



Examiner's Report

Principal Examiner Feedback

January 2025

Pearson Edexcel International A Level
In Arabic (WAA01)

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Introduction

The WAA01 paper for the 2501 series is the 17th paper for this specification, available in June and January. Covering all areas of the specification, it includes passages from authentic sources on relevant topics. The paper has three sections: reading, grammar, and writing. The allocated time is sufficient for candidates who have studied the specified areas. It is comparable to previous papers.

This paper adhered to the established principles consistent with all other sessions. Overall, most candidates performed satisfactorily.

Section A: Reading.

Students 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 'distractors'. The words used should be appropriate linguistically and context wise.

The text is chosen from an authentic source and is current and relevant to the students' study of GTA.

While a good number of students performed well, showing a solid understanding of contextual appropriateness, others made mistakes that are not expected from A-level students. It was observed that some candidates struggled with selecting the correct words, often picking distractors which led to nonsensical gap fills – for example using (تبنى) instead of (تمتلى) ending with a sentence (وتبنى الحوانيت بالعديد من البضائع).

We also notice a problem with masculine and feminine in grammar, where in Q3b, some students offset the relative pronoun (التي) with (الذي). There is also a common mistake in using the prepositions (إلى instead of في) indicating a poor knowledge of Arabic grammar, even though these are words frequently used in everyday conversations. Many students struggled with specific vocabulary terms, particularly (تأخذ الأبواب) in sub-questions 3e and 3f, which were not widely recognised.

Students can improve their exam preparation by practicing activities that involve filling in gaps with appropriate words. It is essential for students to distinguish between the given words by understanding their precise meanings and considering their positions within the sentence, as this can alter the sentence's meaning. Additionally, they should pay attention to the context to complete this task accurately.

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 (المصارعة) is a longer and more complex text. It is from the GTA (Lifestyle, health, and fitness). This text is used for question 4 and question 5 in the grammar section. As a topic in the GTA, students should be familiar with the vocabulary and the text is accessible and relevant. The topic of this question is 'sport' where the students 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.

Students did generally well in this question, with a performance comparable to previous series. Yet we found that there are parts of the question where a sizable number of students did make mistakes; for example, in Q4a most students did not answer the first and main part of the question (ما الذي تميزت به المصارعة في بداياتها؟), they only gave the justification.

In 4b, some gave one answer and missed the second (سجلت أكثر من مئتي حركة مختلفة).

In other parts like 4c, some completely missed the question, or in 4d they did not mention the fact that Arabs gave this name to the wrestler (لأن العرب كانوا يسمون المصارع بالعرنة).

Again, we noticed that many students showed a lack of understanding of the Arabic text and kept copying chunks of writing to answer the questions instead of using their own words.

Students must be more careful while reading the questions so they can further improve the quality of their answers and performance. They should read questions multiple times, underline key details, and check the marks assigned (1 mark per correct point). They should find answers in the given text and verify them. Students must differentiate between a single point and its elaboration, and distinct points to avoid losing marks.

Section B: Grammar.

Q5:

Question 5 is linked to passage four. Students 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.

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

There are certain parts of this question where most students made mistakes, for example:

5a. A common mistake seen in this sentence was to do with masculine and feminine incompatibility (كانت صراع).

5c. Many students misused (زاد), often writing (زاد عن) or (زاد أكثر من), which indicated a poor grasp of Arabic grammar, especially prepositions.

5d. A common mistake in this sentence was using the present form of verb after (إذا). And some wrote the verb (قارنا) with (ة).

5e. Many students mistakenly added the preposition (ب) to (تحويل), altering the intended meaning. Others incorrectly started the sentence with (قاموا الفراعنة).

5f. Many students used the word (بل) without negating the preceding clause.

5h. The relative pronoun (مَنْ) was incorrectly used for non-human subjects, (التي) instead of (التي). (الحياة البدوية هي من فرضت على العرب التوجه نحو رياضات قاسية)

5i. A significant number of students altered the meaning of the sentence rather than implementing the necessary grammatical transformation, by writing:

(درجت القبائل على جعل المصارعة أهم ركن في سمرهم اليومي), which made wrestling the 'most important aspect' instead of 'one of the important aspects'.

Many students if not most had problems with grammar and how-to re-word the sentence without losing its original meaning even though 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, students in many cases had problems in the conjugation of certain verbs and the structure of the sentence.

Students are required to use the provided word in the given sentence without altering its meaning or adding any prefixes or suffixes. Practicing this activity will help students develop the skill of accurately rewriting sentences while maintaining the original meaning, using appropriate words and correct structures.

Q6:

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

Students often miss the (الشدة) in words that require it and forget to vocalise the (و).

The recurring issue of students using multiple vowels per character persists. Some students have only vocalized the last letter of the word.

Listening and reading aloud, along with an understanding of grammatical rules, will enhance students' ability to correctly vocalise any given words.

Section C: Continuous writing

Q8:

This is a continuous writing question. This series, the question asked the candidates to write an article of 240-280 words,

The topic for this series was (السياحة البيئية). Students were asked to suggest an environmentally friendly tourist project for the local area.

Proficient students grasped the question, linking tourism and environmental sustainability with varied vocabulary such as recycling, renewable energies, coral reef planting, and oxygen production. They structured their essays well and addressed all points effectively. However, large percentage of students did not understand the meaning of ecotourism and ended up writing about any tourism project without drawing attention to its impact on the environment. There was some confusion regarding the concept of ecotourism, leading to essays that focused on either tourism or the environment, but not both. Some tours suggested by the candidates included visits to established destinations such as Petra, the Dead Sea, or the pyramids without incorporating projects or references related to ecotourism.

Some common issues included writing a pre-learned introduction or copying the stimulus. Additionally, issues with grammar, sentence structure, and spelling contributed to the loss of marks in the (Quality of Language) criterion. Most students exhibited satisfactory or above-average language proficiency (Level 3 or higher). However, some wrote fewer words than required, which led to predictable vocabulary and limited grammatical range. Additionally, dialectal influences were noted as some students spelled words based on their pronunciation, resulting in misspellings. Examples of this: – البهر الأهمر- أزايز- تتبيق- الإندمام(الانضمام) -عالمنا يموط – المناطق (المناطق)

To assist students in improving their performance on this question, they should be encouraged to utilize the provided stimulus as an inspiration for their ideas. It is essential for students to carefully read the question multiple times and plan their writing by brainstorming relevant ideas and points that address the specific topic required. This process should include covering all the requested points. Using the plan, students should select key elements for the introduction, the main body, and the conclusion of their essay. By consistently referring to the question, candidates can ensure they remain focused on the task and avoid losing marks for digression. Additionally, students should ensure that their writing is well-organized, coherent, and adequately addresses all the required points within the specified word count.

Summary

Overall, the performance in January 2025 was similar to that in previous years. Performance varied across different sections of the paper. While some candidates performed excellently, many students demonstrated limited knowledge of specific vocabulary and grammatical structures, impacting their overall results.

Based on their performance on this paper, students should:

- Read all of the texts in their entirety, including the title, to get the overall meaning.
- Read all the questions carefully before answering.

- ***In Q5, candidates must:***
 - Read the sentence and understand the meaning before starting the changing process.
 - NOT change the form of the word given.
 - Make sure that the meaning of the original sentence has not changed.

- ***In Q8, candidates must:***
 - Read the stimulus and make use of it.
 - Read the question carefully to understand it.
 - Write a reasonable introduction, not too long.
 - Address all of the bullet points in their answer.
 - Check their essay at the end for correct language and content.

Teachers are advised to:

- Use past papers and mark scheme as well as the examiner's report to assist students with understanding this paper.
- Help students to become familiar with the question rubrics on this paper.
- Cover all of the grammar list for this level and work on improving students' understanding of arabic grammar and application of language.
- Let students know that if the question carries two marks, they must give two pieces of information.
- Inform students that only the first answer would be considered, as some students write an incorrect answer then write the correct one after that.

