



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel International Advanced Level
In Arabic (WAA01)
Unit 1: Understanding and Written Response

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Publications Code WAA01_01_2506_ER

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Introduction

The examination was fair and aligned with previous assessments under this specification. It was evident that students have become increasingly adept with this style of examination, resulting in a marked improvement in exam technique. The standard of language demonstrated was consistent with prior sessions, as was overall performance. Students appeared to benefit from engaging with past papers and the sample assessment materials (SAM).

Overall, the majority of candidates performed competently. The passages selected were contemporary and relevant to the candidates' interests. All materials were sourced from authentic Arabic texts and carefully chosen to accommodate varying levels of language proficiency.

Section A: Reading

Students are expected to understand, retrieve, and communicate information from a selection of different Arabic-language texts. They will provide a combination of non-verbal and Arabic-language responses. Up to 30 marks may be awarded according to the assessment-specific mark scheme.

Q3

In this exercise, students are instructed to read a passage containing 10 gaps, which are to be filled with words selected from a set of 20 provided in a box. Of these 20 words, 10 serve as distractors. Five of the correct words are low demand, and the remaining five as medium demand. The words chosen should be appropriate both linguistically and contextually.

The passage (الحقائق المنزلية) is selected from an authentic, current source and is relevant to students' study of GTA (environment).

Most students who attempted this question performed well, with many achieving high or full marks. However, some candidates appeared to misunderstand the meaning of the provided words, as evidenced by their use of inappropriate terms to complete the gaps. For example, in 3c, instead of writing "والوان" they would write "اسماء". In 3h, they would write "الشارع" instead of "البيئة". In 3j, they would write "البيئة" instead of "هي"

3i appears to be particularly challenging, as students tend to use the term (هبوب) with which they are more familiar, rather than (حدة).

When students struggle to understand a sentence, they tend to choose words with similar meanings. Encourage students to read the entire text for context so their word choices accurately reflect the intended meaning.

When students struggle to understand a sentence, they tend to choose words with similar meanings. Encourage students to read the entire text for context so their word choices accurately reflect the intended meaning.

I would advise that students read the whole text after fillings all the gaps to check whether the chosen words make sense.

Q4

Passage 4, (تحويل الأموال), is a longer and more detailed text from the GTA (Technology) section. This text is used for questions 4 and 5 in the grammar section.

This is a comprehension question in which students read a text and respond to short questions. All parts of question 4 require a higher level of understanding so, students should be encouraged to reflect on the text before answering.

The text was accessible, and students engaged well. Stronger candidates gave concise, relevant answers, while weaker ones copied paragraphs without pinpointing correct responses, leading to lost marks.

Students should know that copying an entire paragraph, even if it contains the correct response, will not be recognised or rewarded.

Some common issues were partially answering questions that required two responses (such as 4c and 4d). Additionally, some students wrote brief, incomplete sentences beginning with pronouns, for example, (هم ينشطون على وسائل), making it unclear what is being referred to. Such abbreviation distorts the meaning.

Section B: Grammar

Q5

Question 5 relates to passage four. Students are required to show their knowledge of grammar by revising ten sentences from an earlier exercise, restructuring each sentence to include a specified word. Each question is worth one mark.

A limited number of students demonstrated correct usage of the provided vocabulary, which affected their potential to attain higher scores on this question. Common mistakes in this question included:

- Incorrect use of particles like "أن" vs. "أنَّ"
- Changing the word form.
- Failure to rephrase the full sentence (e.g., omitting "التي تسعى")
- Substituting verbs or changing word order in ways that altered meaning
- Adding unnecessary pronouns or misplacing prepositions

Most of these errors resulted from insufficient knowledge of fundamental Arabic grammar. It is recommended that centres be informed of the significance of Arabic grammar in Question 5 of this examination, and that candidates should be encouraged to strengthen their grammatical proficiency to achieve higher marks.

Q6

This was a vocalization question. Overall, students performed satisfactorily, with the text being generally clear and understandable. However, some students did not vocalize every word, and a few omitted responses altogether. Most errors occurred with longer or compound words, and there were occasional misplacements of diacritics.

Students should practise Arabic grammar and learn to identify clues about word placement and correct vocalisation in sentences.

Section C: Continuous Writing

Q8

Question 8 is an essay question that requires a response of 240 to 280 words. It is worth 30 marks and instructs students to write an article based on the provided stimulus text. In this series, students were asked to propose a program that promotes family bonding and to outline its benefits for both families and the broader community. Additionally, they were required to suggest methods to ensure the program's continuity.

In general, students responded well to the first two bullet points, often making thoughtful suggestions for family bonding activities. However, a few interpreted the word “programs” too literally and focused on television shows rather than structured family-oriented initiatives.

While some students provided reasonable ideas on how to carry out the activities with their families, the concepts of “implementation” and especially “ensuring success and continuity” were misunderstood by many. As a result, a significant number of students lost marks for not adequately addressing these last two points.

Most students explained the benefits of such projects for the family, while only a small number mentioned possible benefits for the broader community.

Some students provided only partial responses, with certain key aspects missing. Common issues included omitting the introduction or merely copying from the question stem.

Some students have difficulty developing their ideas and encounter challenges in communicating effectively, often making errors in grammar and sentence structure. In certain responses, limited language proficiency resulted in unclear expression of ideas or incomplete responses to the task requirements.

Recommendations to centres

- Centres are reminded to use past papers, mark scheme and examiner's reports.
- Students should be encouraged to broaden their reading to include a diverse range of topics, to enhancing their Arabic vocabulary and gaining familiarity with various literary styles and sentence structures.
- It has come to our attention that some candidates exhibit handwriting that is difficult to read, either due to improper letter formation or incorrect application of phonics. We recommend that centres place additional emphasis on improving students' handwriting and spelling skills.
- It is recommended that students address all aspects of the prompt in their writing to maximise their scores. Additionally, practising various forms and styles of writing will further enhance their proficiency.
- Students must be informed that when they cross a word or a sentence, no mark will be awarded even if they were correct.
- Please ask the students to indicate if they use a continuation page.

