



Examiners' Report Principal Examiner Feedback

Summer 2023

Pearson Edexcel International Advanced Level
In Arabic (WAA02)
Paper 01: Writing and Research

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

Summer 2023

Publications Code WAA02_01_2306_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

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: Arab Scientists, Art, Films, Poetry, Arabic Novels, 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, 'Somalia and climate change'. 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: (political, peace, regional stability, oil, emission, locusts, youth, coastline, negotiated, Horn of Africa).

While many students translated the name of the country: Somalia correctly, many others wrote the English name in Arabic letters: صوماليا أو سوماليا.

The handwriting was mostly clear, and some candidates used very good sentence structure, and grammar, even poor translation was sometimes able to transfer the general meaning which could be understood 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 Tourism in an Arab country.

Many candidates wrote good story about how they could benefit their countries by suggesting a project that could contribute to increasing the number of tourists visiting the country. this was a successful question for most candidates, 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 candidate's imagination.

Question 2 (b)

The topic was an article type that went with the same theme of touristic project, however, many candidates missed some points, such as mentioning clearly the that the article is for مجلة السياحة , and to aim to win a university grant. 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 substation. 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 Ibn Haitham 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 Ibn Haitham. 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 an Arab scientist.

No responses.

Question 4 (a)

The first of two essays Arab architecture and art, candidates were asked to choose one of the train or bus stations in an Arab country, then describe its most prominent features and features, and provide a personal point of view 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.

Question 4 (b)

The second essay question on Arab art and architecture requires students to discuss one piece of furniture in the Arab home and its cultural significance. Very few chose this question. 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 candidates chose this question, which demonstrates its popularity. The higher ability candidates produced balanced essays that directly address the question, and lower ability candidates 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.

The three deceptions: Consistent with past performances, some candidates simply narrate the film by summarising and did not apply any critical analysis which scores very few marks.

Question 5 (b)

In (5b), Soft Hands: most candidates could not identify the three examples in the question and failed to mention bbq corn seller. Some students provided suitable answers and displayed a good understanding of the requirements. 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 writing the actor's name and do not answer the question.

Some low ability candidates gave answers which summarised the movie and focusing on the main character, referred to as just 'the prince' with a lot of unnecessary details without any analysis – and not attempting to answer the focus of the question.

Question 6 (a)

In this section, Tragedy in Arabic Cinema, "I need a solution": Less than half the candidates who chose this question demonstrated a strong understanding of the question and applied critical analysis.

Many only managed to write about the main character Duryaa and completely neglected mentioning the other two characters. They also avoided analysing the matter of social conflicts, consistent due to lack of teaching the demands of the qualification to study cinematography and contextual awareness with film studies.

Question 6 (b)

Arabic Tragedy: The wife of the VIP: Good level of writing in the responses. Most responded very well to this question, good grades were achieved by most candidates, many still need to master the skill of answering effectively to technical questions. Again, the onus is on the teachers, who are clearly not teaching the Assessment Objectives consistently.

Question 6 (a)

Arabic poetry: Elia Abu Madi, entitled "Eid Gifts". What is the occasion of the text? And how did the poet see his gifts? No responses – as there is an absence of poetry teaching – an art form that represents the majority of Arabic literature.

Question 7 (b)

Arabic poetry: The poet portrayed emotional scenes with a poem entitled "Lemon Basket".

What do you know about the author of the text? What are the basic ideas? What do you think are the most important characteristics of his literary style? No. responses.

Question 6 (a)

The wedding of Zein: Question 8a was more popular than Q8b. This is common for most learners favouring one novel over another. Higher ability learners answered the literature question with the best approaches, making references to the text and substantiating their opinion with authentic evidence.

Question 8 (b)

Arabic literature 'Body Memory': Question 8b was more popular for the smaller number of candidates who chose this option, less responses. 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 watch the film adaptation of it, as they could have different details or endings. limit their awareness and opportunities.

