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Examiners' Report
Principal Examiner Feedback

January 2023

Pearson Edexcel International Advanced Level
In Arabic
Unit WAA01_01

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Paper 1: Understanding and Written Response (WAA01_01)

Introduction.

This is the 12th series of WAA01 examination and the 7th of the January exams. The paper is fair and comparable to previous exam of this specification. Passages were set to be current and of interest to candidates. All passages were from authentic Arabic sources and were chosen with different levels of demands to suit all students.

Generally, most candidates coped well. Students and teachers are now more familiar with this type of exam, hence exam techniques improved noticeably. Students seem to benefit from accessing past papers and the SAM. The quality of language comparable to previous season generally, though examiners feel that performance is slightly better on the lower end. We still find that most common mistakes are related to poor Arabic grammar generally, and in particular verb conjugation (تصريف الأفعال) and Prepositions (استعمال حروف الجر في غير محلها).

We still find practices that we have reminded centres and students about in previous reports, for example, writing on blank pages or crossing and writing the answer somewhere without mentioning that.

Section A: Reading.

In this section students need to understand, retrieve, and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. A maximum of 30 marks will be available in accordance with the assessment-specific mark scheme.

Question 3.

This is a gap filling question. In this question students are required to read the passage with 10 gaps to be filled from the 20 words provided in the box. 5 of these are low demand and the other five are of medium demand. The words used should be appropriate linguistically and context wise.

The text (حماية الحياة البرية) is about environment, which is one of the topics in the specification. Almost all students attempted answering this question managed to get most of it right or got the full marks, yet some candidates seem not to have the knowledge of grammar or the vocabulary because they used words to fill the gaps which do not make any sense; for example, they use a verb when they should use a noun. Some were confused in using words such as (الحكم) instead of (الصيد) for 3e, and (مورد) instead of (مصدر) (when filling 3f. where these 2 seem to be a vocabulary issue, it is clear that 3i was also got confused because the students did not read the full sentence to use the word suitable for the context. This means students did not realize that the chosen word should make sense in the context of the

whole text. We advise that they read the whole text after fillings all the gaps to check whether the chosen words make sense.

Question 4.

Passage 4, (السباحة في الماء البارد) is a longer and more complex text. It is from the GTA (Health & lifestyle). This text is used for question 4 and question 5 in the grammar section.

Question 4 is a comprehension question where candidates read a text and answer short questions. All parts of question 4 are of higher demand and need the students to have a good understanding of the text and think before giving the answer.

Students generally done well in this question; answered well in 4a, most student could give 2 correct points, where some went to give the benefits of swimming in cold water instead of answering why this benefits are special.

They managed to get 4bi, while in 4bii they lost 1 mark when the wrote only (تقوي الجهاز المناعي) and did not write the key phrase (ممارستها باستمرار).

In 4e a good number of students answered the 1st part correctly choosing the most important advice in their opinion but failed to give the justification.

Students it seems that students do not know that the answers to the questions found in the texts in the same order as the questions.

Section B: Grammar

This section consists of 3 questions, each of them is testing the students' knowledge of Arabic grammar in a different way. Students will be assessed on their ability to manipulate Arabic language, grammar, and lexis. They will be assessed on their ability to vocalise Arabic vowels and select the right word form over three distinct tasks focusing on a topic area to provide contextualisation.

Question 5.

Question 5 is linked to passage 4. Students will need to demonstrate their understanding of grammar by manipulating 10 sentences that appear in a previous exercise and reforming each sentence around a given word. Each question carries 1 mark.

This is a high-level question and the most challenging question which and it has revealed that many Students if not most had problems with grammar and how-to re-word the sentence without losing its original meaning. Only a few of them got a full mark. Performance varied in different parts, for example.

5a: Students were able to answer this question correctly as the word could be used at any point in the sentence (given that the grammar was accurate).

5b: Students were able to answer this question by using the word and it's derivative (سبحت، سبحنا، قمنا) (بالسباحة ، تسبح) correctly.

5c: Students lost the mark because they made a mistake with the grammar. (في المواظبة، بالمواظبة ، على) (المواظبة).

5d: Students did not write the verb ثبت or its derivatives, so they lost the mark. That also happened in 5j, where they missed the word (عرفنا) . in these 2 cases the meaning is incomplete.

5f: Students lost the mark because they put the letter (و) before (بالإضافة) or used the word (بالإضافة) alone without using (إلى أو إلى ذلك).

5g, although this sentence is straightforward, some students got it wrong because they added the word (كما) without removing the (و). Some students used in a different meaning (كما بينت الدراسات) , which we accepted it where the meaning and the grammar were not affected. But some used it at the beginning as a connective, which does not make sense.

5h and 5j, missing the tanween (تنوين) e.g. (اختلافاً) (طبيباً محتصاً) costs some students a mark even when the meaning is correct. But some managed to manipulate the sentence differently and got it right.

In conclusion we found that there is a problem with applying some basic rules such as connectives, prepositions.

Teachers are advised to cover the grammar listed in the specification and do more of applied grammar with their students.

Question 6.

In this question, students are required to put the vowels on the letters of underlined words. This question is a medium demand question so it is usually handled better by most students.

This series the students performed similar to previous years, with the same kind of mistakes; For example, missing (همزة الوصل) and (الشدة). Some of them used multiple vowels on the same letter or put it between 2 letters, or they did not write the vowels clear, making it difficult for the examiner to see what vowel was used in their answer.

The main mistakes occurred in the words (لكن، تدويرها، الاف) where they did not put the (مد) and use (لكن) instead of the correct word.

Section C: Continuous writing.

Question 8.

This continuous writing question is the only question in this section. Students were given a short stimulus and 4 bullet points. had to write an essay about the online learning in schools, its positives, negatives, obstacles, and finally the solutions of these obstacles. The students understood the prompt as it was related to something they all experienced during the lockdown. A good number of students wrote good essays giving their opinion, describing online learning`s positive and negative sides as well mentioning the obstacles and suggesting practical solutions. But some students mixed the negative with the obstacles (السلبيات والعقبات).

In general, most students covered all or most points, giving the needed information. Some students were very good in communicating their ideas and got a high mark on quality of language, but unfortunately some with potential good answers did not apply the correct requirement of the AO2, they did not expand on the subject content, or analyse i.e., give their opinion, or suggest solutions to the obstacles, therefore, they missed marks on content and communication part.

Advice to centres:

- Centres are reminded to use past papers, mark scheme and examiner's reports.
- Basic grammatical knowledge remains essential, but it is very important to follow the grammar list in the specification. This helps to ensure unambiguous manipulation of sentences in Q5 and all section B. It is also needed in section C: Writing.
- Paying attention to rubric is strongly recommended. Students should be encouraged to take time to read the question / instructions (rubric) carefully and to check they have answered the question.
- Students must be informed that when they cross a word or a sentence, no mark will be awarded even if they were correct.

- Students are to be encouraged to widen their reading scope to include different topics to acquire a wealth of Arabic vocabulary and knowledge of different styles and sentence structure.
- Students should be taught to include all points in the prompt question in their writing to gain more marks. They should practice writing different types of writing to improve their skill.

