



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International A Level
In Arabic (WAA02)

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Introduction

Candidates 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.

Candidates will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas: 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 WAA02 contains a passage of 200 words in English to translate into Arabic, most candidates were successful and achieved a good grade. Candidates generally performed well in response to the stimulus. Most 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, “The Birthplace of Oud” (perfume/fragrance, raw, bark of trees, wood chips burnt, garments, spiritual cleansing, places of worship). While many candidates translated the title, many forgot to do so. While most candidates were able to use the glossed words provided, some missed using these. 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

The discursive essay, candidates were required to write a story based on the events described in the given text which describes the successes of the Saudi Women’s football team.

This series revealed an improved balance between those who chose (a) or (b) and this was a successful question for most learners, lower ability candidates 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.

Lower ability responses typically are overly reliant on the stimulus to produce their answers. Higher ability responses use the guidance to develop a creative or discursive answer targeted at the required audience or as a relevant and thoughtful story.

Question 2(a)

Many candidates demonstrated excellent writing ability with imaginative content relevant to the question. Many candidates wrote interesting stories about how a schoolgirl achieved her dream and became a professional footballer. The prompt was clear and gave an aimed guidance for a wide scope to test their writing skills and power of literary imagination and creativity.

Question 2(b)

The topic was a letter type that went with the same football theme; however, few did not pay attention to the letter writing structure, e.g: introduction, greeting, ending, names, signature.

Section C

Question 3(a)

The first of two questions on Arab science, the candidates were instructed to discuss the Achievements of Ibn Zahr, together with some biographical details of the scientist's life and background.

Few candidates answered this question, therefore it would be beneficial to the development and progress of candidates 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 candidates the flexibility to write an account about the life of the first Arab aviation scientist.

No relevant responses

Question 4(a)

The first of two essays Arab architecture and art, learners were asked to discuss Arab architecture of houses 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, however others did not answer the question correctly and instead discuss buildings such as mosques and the pyramids.

Question 4(b)

The second essay question on Arab art and architecture requires candidates to discuss calligraphy and its cultural significance. Very few responses, some direct and well written with a balanced report on a variety of calligraphy types- others were not relevant the 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 5(a) length and depth, but only few who could analyse the characters: or to write their own opinion directly on the question for the Arabic Comedy film. Most candidates wrote a good evaluation for the social- political situation of women and the comedy that was all been engulfed in, analysing events and characters in the movie: *مراتي مدير عام*, very few wrote detailed opinion about the current status of women.

Higher ability learners produced balanced essays that directly address the question, and lower ability learners 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.

Question 5(b)

In (5b), less popular than 5a, few candidates could produce a good evaluation of the film, and convincing reasons for the actor Abdul Monaem to succeed in playing the role of a woman.

Question 6(a)

In this section, Tragedy in Arabic Cinema, candidates were required to evaluate the main issue raised in the film "Captain Abu Raed". Most candidates wrote mostly irrelevant narration of the story rather than the focus of the pilot's hat. The symbol of the pilot's hat was usually mentioned briefly at the end, mostly without depth.

Lower ability candidates typically only managed, to narrate the film by summarising and did not apply any critical analysis which is the lacking point in every marking series. Higher ability candidates responded to the focus of the question to form their essays.

Question 6(b)

Most candidates wrote only the events of the film, commenting briefly about the fateful ending. Very few mentioned Mona's parents and their role in protecting their daughter.

Lower ability typically only managed as usual to narrate the film by summarising and did not apply any critical analysis which still the lacking point in every marking series. Higher ability candidates responded to the focus of loneliness to form their essays.

Question 7(a)

No learners answered this question. Each series, including this series, Q7a and Q7b are the least popular questions to be chosen. This series no learner chose the question. As the question is rarely chosen each year.

Question 7(b)

No relevant responses. It is a teacher's responsibility to expose candidates to literature and poetry as part of their Arabic International A level, they should understand the influence of 1500 years of poetry on Arabic as a language and shared culture of 22 nations.

Question 8(a)

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 "Call of the Nightengale": A popular question, with good quality analysis, supported with references to the events, characters and writing style used by Taha Hussien.

Unfortunately, some candidates lost many marks because they were using the film, which differs significantly from the novel. Candidates must read the actual novel, and not rely on film adaptations to be successful.

Paper Summary

General candidate 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 candidates choose to answer questions on poetry, which suggests some candidates may not be covering the full specification.

Examiner's Advice

- Candidates should practice more on 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.
- When answering question two, candidates must not copy from the stimulus, this will reduce the level awarded, and will be irrelevant to the question's task.
- 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 which may limit their awareness and opportunities.

