



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Arabic (1AA0)
Paper 4H Writing

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Introduction

This examination paper has been designed to accommodate a wide range of candidates' profiles. The GCSE qualification is graded and certificated on a nine-grade scale from 9 to 1, using the total subject mark where 9 is the highest grade and 1 is the lowest. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

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

Each task is assessed using criteria given in two-mark grids:

- communication and content
- linguistic knowledge and accuracy.

The questions in this examination paper (the Higher paper) were carefully selected to give candidates a wide choice of tasks through which they can express their knowledge of the Arabic language. Candidates are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. They are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to candidates are in Arabic. Word counts are specified for each question. Candidates must answer all questions.

In the higher tier, there are two questions and one translation question from English into Arabic. Candidates must answer all questions.

Question (1) Has two options (a) or (b) from which candidates must select one. This question assesses candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in Marking guidance for Paper 4: writing in Arabic.

Question 1(a) This question is common to the Foundation tier. This question worked as intended and the wording targeted grades 4 to 5. It was a more popular choice for candidates than Q1(b), about (4112 entries). It asked candidates to write an informal email as a response to 'Ahmed', their friend, inviting him to spend Eid holidays with them. The theme was very common to most candidates, and it related to their real-life experiences. Essays were generally very good, even the less successful candidates

managed to cover most of the bullet points in a straightforward and short sentence. There were outstanding and well-developed answers which included detailed descriptions of the celebration and activities that took place on Eid day.

The quality of the language varied from one candidate to another. Some use of dialect words/phrases was noticed in some examples. The simplicity of the bullet points provided a good opportunity for candidates to use a range of tenses (present, past, and future), however, this didn't hinder communication and content.

A successful example: رؤية الأطفال مستمتعين تيهجني كثيرا لأنهم يشعرون بالسعادة ولأنهم مفعمين بالبرانة وطيبة القلب

Not a very successful example: أحلن بي أحمد كيف عيداً أن شاللة شعيد ان لسول سوللك الهم شع الاحتفالا العيداً

Question1(b) Another question that worked well, but being the other option against Eid choice, it was the less popular. Candidates were asked to write an informal post on their Facebook page, which is an activity that relates to their healthy diet. This question also targets grades 4 to 5 and was the least popular question in the paper (1969 entries). However, those candidates who attempted it, were knowledgeable and confident about using vocabulary, which related to the theme of healthy lifestyle. They were well prepared to write about healthy eating and balanced diets and used persuasive language, based on facts and research finding. Some wrote about their dieting experience for weight loss using spoken language to convey their ideas.

One good successful example: طبعاً الطعام الصحي مفيد جداً حيث انه يقلل من زيارتك للطبيب في المستقبل

Another lesser successful example: الاكل الصحي موفيد لليناحو صلحو للقلب و العاطالة من ال لاكل الموفيد.

Question (2) Has two options (a) or (b) from which candidates must select one. This question assesses candidates on their ability to convey information, narrate, express, and justify ideas and opinions, and interest or convince the reader. candidates must use the formal register, please see the definition in Marking guidance for Paper 4: Writing in Arabic.

Question 2(a) This was the popular choice over Q2(b). It had a more successful outcome as the bullet points were all addressed well. It asked candidates to write an official letter to become a member in the Tennis Club in Saudi Arabia. The letter should convince the club manager by including the different bullet points, such as how would the club benefit from candidates. The question behaved as it was intended too. Nearly all candidates were able to make a statement about almost all bullet points. Again, sport is a popular topic and candidates find it challenging to discuss and write about. It is a topic with which candidates are familiar with and they can provide a great deal of information about. Some less successful candidates however, found the last bullet point a little challenging and they missed out on answering it.

A successful example: أريد ان اكون عضواً في نادي التنس في الرياض وكي أزيد في تعليمي لكرة التنس واللعب مع اصدقائي

A lesser successful example: سمعت عن هذه أنادي من صديقي المفاضل محمد التي يحب كثيرة من أأنشاطات أرياضي

Question 2(b) Despite being a less popular choice than 2(a) for candidates, this question showed very good performance for those who chose it. In 2(b), candidates were asked to write a formal letter to the headteacher describing a new school library project. This question stands out as being challenging, where many essays were creative in describing the new library, especially when it came to the suggesting items such as electronic equipment and furniture. Some even expanded to wall paint, air conditioning and security alarm.

Less successful candidates wrote in a straightforward style, using spoken language while in most responses, spelling mistakes did not hinder understanding of their writing.

The overall performance of candidates in this question was good and the wording of the question behaved as it was intended for most candidates.

A successful example: يجب على المبنى ان يتكون من طابقين ويحتوي على نوافذ كبيرة تدخل أشعة الشمس إلى المكان

A lesser successful example: اليوم كان في واجب ولما خلست ذهبي واعدت في المكتبة، لاحسيت ان الحسوب عن معطل.

Question (3) Was the translation question. Candidates were required to translate a short paragraph from English into Arabic. The individual sentences were ordered by an increasing level of difficulty.

As for the translation question, there are 12 marks for Conveying key messages and for Application of grammatical knowledge of language and structures. Given that the level of demand of the messages was aimed at covering grades 6 to 9, the question differentiated well, with all candidates able to score some marks. Overall, it was a well scored question. Many candidates scored between Levels 3 and 4 and translated the passage fully, with an impressive professional result! Some candidates struggled with vocabulary, such as 'capital', 'last year', 'hotel', 'to book', 'cheaper, and 'traditional'. Some common names of people and places were wrongly spelled such as 'Tarek', 'Rabat', and 'Morocco'. The entire last sentence of the passage hindered some candidates, which resulted in them scoring down to level 2, while others scored Level 1. Wording targeted the correct grades; however, it resulted in being somehow a little challenging!

Comments and advice to centres:

In general, the performance of the candidates was of a high standard. Most of the questions proved accessible for a considerable number of candidates.

Based on their performance on this paper, candidates and teachers are offered the following comments and advice:

- Some questions in this year’s examination paper were more popular than others and were consequently answered better than other topics with better candidate results. Teachers need to make sure that all topics are covered. This will better prepare candidates and help to achieve grades that truly reflect their ability.
- Teachers and candidates must ensure that they are using the correct answer space dedicated for each question. Teachers need to prevent candidates from writing their answers on the wrong space as there is a chance of it being overlooked by examiners and hence unscored. Candidates must know that they may lose marks, if they write their answers in the wrong answer space. There are several candidates who are doing this, and this needs to be corrected for the benefit of the candidates.
- To prevent candidates from doing it, teachers should instruct candidates to follow the numbers on the pages and not continue to answer a question on the previous page number.
- As mentioned in the introduction, the exam paper will cover all topics/themes in the specification. This means that it is important for teachers to train candidates on the topics/themes, with more attention given for the less familiar topics.
- Candidates should work on making themselves more familiar with the topics, to improve their performance.
- Candidates should do more familiarising with the vocabulary list to secure better performance.
- Centres should make sure that candidates are reminded to read well into the questions, including the bullet points, before answering, so that they do not lose any of the question requirement(s).
- The use of English words should be avoided. Candidates are advised to avoid writing English words, except for transliteration.
- candidates should practice exam-style questions, using past papers exam questions and frequently revise of key vocabulary and complete translation practice tasks.
- Candidates should leave enough time to check their work carefully at the end of the exam.