



Examiners' Report

Principal Examiner Feedback

November 2021

Pearson Edexcel International GCSE

In Arabic (4AA1)

Paper 01: Reading, Summary, and Grammar

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## **Introduction**

In general, candidates are required to understand and identify factual information of written Arabic through a series of reading tasks, summarise, and grammar aspects of language that include vocabulary and syntax.

## **General**

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

The text booklet consists of three passages relating to the themes (Youth Matters, Education, Media, Culture, Sport & Leisure, Travel & Tourism, Business, work & Development, Environment, Health, and Technology).

The question booklet has three sections.

- **Section one** consists of nine questions based on two passages. Question 1 to 4 are based on the first text; questions 5 to 8 are based on the second text, and question 9 is designed to require the candidates to compare the two texts. The allocation of marks for these questions are as follows:
  - Questions 1 & 5 - 1 mark each.
  - Questions 2 & 6 - 2 marks each.
  - Questions 3 & 7 - 4 marks each.
  - Questions 4 & 8 - 10 marks each.
  - Question 9 - 15 marks.

The total marks for this section are 49 marks.

Questions 1, 2, 3, 5, 6, and 7 are comprehensive questions targeting candidates of all abilities.

Questions 4 & 8 have identical rubrics, except that each is based on a different text. These questions require the candidates to apply rhetoric and literary analysis to the texts. These two questions are assessed according to the marking grid.

Question 9 requires the candidates to apply literary and rhetoric analysis to compare the texts. Again, this is marked according to the marking grid.

**Part 2** of this paper consists of one text, and the candidates are required to summarise it. Although the total time allocated to this paper is two hours and 15 minutes, candidates

on page 11 of the new specification were expected and advised to spend half an hour answering it. There are six marks allocated to this section.

**Part 3** is the grammar section, consisting of four questions. They are comparable to the four grammar questions in the legacy specification with regard to their level of demand.

### Comments on Individual Questions

**Question 1:**

The question was straightforward, and a majority candidates were successful.

**Question 2:**

The question was straightforward, and a majority of candidates were successful; however, some candidates did not get the full mark because they either stated the quote or missed it.

**Question 3:**

In part a, some candidates mentioned helping others with their education which is a form of professional support on a voluntary basis. This answer was marked correct.

In part b, some candidates came up with very long quotes, including the correct part. Candidates should be trained to select accurate and efficient quotes.

**Question 4:(Voluntary work (العمل التطوعي))**

This question tests the understanding and analysis abilities to be conveyed. Top marks required candidates to use linguistic and structural techniques to explain the writers' view. Some of the candidates' selected points are fully supported by evidence. Some of them, their selected evidence was of limited relevance to the points being made. It seems that they did not understand these questions or might be they learned a particular way of answers, e.g. (using connectors (الروابط وأدوات العطف و الأفعال الماضية والأفعال المضارعة)).

**Question 5: (Woman is always giving (المرأة عطاء دائم))**

Candidates found this question clear and straightforward, and a majority of them got it right.

**Question 6:**

A majority of candidates were awarded full marks or at least 1 for mentioning that Fatima helped build the university.

**Question 7:**

Part a was straightforward, and a majority number of candidates scored full marks. However, in part b, some candidates, unfortunately, missed the point that Nawal became a minister because of her experience, not because she won medals. Because of how the question was phrased, candidates got either full marks or zero.

**Question 8:**

Some candidates had very similar answers and pre-learned a set of phrases terms and were heavily used without justification or with wrong justifications. A considerable number of candidates did not make the difference between, تشبيه استعارة, كناية,

Some candidates justified the use of linguistic and structural techniques with the wrong examples, especially when it comes to سجع

Some candidates summarised the content of the text instead of trying to analyse how the writer analyses the linguistic and structural techniques to create effect.

**Question 9: (Woman always giving (المراة عطاء دائم) (Voluntary work (العمل التطوعي))**

This question required candidates to write a comparison with precise and balanced points between two texts, support these points with evidence from both texts, and analyse the ideas using linguistic and structural techniques. Both texts emphasise the importance of unpaid voluntary work and how women naturally contributed to their families and societies by looking after them. Some candidates responded very well and scored 14,13,12 out of 15. However, the majority scored between 9,10,11, and they showed a clear and detailed explanation of both writers' ideas. They followed the advice to use points from Q4 and Q8 to support their answers. While some candidates summarise the two texts without demonstrating the technique of writing a comparison.

**Question10: Summary (Arabic horse (الحصان العربي))**

This question is about summarising a text (Arabic horse (الحصان العربي)) writing between 100 – 150 words. Some candidates get the full mark (6), and a majority of them missed the full mark due to not writing the description of the horse or mentioning the European writer. This question showed the ability to summarise and not to copy-paste.

**Question 11:**

Candidates found this question (except Q11(a) and (b)) easy, with a majority of the candidates extracting the correct answers from the text. This question provided

candidates with the opportunity to access easy marks. But a majority of candidates did not answer correctly on the following question:

**Q11(a)** they wrote (أن الحصان العربي...)instead of (بيئة / الجنوبي)

**Q11(b)** they wrote (هذه) instead of (الغربي)

and they lost marks because of this.

### Question 12:

The majority of the candidates provided good responses to this question. Others struggled with providing the correct word format in their answers.

For example:

**Q12 (d)** they wrote خمس instead of خمسة

**Q12 (e)** they wrote منصتون/منصتا instead of منصتين

### Question 13:

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

Others found difficulties and were unable to provide suitable responses. For example

**Q 13(d)** instead of حرف عطف مبني على السكون لا محل له من الإعراب

They wrote:

حرف مبني على الفتح/ خبر كان...

**Q 13(e)** instead of اسم معطوف مرفوع و علامة رفعه الضمة الظاهرة على آخره

They wrote:

معطوف منصوب و علامة نصبه الفتحة على آخره.

### Question 14:

This question includes a set of grammatical rules that the student must know. A good number of candidates answered correctly and took the full mark; however, others were unable to provide the correct answers; they wrote:

**14(c):** ما برح المتسابقين متفقون.....

**14(d):** ظننت أبوك.....

**14(e):** قطفت هذه الوردتين:

**14(a):** A majority candidates found it easy to understand and answer correctly.

**14(b):** The majority answered correctly, only a small number of candidates didn't.

### **Advice to centres**

- Centres are advised to remind the candidates to write clearly and in black pen.
- Centres are also reminded to use past papers, mark schemes, and examiner's reports.
- As we use an electronic method of marking answers, candidates should not scribble out the question number and replace it with a different answer, which affects the marking procedure.
- Candidates are reminded to write answers in the allocated space. If a candidate requires additional space, they should continue their answers on a different page.
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- A repetitive error that happens year in year out is that evidence from a script needs to be marked clearly with quotation marks - ". Additionally, when using evidence from a text, candidates should write the answer along with the evidence.
- It is highly recommended that candidates read the rubric thoroughly.
- Centres are reminded to use past papers, examiner's reports, and mark schemes to understand the method of answering questions and what is expected from candidates.
- Candidates to be reminded that they should not answer in the transcript booklet as this is not scanned for marking.
- Candidates need to be trained on all aspects of grammar, especially the parsing part. There is a big concern about **كان وأخواتها** أو **إنَّ وأخواتها** and how to use them.
- Candidates need to understand the structure of the Arabic language and how to differ between subjects and objects.

