



Examiners' Report Principal Examiner Feedback

January 2023

Pearson Edexcel International GCSE
In Arabic
Unit 4AA1_01

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Paper 1: Reading (4AA1_01)

Introduction

In general, candidates are expected to show their understanding of written Arabic through a series of reading tasks.

The question paper consists of two parts - the text booklet and the Questions booklet.

The text booklet consists of three passages; the first two topics discuss the environment and the last is a sports related topic.

The question booklet is divided into three sections; Section One covers questions 1 to 9 which are based on the first and second texts and totals 49 marks. Section Two demands a summary on the third text with 6 marks. Section three is grammar-based questions and has 20 marks.

Q04 and Q08 require the candidates to apply rhetoric and literary analysis to the texts.

Q09 requires the candidates to apply literary and rhetoric analysis to compare between the texts.

Comments on Individual Questions:

Question 1:

Candidates were asked to read the first text and answer in their own words unless stated otherwise. Candidates were asked when did most countries start paying attention to recycling? Their answer should be along the lines of 'when they recognised there was a problem relating to the environment'.

More than half of the candidates have answered very well and shown a good understanding of what is asked from them. The answer is straightforward thus most candidates scored a mark.

Question 2:

The candidate in this question was asked to use evidence from the text to demonstrate their skill of finding information. Candidates showed understanding of the question referring to the environment and how global media participated in shedding a light on recycling. Many candidates used the correct quotation to answer this question.

Question 3:

Question three comprises of two sections. Both require an open answer and the use of information from the text. Many candidates answered both parts adequately showing ability to scan texts for information.

Q3a: Candidates generally tend to state more points than necessary.

Q3b: Most candidates struggled to score full marks on this question.

Question4:

The candidate here is required to understand and analyse how writers use techniques to create effect. Most candidates managed to score marks in this question. Typically, candidates answer this question with pre learned materials which often lead to answers that aren't structured. Some candidates mention rhetoric language however are not showing understanding of it by ie choosing the wrong evidence from the text. Candidates tend to repeat themselves to fill the lines.

Question 5:

Most candidates misunderstood this question and instead of answering with 'the participants of the Glasgow conference chose Egypt' they mentioned the Egyptians or Egyptian ministry as the ones who chose Egypt as the place for the conference.

Question 6:

The majority of candidates scored full marks as the question was straightforward asking them to explain how the Egyptians expressed their feelings when their country was chosen as the place to host the conference.

Question 7:

Question 7a required two points to be stated from candidates; most candidates scored full marks and included in their answers 'work on protecting the environment and improve the growth of the economy'.

Some candidates were confused in answering Q7B however used the correct evidence hence most scored at least one mark. They should include in their answer that the Egyptian prime minister followed the work himself.

Question 8:

This question is very similar to question 4 as its main purpose is to explain the structure and analyse the style of writing of the text. Many candidates Used descriptive writing to answer the question whereas they are required to analyse the styles the writer used in the text. Many candidates were confused between different styles used in the text and showed basic understand but could not expand on their points.

Some candidates were ambiguous in their answers giving generic ones as though pre learned and therefore could not use the required evidence and examples in their answers.

Question 9:

Candidates should start by summarising the subject of each text and recognise and compare what the goal of each text is for example is one advice and other dialogue, is one report and other research, does one take a positive view and other negative etc and back their answer with evidence.

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

Candidates should take care of the way they answer this question by starting with introduction then a body and finally a summary making sure that they are comparing both texts throughout simultaneously. In this paper, both texts that are required to be compared carry the same topic of the environment.

Section 2: Summarize

Question 10:

Here candidates are required to summarise information in extended texts and to write main points clearly. They must mention the boxers real name and date of birth as well as his achievements, championships and why he was banned from boxing and finally mention his illness of Parkinson's. Most candidates answered correctly however some used entire passages from the text which does not reflect their skill of summarising.

Section 3: Grammar

Question 11:

Many candidates attempted this question with difficulty and therefore many did not respond well. The candidate must extract the correct answers from the text which they didn't due to a weakness in the grammatical aspect especially parsing.

Question 12:

Many of the candidates provided good responses to parts of this question. Others struggled with providing the correct word format in their answers for example question 12a the answer should be **تَنَّهُ** and candidates wrote **تنهي**. Also question 12c the answer should be **فَاكَ / فَيْكَ** and they answered **فاك**

Question 13:

The minority of the candidates had no difficulty to give a good parsing (Earaab) in their answers.

Most candidates found difficulties and failed to provide good responses.

Q13(d):

Candidates were unable to use grammatical skills to get the correct answer resulting in very low marks being scored. They failed to write **صفة مجرورة وعلامة جرّها الياء لأنها ملحق بجمع المذكر السالم**

Q13(e):

The parsing for the word **"نقص"** is **علامة جره الكسرة الظاهرة على آخره**, most candidates answered incorrectly.

Question 14:

A few candidates answered correctly, and took the full mark, however there were more who failed to provide the correct answers. For example, some have failed to form a correct sentence for Q14c **كُتِبَتِ قَصِيدَتَانِ مَعْبَرَتَانِ** as they wrote **كُتِبَتِ قَصِيدَتَيْنِ مَعْبَرَتَيْنِ** which is not correct.

Advice to centres:

- Candidates must make sure they are clear in their answers to the questions and use the space allocated rather than somewhere else on the paper as they have done this year especially in questions 8 and 9. Marking is computerised hence this can cause confusion and potentially loss of marks.

- A reoccurring error made by candidates is not writing quotation marks when using evidence from the text in addition to using evidence without writing an answer in their own words.
- Candidates have shown lack of understanding in answering grammar related questions especially parsing questions 11 and 13.
- Although candidates have shown an understanding of the topics, there was a lack of using the correct structure to answer Q04 and Q08. They have answered in bullet points rather than explain in more detail like how the writer uses repetition to emphasize the importance of what he is saying and the way his text is structured to express his point of view.
- Candidates answered section two which required them to summarise the text very well. They showed interest in the text and understanding which reflected in the high marks.
- In Q09 where candidates were required to compare texts, they focused on comparing structures rather than content. They did not compare texts as required but rather just explained each text separately without any links between them.

