



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

January 2023

Pearson Edexcel International Advanced Level
In Arabic
Unit WAA02_01

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

January 2023

Publications Code WAA02_01_ER_2301

All the material in this publication is copyright

© Pearson Education Ltd 2023

Paper 2: Writing and Research (WAA02_01)

Introduction

Students are required to draw on and apply their knowledge of Arabic language, grammar and lexis by selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas: Youth culture and concerns, lifestyle, health and fitness, environment and travel, education and employment, technology in the Arabic-speaking world, society in the Arabic-speaking world, and ethics in the Arabic-speaking world.

Section A

Question 1

Question 1 WAA 02 contains a passage of 200 words in English to translate into Arabic, most students were successful and achieved a good grade. Students generally performed well in response to the stimulus. The majority of learners provided an accurate translation of meaning. However typically, the more challenging words targeting higher ability learners were often mistranslated or transliterated into Arabic from the English stimulus, The Arab Youth Survey. Generally, the English text was clear and straightforward with the standard range of challenge with the vocabulary to test the candidates' different abilities to produce a well-structured translation from the English text. Some of the challenging phrases were: 'young Arabic speakers', 'teenagers', 'North', 'decade', 'youths', 'trend', 'identity', 'faith', and 'culture'. While many students translated the name of the countries correctly, many others wrote the English name in Arabic letters: ميدل ايست، الولايات العربية، غولف، ليفانت (Middle East, UAE, Gulf, and Levant region). Most candidates used good sentence structure, and even less able candidates were successful to transfer the general meaning which could be understandable by a native speaker.

Section B

Question 2 (a)

The Discursive essay, students were required to write a story based on the events described in the given text which describes a school's careers evening event.

This series revealed an improved balance between those who chose (a) or (b) and this was a successful question for most learners, lower ability students lost marks due to the quality of the discursive essays produced which often largely copied the stimulus (even events and names). A key skill is to be able to produce discursive essays inspired by the given text but from the learner's imagination.

Question 2 (b)

More learners chose the creative essay option this series, composing an article aimed at students and parents to explain the path to different career paths. Those who did choose this option were good quality as they pitched their article to the right audience, provided an engaging introduction, a persuasive argument and a conclusion linked strongly back to the stimulus with substantiation. Unsuccessful responses largely copied the stimulus instead of creating their own material.

Section C**Question 3 (a)**

The first of two questions on Arab science, the students were instructed to discuss the important contribution Ben Annafis made to science, together with some biographical details of the scientist's life and background.

Few students answered this question, though of these students there were some excellent essays. However, low quality responses were due to the irrelevant nature of the essay, which was not about Ben Annafis. Knowledge of Arab contributions to science seem to be limited, especially in terms of named scientists, and it would be beneficial to the development and progress of students to be given the opportunity to study about specific Arab scientists, instead of limiting the scope of options for candidates to just Q5 and Q6 films.

Question 3 (b)

The second question on Arab science which gives students the flexibility to write an account about the achievements of Omar Al Khayyam in Music, poetry, and science.

No responses.

Question 4 (a)

The first of two essays Arab architecture and art, learners were asked to discuss airports and reflect on its cultural significance. Only a small number of candidates chose this question, and these were candidates with excellent knowledge of their heritage and how the design features contribute to this. One candidate described and analysed Hammad International Airport (Doha, Qatar) in exceptional detail. It was clearly a place of great interest to the student, but also discussed with skill and linking back each feature described to the aim of the question; to explain the cultural significance to Qatar and its people.

Question 4 (b)

The second essay question on Arab art and architecture requires students to discuss one sculpture and its cultural significance. No candidates chose this question. It is clear that there is a lack of range taught by teachers, this type of question is an excellent opportunity for cross-curricular research and inspiration for learners to explore their other interests through the medium of Arabic.

Question 5 (a)

In this section, Comedy in Arab Cinema: Candidates enjoyed answering this question in a and b. In (5a length and depth, but only few who could analyse the characters: or to write their own opinion. As usual the comedy films are most popular each year and generates a wide variety of essays in terms of quality and content. Many learners chose this question, which demonstrates its popularity. The higher ability learners produced balanced essays that directly address the question, and lower ability learners almost always start the produced essays that generally summarise the film but do not answer the question. This is the most common difference between learners.

Question 5 (b)

In (5b), most candidates listed the characters and produce good description of their characters. They showed more understanding of the film `سکر هانم الحقيقية و المزيفة` aim and purpose. all candidates wrote the story in different ways. This comedy film was not popular, with only 20 learners choosing this option. As with Q5a, the higher ability learners produced balanced essays that directly address the question, and lower ability learners produced essays that generally summarise the film, they often do not even know the name of the characters, instead of writing the actor's name and do not answer the question.

Question 6 (a)

In this section, Tragedy in Arabic Cinema, students were required to evaluate the main issue raised in the film "The Land". Most of the learners who chose a tragedy film question preferred Q6a and Q6b with 226 responses. Of the learners that chose Q6a, the responses were mostly good or better, answering the question directly with accurate references to the film.

Question 6 (b)

Good level of writing in the responses. Most candidates wrote about the film `s story of (Wajda وجددة), they were able to identify the main themes such as women injustice/ abuse, under age marriage, social/religious injustice of women: like ban them from driving cars or riding bicycles ...etc, however, only few candidates could analyse the role of the parents in this film.

Question 7 (a)

Arabic poetry 'The stranger' by Al Hadi Adam' No learners answered this question. Each series, including this series, Q7a and Q7b are the least popular questions to be chosen. This series no learner chose the question. As the question is rarely chosen each year.

Question 7 (b)

Arabic poetry 'Superstition' by Nizar Qabani' No students answered this question. After almost 9 years of this qualification question 7 has not been adequately taught to students. It is a teacher's responsibility to expose students to literature and poetry as part of their Arabic International A level, they should understand the influence of 1600 years of poetry on Arabic as a language and shared culture of 22 nations.

Question 8 (a)

Call of the Nightingale: For those fewer candidates that chose question 8, Question 8a was more popular than Q8b. A clear failing of teaching is the reliance of film adaptations rather than reading the novel, which has major plot and character differences. Students who have not read the novel are quickly identified by the content of their writing and score few marks due to the lack of relevance to the novel. Those who have read the original story perform well and usually score highly.

Question 8 (b)

Arabic literature 'Sara': Very few answered the question, with moderate performance. Though the literature in question changes each year from the required reading list, this question elicited good quality responses from those who referenced the text accurately.

Paper Summary

General student performance was good, with similar translation skills and creativity as the last series. Long standing errors still occur, which are due to a lack of exam techniques. Some learners still answer questions on films and novels with generalised summaries of the storylines and completely bypass the actual questions; which results in scoring low to no marks. Learners need to be given plenty of opportunity to gain experience with essay questions, and practise techniques to understand the question's requirements and plan responses.

Questions on films, especially comedy and tragedy, continue to prove popular year on year. Few students choose to answer questions on poetry, which suggests some students may not be covering the full specification.

EXAMINER'S ADVICE

- Candidates should practice more writing different types of essays. They should be able to differentiate between a story writing and an article.
- Encourage candidates to write a plan on the blank page.
- Candidates are encouraged to underline the keywords in the question to focus on what they were asked to write about, instead of producing a random piece of writing.
- Candidates are to be encouraged to widen their reading scope to include different topics to acquire a wealth of new Arabic vocabulary and knowledge of different styles and sentence structure.
- Candidates are encouraged to practice grammar, to use the correct tense.
- Candidates should be encouraged to read the novels rather than watching the film adaptation of it, as they could have different details or endings. limit their awareness and opportunities.

