



Examiner's Report

Principal Examiner Feedback

November 2023

Pearson Edexcel International GCSE
In Arabic (4AA1) Paper 01

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Introduction:

The examination paper designed to accommodate a wide range of student profiles. The International GCSE qualification is graded and certificated on a nine-grade scale from 9 to 1, where the total subject mark having 9 as the highest grade and 1 being the lowest.

General:

The content and the structure of the question paper as follow:

- The question paper consists of two parts - the text booklet and the Questions booklet.

The text booklet consists of three passages relating to themes that consist of:

- Youth Matters
- Education
- Media
- Culture
- Sport & Leisure
- Travel & Tourism
- Business, work & Development
- Environment
- Health
- Technology

This series' text booklet contains three parts divided into two topics; culture (self development and how to be happy) and tourism (the city of Babylon).

The question booklet is divided into three sections;

Section One is 49 marks and covers questions 1 to 9 which are based on the first and second texts. Q04 and Q08 require the candidates to apply rhetoric and literary analysis to the texts. Q09 requires the candidates to apply literary and rhetoric analysis to compare between the texts. Students should be advised of the best way to answer question 9; They must mention the type of texts, the type of audience, the type of language used, the tone of the text, the choice of vocabulary, and grammatical structure. The updated mark scheme is very clear to follow.

Section Two demands a summary on the third text (The old city of Babylon) with 6 marks.

Section Three is grammar-based questions and has 20 marks.

The total marks for this paper are 75 marks.

Comments on Individual Questions:

Section 1

The first and second texts are اصنع حياتك and تنمية الذات

Question 1 and 5:

Candidates' responses to these questions were good and it seemed that they found the texts interesting and relevant. So, a lot answered for Q1 with في السنوات الأخيرة/في السنوات الماضية القريبة or similar allowing them to get the mark.

For Q5 most of the candidates scored the one mark as they found the text easy and answered using the correct points on the mark scheme or similar.

Question 2 and 6:

In Q2 most of the candidates were unable to get full marks as they found the last paragraph of the text confusing and were unable to provide an answer with the right quotation which would provide full marks. There were a few who managed to obtain full marks. Some did not get any marks as they misunderstood the text and copied irrelevant parts from the text. In Q6 most of the candidates did not find it difficult to give a good answer to this question using the text with quotes. Most candidates scored full marks. A lot answered with وجود المثل الأعلى وسيلة للنجاح في الحياة. or used the quote . إليه / ... و يسعى دائما للوصول إليه. ".... أن يكون للإنسان مثلاً أعلى يطمح

Question 3a and 7a:

Most candidates understood both questions and received full marks.

Q3a, the answer that was found easy and written by most of them and was mentioned the keyword النجاح A small percentage of candidates were unable to get the right answer.

7b was easy for the candidates to understand and answer correctly. Most of the candidates answered well and scored high marks. However, some lost marks as they seemed to misunderstand the point of the question. For example, instead of writing الغش/ الاحتيال.. they answered with

الصدق / بره بالضعفاء/ لا يغش الناس

Question 3b and 7b:

These questions were slightly complicated, and a high percentage of candidates were unable to give the right answers to the sub-questions especially Q7b which was ambiguous to many the candidates.

Most candidates had difficulty providing the right answer with the correct quotation.

Question 4 and 8:

These questions were about the use of sentences and words in the text, as it is kind of writing style البلاغة that requires a high level of proficiency in the knowledge of the language. Most candidates struggled to identify the different styles of writing used by the author. Most candidates were confused between different styles used in the text and were naming rhetorical style الأساليب البلاغية by the wrong terms such as الأسلوب الانشائي \الأسلوب الخبري Structural style. Students also made a mistake in distinguishing between assonance and alliteration between counterpoint and tandem as well as between metonymy and metaphor. Most students failed in the rhetorical analysis of the text and mentioned the purposes of its use. A group of students only presented general information without applying it to the text and this negatively affected the grades assigned to the students. بين السجع والجناس وبين الطباق والترادف كما أخطأ الطلبة في التمييز.

و كذلك بين الكناية والاستعارة. وفشل جل الطلبة في التحليل البلاغي للنص وذكر غايات استعماله وقد اكتفى مجموعة من الطلبة في عرض معلومات عامة حفظوها في علم البلاغة بدون تطبيقها بشكل صحيح على النص وهذا ما أثر سلبا على الدرجات المسندة للطلبة.

Even both texts are more accessible by most candidates than previous years but always these questions still represent an issue for this paper as lots of students use pre-learnt sentences/paragraphs to answer this question. Lots of answers look very similar. There is also a problem with finding correct quotes to justify their answers especially with the use of language.

Question 9:

No sign of improvement as most candidates wrote a summary. This question was the hardest as it involved a rhetorical comparison between two different texts as well as it being a heavily weighted question with fifteen marks. Candidates should compare how the two writers were able to express their opinions about how to be happy and successful in your life. They have to mention what is the type of each text, who the audience are, what the type of language used (formal or not), the tone of the text as is it serious or not, choice of vocabulary, and grammatical structure. The candidate can use some of the points presented in the fourth and eighth questions when comparing them.

Section 2

Question 10:

This question was relatively easy 'the old city Babylon'; many of the candidates did not find it difficult to sum up the article (the ancient city of Babylon) and they had no difficulty to use good Arabic and the correct grammar in their answers. Only a few candidates scored low marks whilst the majority received full marks.

Section 3

Question 11:

Most candidates did not respond well. They were unable to extract the correct answers from the text and this is down to a weakness in the grammatical aspect. Only a few were able to answer correctly.

Question 12:

Similarly, this question was also quite difficult for the candidates. A lot of candidates scored low marks. This is once again down to poor grammar. Especially in 12c, 12d, and 12e. They would write طالباً / تبحان / المجدون / instead of طالب / المجد / تحب

Question 13:

Candidates were unable to use grammatical skills to get the correct answer resulting in very low marks being scored. Instead of writing ظرف مكان they wrote مضاف فاعل / نعت / مضاف. A lot of them did not try to attempt this question and left it blank.

Q13e: This question was found difficult. A lot of them left the question unanswered and the majority who answered did not do so correctly. They would often write مفعول به منصوب / ظرف مكان instead of فاعل مرفوع و علامة رفعه الضمة

Question 14:

This question includes a set of grammatical rules that the student must know. A small number of students answered correctly, and some did not. Difficulty was mainly found in 14a where they would make a mistake on the final word of the answer. Instead of writing مدينتك they would write مدينتكم / مدينتكم. Difficulty was also found in 14c and 14e. Very few candidates managed to score full marks. It would be beneficial for students to pay close attention to grammar and parsing.

Advice to centres:

- Centres are advised to remind the candidates to write clearly and to write in black pen.
- Candidates should be informed that the marking is done electronically, so they should answer the questions in the allocated space. Some candidates have answered question 8 in the space of question 9 and vice versa and that has affected the marking procedure.
- Centres should inform their candidates that they should not answer in the transcript booklet as it will not be scanned for marking.
- Centres are also reminded to use past papers, mark schemes and examiner's reports.
- Paying attention to rubric is strongly recommended.
- Centres should inform their candidates to show a clear understanding of question 2, question 3b, question 6, and question 7b. These questions award 2 marks each one for the students answer and one for the quotation hence they need to be very clear. The quotation should be clear using the quotation sign ""
- Centres should advise their students the best way to answer question 9. The Arabic teacher should advise students to compare how the two writers express their opinions. They must mention the type of texts (e.g. article, interview...), who the audience is, the type of language used (formal or not), the tone of the text (serious or not), choice of vocabulary, and grammatical structure. The mark scheme has been updated to provide more clarity to teachers.

