



Examiners' Report

Principal Examiner Feedback

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

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Introduction

The examination paper has been structured to provide to a diverse range of student abilities and profiles. The International GCSE qualification uses a nine-grade scale, ranging from 9 (the highest grade) to 1 (the lowest), based on the total subject marks achieved by the candidate.

Candidates are generally required to demonstrate their comprehension of written Arabic by completing a variety of reading tasks.

The examination is divided into two components: the Text Booklet and the Question Booklet. The Text Booklet includes three passages, with the first two focusing on Education-related topics and the third exploring an Environmental theme. The Question Booklet is organised into three sections:

- Section One (Questions 1–9): Based on the first and second texts, this section is worth a total of 49 marks. Questions 4 and 8 involve rhetoric and literary analysis, while Question 9 asks candidates to compare the two texts using these analytical skills.
- Section Two: Requires a summary of the third text, worth 6 marks.
- Section Three: Focuses on grammar-related questions, with a total of 20 marks.

This structure allows candidates to engage with a variety of question types, assessing their skills in comprehension, analysis, summarisation, and grammar.

The total marks for this paper are 75 marks.

Comments on Individual Questions:

Section 1

The first text is 'The importance of education in our lives' (أهمية التعليم في حياتنا) and the second text is 'Slow learning for the elderly' (صعوبات التعلم عند كبار السن).

Each text relates to four of the questions asked. The final question in this section, Question 9, asks candidates to consider both texts in relation to each other.

Question 1:

This question was about the difficulties faced by people without education. Around a third of candidates answered correctly, with the most common mistake being that they would write لا يستطيع ان يكتسب خبرات من الكتب والصحف والمجلات, which was not a correct answer.

Question 2:

This question required quotations from the text in its answer. Most candidates got this question right. Some candidates however did not use quotations in their answer or would quote

something not in the text. In addition, some students did not use the phrase 'higher education' - they only used 'education'.

Question 3a:

The candidates needed to mention two points to gain both marks when answering the question on what changed when a child received an education. Some students would often split one point into two which was not part of the mark scheme and so they did not receive both marks.

Question 3b:

This question also required quotations from the text in its answer, and similar to Question 2 the candidates made the same mistake of not including a quotation. In addition, some candidates did not use the phrase *تعليم قوي او القيام بمهام اكثر فاعلية* to answer the question.

Question 4:

This question is about the use of sentences and vocabulary within the first text, as this text uses the "rhetorical" writing style *البلاغة* which requires a high level of proficiency in knowledge of the language from the text's audience. 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 الانشائي* (structural style). Most students failed in their rhetorical analysis of the text and in mentioning the author's purpose. A group of students only presented general information without applying it to the text and this ambiguity negatively affected the grades assigned to the students.

Question 5:

Almost half of candidates did not receive the mark for this question and many left the answer space blank. The reason for this could be that they did not understand the question. The answer was *المعلم*.

Question 6:

The majority of students did not use quotations from the text in their answer to this question and so they did not receive both marks. Many of them wrote this incorrect answer *التشجيع على تصفح المجلات المطبوعة والإلكترونية*. They did not understand the question and some only gave the quotation without the supporting answer which also resulted in only one mark for the correct quotation.

Question 7a:

The candidates were asked to give two consequences of what problems people had in daily life. Many candidates answered well and scored high marks.

Question 7b:

This question was found fair by the candidates. They were able to extract the correct answer from the text as they found the question reasonable to understand. There were a few who answered incorrectly.

Question 8:

Like question 4, candidates answered quite well with them scoring good marks this series. Many students were able to answer using some of the suggested points in the mark scheme which earned them marks. However, there were still some candidates who found this question difficult. Some students did not use quotations in their answers to back up their points or summarised the text instead of analysing it which meant they were unable to obtain high marks.

Question 9:

The comparison between two texts (4 and 8) proved harder than Questions 4 and 8. Some students just summarised the texts without comparing the two. Some students did not include quotations, which led to a loss in marks. 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. For this question, candidates were asked to 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 the type of text, who the audience is, the type of language used (formal or informal), the tone of the text (e.g. is it serious or not?), the choice of vocabulary, and the grammatical structure, for each text, and then also compare them. The candidate can use some of the same points they presented in Questions 4 and 8 when comparing texts in Question 9.

Section 2

This section covers the summary of the third text.

Question 10:

This question asked the candidates to write a summary about why crows are important, how they benefit the environment and agriculture, and how they live. Some points were easier to find than others for the candidates, such as the fourth point (البيئة الاجتماعية والروابط السرية) in the mark scheme), which candidates often included in their answers. However, some students did not find the third point (العلاقة التكافلية مع البشر) in the mark scheme) as easily. In general, candidates used good Arabic and the correct grammar in their answers.

Section 3

This section covers grammar with some questions taken from the third text.

Question 11:

Most candidates did not answer this question well. They were unable to extract the correct answers from the text, most likely due to a weakness in grammar. For instance, only a few were able to answer Q11c correctly. Candidates found 11d extremely difficult to answer.

Question 12:

This question was also quite difficult for the candidates. A lot of candidates scored low marks. This is due to their weakness in grammar, especially as regards the questions in 12b (سيقولان) and 12c (عاملان). Most candidates answered 12e (مسرورات) correctly and scored one mark for this.

Questions 13a-13e:

Most of the candidates scored some marks across these questions, with the exception of:

Question 13d:

Once again, this question was very difficult for the candidates. Candidates were unable to use the grammatical skills required to get the correct answer, resulting in very low marks being scored. Instead of writing مفعول به منصوب they wrote نعت / تمییز حال / نعت. A lot of them did not attempt this question and instead left it blank.

Question 13e:

This question was found very difficult by the candidates. A lot of them left the question unanswered and the majority who answered did not do so correctly. They would often write اسم فاعل instead of نعت.

Question 14:

This question includes a set of grammatical rules that candidates must know. A number of students answered correctly and some did not. Difficulty was mainly found in 14a ركضت مع كلتا and 14c حسبت خالدًا يذاكر دروسه. However, 14b نحن نحترم من يحترمك was easy for candidate to answer and 14e لا منافقين بيننا was answered correctly by the majority. Overall, candidates tried their best in answering this 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 or 4 and vice versa and this has affected the marking procedure.
- There are extra pages added for question 4, 8, 9, and 10 so in total the number of pages is 20. In the past exam series, there were 16 pages only.
- 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 rubrics is strongly recommended.
- Centres should inform their candidates as to how to answer question 2, question 3b, question 6, and question 7b so candidates can clearly understand what these questions are asking. For these questions 2 marks may be awarded: one for the candidate's answer and one for the quotation they use, hence students need to be very clear in their answers. The quotation should be clearly marked using the quotation marks "", or should be written on a separate line.
- Centres should advise their students on the best way to answer question 9. Teachers 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), the choice of vocabulary, and the grammatical structure. The mark scheme has been updated to provide more clarity to teachers.

