



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International A Level

In Arabic (WAA01)

Paper 01: Understanding and Written Process

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Introduction

The WAA01 paper for 2406 series is the 15th paper for this specification as this exam is available in June as well as January. Like all previous papers, it was set to cover all areas of the specification, all passages are taken from authentic sources related to general topic area in the specification. Passages were set to be current and of interest to candidates. It consists of 3 sections testing reading, grammar and writing. The time allocated is enough for average candidates who studied the areas in the specification. It was comparable to previous papers.

As a 3rd paper, and as centres get more familiar with the exam, we had a higher number of candidates taking this exam.

This paper following the principles consistent was marked with all other sessions. Generally, most candidates coped well.

Section A: Reading

Candidates will 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.

Q3

In this question, candidates are required to read the passage with 10 gaps to be filled from the 20 words provided in the box, 10 of them are distractors. The words used should be appropriate linguistically and context wise.

The text is chosen from an authentic source, current and related to candidates' study of GTA.

Some candidates seemed not to understand the meaning of the given words because they used words to fill the gaps which did not make any sense. When the candidates did not understand the sentence, they often selected words that had a close meaning. For example, in 3a, instead of writing (يمارسه) they would write (يجده). In 3f, they would write (معرفة) instead of (اكتساب).

We also found that some candidates used the same word twice or thrice in successive gaps. Others used 2 words to fill the gap (يجده/ يمارسه).

This could be due to vocabulary weaknesses or candidates' level of understanding of the suggested keywords.

Some candidates offset the preposition (على) with (في) indicating a poor knowledge of prepositions.

I would advise that they read the whole text after filling in all the gaps to check whether the chosen words make sense.

Q4

Passage 4 is a longer and more complex text. It is from the GTA (youth matters). This text is used for question 4 and question 5 in the grammar section. As a topic in the (GTA) candidates should be familiar with the vocabulary and the text is accessible and relevant. The topic of this question is (young people and volunteering) where the candidates had to read the text given to them, then answer questions based on the text.

Q4 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 candidates to have a good understanding of the text and think before giving the answer.

As an inference question, 4a seems to be slightly challenging, it has been noticed that a good number of candidates gave one part of the answer or failed to give the correct answer. Candidates got the question wrong, because they did not pay attention to the keyword (كيف) hence they wrote about the result, or they gave a general answer. Some wrote (التطور) instead of (التطوع).

4c, is another question where candidates did not do well, either by giving one part and leaving the other or picking something from the text which is irrelevant.

Candidates must be more careful while reading the questions so they can further improve the quality of their answers and performance.

Section B: Grammar

Q5

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

Candidates had to re-write sentences with correct grammatical form without changing the meaning of the sentence using the word given between brackets.

There are parts of the question where most candidates made the mistakes, for example,

5a, the candidates kept the verb يقومون as plural, rather than making it singular though they are using it at the beginning of the sentence hence lost a mark though they used the given letter correctly.

5e, A lot of the candidates added (كي) to the sentence and changed only one part of the sentence (كي يؤدوا وحل) where they should change both words. Many did not know that the verb should change when (كي) comes before it.

5f, candidates did not know how to form the conditional sentence and retain the meaning, so some used (إذا) but missed part of the sentence and some used it in the wrong place.

5g, a lot of candidates used the verb before the noun and did not know how to conjugate the verb correctly; instead of writing (يعبر الشباب) they wrote (يعبرون الشباب).

5h and 5j, candidates missed a key word in each (ظاهرة مهمة) (الهامة), which affected the meaning.

It is clear that many candidates if not most had problems with grammar and how to re-word the sentence without losing its original meaning despite the fact that there are many past papers with mark schemes, which should give them a good direction on how to deal with these types of questions. Generally, candidates in many cases had problems in the conjugation of certain verbs and the structure of the sentence.

It seems that some grammatical structures are not taught, so the candidates are not familiar with them. Centres should cover all the grammar list for this level and work on improving candidates' understanding of Arabic grammar and application of language.

Q6

The question is mainly testing the candidates' knowledge of grammar as well as pronunciation. This question carries 10 marks.

This is a vocalisation question. Some candidates did not vocalise all the words and a lot were still confused about the placement of the (الشدة). Some candidates were still confused between (همزة الوصل وهمزة القطع).

Many candidates would put more than one vowel per character which meant they did not gain any marks as they are not certain which one they should put. A few candidates have only vocalised the last letter of the word.

Section C: Continuous Writing

Q8

This is a continuous writing question. This series question asks the candidates to write an article composing of 240-280 words, persuading young people partake in projects and activities as an incentive to leave the house and not constantly use social media. As well, these projects and activities had to be beneficial to the local area and community. This topic is part of the specification. Though a good number managed to write well covering all points, yet some

candidates did not cover some bullet points because they did not know some of the key words e.g. (التمويل). Teachers must make sure that all the topics in the specification and the necessary vocabulary for this level are covered.

Common mistakes made in this question were that the candidates did not write enough detail about what their project entailed, with many candidates repeating the ideas given in text for question 4. As well as that, the candidate would only write about the benefits of the project for young people and not society, which caused them to lose two marks. For the third stimulus, there was a mix in the quality of answers; some of the candidates gave very detailed answers whereas others did not and only wrote about one idea for funding, rather than suggesting other ways of funding. Others ignored this point completely. For the last bullet point, while some had very nice ideas about how they will carry out this project, a few did not elaborate on how they will ensure its success. And many candidates lacked ideas about this last bullet point – success and continuity – and that affected their marks.

Summary

Generally, performance was comparable to previous years. There were some excellent candidates. Across the paper performance varied.

Based on their performance on this paper, candidates should:

- Read the text, including the title, to get the overall meaning.
- Read all the questions carefully before answering.

In Q5:

- Read the sentence and understand the meaning before starting the changing process.
- DO NOT change the form of the word given.
- Make sure that the meaning of the original sentence has not changed.

In Q8:

- Read the stimulus and make use of it.
- Read the question carefully to understand it.
- Write a reasonable introduction, not too long.
- Address all the bullet points.
- Check your essay, language and contents.

Teachers are advised to:

- Use past papers and mark scheme as well as examiners' report.
- Help candidates to get familiar with questions and rubric.
- Cover all the grammar list.
- Let candidates know that if the question carries two marks, they must give two pieces of information.
- Inform candidates that only the first answer would be considered, as some candidates write an incorrect answer then write the correct one after that.

