced performance.

Q04 (3 marks):

Another multiple-choice question where many candidates achieved full marks. Some candidates lost marks by selecting more choices than required.

Q05 (4 marks):

In this multiple-choice question, most candidates scored at least 3 out of 4 marks. The most frequent incorrect answers occurred in Q5(iii). Some candidates lost marks by selecting more choices than allowed.

Q06 (5 marks):

This open-response question showed varied performance. Most candidates answered parts (a) and (c) correctly, while many struggled with part (b), either leaving it blank or answering incorrectly and using the word (producers) instead of (directors). In Q6(d), most candidates answered at least one part correctly, with "people's life" being well-attempted. However, "people's daily problems" was only correctly answered by a few candidates. The primary difficulty lay in the need to listen carefully and distinguish between specific details and context, which some candidates struggled with.

Q07 (5 marks):

This comprehension question was based on theme 2 (Places to visit). Most candidates were able to answer this question accurately, particularly parts 7a, 7b, and 7c. However, parts 7d and 7e proved more challenging for some candidates. This difficulty may stem from a lack of understanding of the listening material or insufficient notetaking during the allocated reading time and while listening to the recording. A common mistake in part 7d was using the word "greenery" instead of "forests." Many candidates also struggled with part 7e, often substituting "التزلج على الجليد" (ice skating) with "snow" due to unfamiliarity with the correct term.

To address these issues, it is essential for candidates to become more familiar with specific vocabulary. Encouraging vocabulary review and comprehension practice can help improve their understanding and accuracy in answering such questions.

Q08 (6 marks):

In this multiple-choice question, candidates listened to Mustafa talking about unhealthy habits. Many candidates scored full marks in both parts (a) and (b). However, a few struggled with part (biii), appearing to guess and select random answers from the list.

To improve accuracy, candidates should be encouraged to carefully listen to the recording and cross-reference their answers with the given options. Regular practice with similar listening exercises can help reduce guesswork and enhance comprehension skills.

Q09 (10 marks):

This open-response question, based on theme 5 (sports events), is divided into two parts: (a) and (b). Overall, this question proved to be the most challenging for candidates, with very few managing to score the full 10 marks.

Part (a)

- **9a(i) & 9a(ii):** Most candidates answered these correctly.
- **9a(iii):** This part was particularly challenging, with few candidates answering it correctly. Many missed the relevant part of the recording, which stated, "She was chosen/selected to be in the

organisation team." Instead, there was a lot of guesswork, with answers such as: watching the match, playing in the European football team, being a cheerleader, participating in the match, etc.

- **9a(iv):** Most candidates scored 1 mark out of 2, as they did not know the meaning of "هتافات" (chants) in English and replaced it with the word (Music).

Part (b)

- **9b(i):** Most candidates gave one point out of two as they did not know the translation of "عروض فنية" (artistic performances).
- **9b(ii) & 9b(iv):** Many candidates performed well in these parts, showing a good level of Arabic understanding.
- **9b(iii):** This part was challenging for most candidates. Only a few gave the correct answer, "watching a lot of matches for free." Many candidates lost marks by not mentioning the word "free."

Recommendations:

To improve performance, candidates should focus on:

- **Familiarising themselves with key vocabulary:** Understanding words in the vocabulary list, especially those relevant to the themes, is crucial.
- **Contextual practice:** Regular practice using these words in context can enhance comprehension and usage.
- **Open-response practice:** Frequent practice of open-response questions can help candidates structure their answers better and improve accuracy.

Q10 (4 marks):

This multiple-choice question is divided into two sections (i) and (ii), each worth 2 marks. Most candidates scored at least one mark in each section, with an average total score of 2-3 marks. Some candidates achieved the full 4 marks.

Conclusion and Advice:

- **Comprehensive Topic Coverage:** It is essential to give candidates ample time to familiarise themselves with all topics and themes during exam preparation.
- **Vocabulary Familiarity:** Candidates should thoroughly learn the vocabulary list, as key words often play a crucial role in answering questions correctly.
- **Question Type Performance:** Candidates generally perform better in multiple-choice questions than in open-response questions. Emphasise practicing and familiarising candidates with open-response question management.
- **Multiple-Choice Techniques:** To avoid losing marks, candidates should follow instructions carefully, selecting only the specified number of answers.
- **Effective Notetaking:** Encourage candidates to take notes while listening to the recording and refer to the question paper simultaneously. Advise them to make full use of the time when the recording is played for the second time.

- **Effective Use of Reading Time:** Advise candidates to utilise the reading time available to consider the question titles and the key words they are likely to hear. This preparation can help them better understand and respond to the questions during the exam.

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