



Examiners' Report

Principal Examiner Feedback

Summer 2024

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: Tourism (trip to north pole) and tourism (the festivals for all).

- 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.

Question 4 and **Question 8** require the candidates to apply rhetoric and literary analysis to the texts. **Question 9** 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 (الصحة ثروة لا يُستغنى عنها) Health is an indispensable wealth) 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 المهرجانات للجميع and رحلة إلى القطب الشمالي

Question 1:

Most candidates got the answer right. There were a minority who confused the word “thickness” with fish. (سُمك الجليد مع سَمَك). Another minority answered “to go on an air balloon” which was wrong.

Question 2:

The Q2 was straightforward as well, and numerous numbers of candidates were successful; however, some of them did not get the full mark because they either stated the quote or missed it.

Question 3a and 3b:

Both Parts (a) & (b) were quite easy and the many candidates managed to give the right answer. However, in part b, some candidates wrote long quotes, including the correct part. So, they must be trained enough to select the evidence accurately and save their time during the exam.

Question 5:

This question was straight forward, and most students were able to achieve the mark for it. Most of the candidates answered well and scored high marks.

Question 6:

Many candidates were given full marks. However, some of them got only one despite they provided the correct evidence where they included a specify type of music or celebrations like (احتفالات رأس السنة)

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 styles الأساليب البلاغية by the wrong terms such as الأسلوب الإنشائي \ 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. كما أخطأ الطلبة في التمييز بين السجع والجناس وبين الطباق والترادف.

وكذلك 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 سلباً 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 7a and 7b:

Question 7a was easy for the candidates to understand and answer correctly as the text was easy for them to understand. Many of the candidates answered well and scored high marks. We accept التسويق والتوظيف نيابة عن الاقتصاد والقطاعات الخدماتية

Question 7b was found difficult by some of the candidates. They were unable to extract the correct answer from the text as they found the question hard to understand.

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 must mention what is the type of each text, who the audience is, 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:

Most answers gave a detailed summary, however, many students missed the bullet point of social relationships المشاركة في الأنشطة المجتمعية والعلاقات الإيجابية مع الآخرين and wrote about social activities instead showing a misunderstanding of the bullet point.

Section 3

Question 11:

Students' answers showed a weakness in the grammar level. Many 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.

Question 12:

This is a good question that shows the student's strength and intelligence. Question 12e was a challenging question because the given word was (حرث) and many students never thought that they should change it to (محراث).

Question 13:

Candidates were unable to use grammatical skills to get the correct answer resulting in very low marks being scored. For question 13d instead of writing مضاف إليه....they wrote فاعل مرفوع. نعت/ مضاف إليه..... For question 13e instead of writing مضاف إليه....they wrote فاعل مرفوع. نعت/ مضاف إليه..... 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 instead of مضاف إليه مجرور بالفتحة بدل الكسرة لأنه ممنوع من الصرف....مكان

Question 14:

This question includes a set of grammatical rules that the student must know. Several students answered correctly. However, there were still a lot who failed to correctly answer. This question was found easier compared to Q11, Q12 and Q13, however there were still some cases of weak grammar.

The rubric of the question is clear: do not add or delete any words that are not needed. In other words, do not add words to the sentence. Some students made the mistake of adding words on their own. For example: Q14c (يريد خالد أن يخرج مع أصدقائه للعشاء) rather than مع أصدقائه للعشاء الأصدقاء للعشاء

Q14d: (ما هي درجة الحرارة اليوم) rather than ما درجة الحرارة اليوم as in the question.

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.

