



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Arabic (4AA1)

Paper 01: Reading, Summary and Grammar

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Introduction

The examination paper is designed to accommodate a wide range of student profiles. The International GCSE qualification is graded and certified on a nine-point scale, ranging from 9 (the highest grade) to 1 (the lowest), based on the total subject mark.

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

In this series, the Text Booklet is organized into two parts, covering two main themes.

- **Part 1** focuses on *Media*, featuring passages on cinematic art, reading books, and a meeting with a graphic artist.
- **Part 2** involves a summarising task based on the *Business* theme, specifically centred on a sweets factory.

The Question Booklet is divided into three sections:

- **Section One** is worth **49 marks** and includes **Questions 1 to 9**, which are based on the first and second texts.
 - **Questions 4 and 8** require candidates to apply rhetorical and literary analysis to individual texts.
 - **Question 9** asks candidates to compare the two texts using both literary and rhetorical analysis.

Students should be guided on how to approach this question effectively. Their responses should address:

- The type of texts
- Intended audience
- Language style
- Tone
- Vocabulary choices

- Grammatical structures

The updated mark scheme provides clear criteria for assessment.

- **Section Two** is a summary task based on the third text (*Sweet Factory – صناعة الحلويات*), carrying **6 marks**.
- **Section Three** consists of grammar-based questions and is worth **20 marks**.

The total for the entire paper is **75 marks**.

Comments on Individual Questions:

Section 1

The first text has the title 'Cinematic Art and The Book' الفن السينمائي والكتاب

The second text has the title 'A Meeting with a Graphical Artist' لقاء مع فنان تشكيلي

Q1: Most candidates performed well on this question. The majority earned full marks due to their clear understanding of the text. Many answered with responses like “reading the novel,” or similar phrases, which aligned directly with the expected answer and secured the mark.

Q2: This question was generally well handled. Most candidates achieved full marks because the text was straightforward, and they were able to provide appropriate quotations. However, a small number either left it unanswered or only earned a single mark due to inaccurate quotations, as they copied incorrect sections from the text.

Q3a: This question was mostly answered correctly, with many candidates copying the phrase directly from the text in an acceptable manner.

Q3b: A significant number of students misunderstood the task and simply copied the entire sentence instead of analysing it. Still, most succeeded in providing correct quotations, indicating the clarity and accessibility of the text.

Q4: The answer to this question requires a good level of knowledge of language and a good ability in Linguistic and rhetorical analysis of the text.

Many candidates focused on describing the status of films and their impact on people in the modern era, without addressing the comparison itself or mentioning the similarities and differences between the film and the novel, or how linguistic techniques were used to convey ideas.

Meanwhile, other candidates resorted to summarization without engaging in linguistic analysis or examining the writing style the author used to communicate the message. This led many candidates to lose marks on this question. Some candidates struggled to identify the different styles of writing used by the author. Many candidates were confused between different styles used in the text and were naming الاساليب البلاغية by the wrong terms such as:

الاسلوب الانشائي أو الأسلوب الخبري كما اخطا الطلبة في التمييز بين السجع و الجناس وبين الطباق والترادف و كذلك بين الكناية و الاستعارة . اكتفى مجموعة من الطلبة في عرض معلومات عامة حفظوها في علم البلاغة بدون تطبيقها بشكل صحيح على النص وهذا ما اثر سلبا على الدرجات المسندة لبعض للطلبة.

Even both texts are more accessible by most candidates than previous years but 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.

Q5: Most candidates succeeded in answering questions five and six, as the questions were direct and clear. Additionally, there was a wide margin for choosing an answer. For example, in question five, a student could respond with a word, a sentence, or even a paragraph to indicate the field in which the artist excelled (such as visual art, Arabic calligraphy, Naskh script, or Ruq'ah script, etc.)

Q6: Most of the answers were correct, as candidates were able to explain the reason behind the artist's joy after completing his work. A small percentage of candidates neglected to provide evidence from the text, which caused them to lose one of the two marks.

Q7a: The question centred on evidence that the artist was not emotionally affected when selling his paintings after completing them. Approximately half of the candidates answered correctly by mentioning the artist's lack of regret, his absence of a sense of loss, and the fact that the painting's details remain in his memory and are never forgotten.

However, many candidates focused heavily on the latter part of the answer, elaborating extensively on the artist's emotions while creating the artwork, and neglected the rest of the required response which led them to lose half of the mark.

Q7b: What can be observed from the candidates' responses to question seven b is the high number of errors. It appears that the main reason was a misunderstanding of the phrase "*evaluating the artist's work.*" Many of the answers focused instead on the artist's talent and experience, rather than addressing the actual evaluation of the artwork itself.

Q8: This question is a linguistic and rhetorical analysis of the text, focusing on how these techniques were used to support and explain the personal experience of a visual artist, his passion for his art, his unique perspective on art, and its relationship with society.

Through our marking this year, I noticed an improvement in the handling of texts and the linguistic analysis by some candidates. However, there remains a relatively high percentage of candidates who still use pre-learned language templates and used them incorrectly, failing to adequately address the requirements of the text.

As examples of candidate's mistakes are the use of the exclamatory or informative style without providing evidence or explaining how the style enhances the meaning. Candidates also struggled to distinguish between 'السجع' (rhymed prose) and الجناس (paronomasia), as well as between الطباق (antithesis) and الترادف (synonymy), and between الكناية (metonymy) and استعارة (metaphor). Many candidates simply summarized the text and added some rhetorical terms without explanation or justification.

Q9: 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 is (whether formal or informal), the tone of the text (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

Q10: The third topic "صناعة الحلويات" looks very interesting and easy to summarise. This question was relatively easy; most of the candidates did not find it difficult to sum up the article and they had no difficulty to use good Arabic and correct grammar in their answers. Only a few candidates scored low marks.

Section 3

Q11: 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.

However, 11a and 11c were found easy by most of the candidates.

Q12: This is a good question that shows the student's strength and intelligence.

Question 12a and 12e were a challenging question because instead of "حما" they wrote "حماك" and for 12e instead of "ماض" they wrote "ماضي". Very few did not answer at all.

Q13: Candidates were unable to use grammatical skills to get the correct answer resulting in very low marks being scored. For question 13d and instead of writing مفعول به منصوب they wrote 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 نعت مجرور بالكسرة الظاهرة على آخره. مكان instead of

Q14: 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 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 or delete words. For example: Q14b ((ظل التلاميذ متميزين rather than ظل التلاميذ المتفوقون متميزين

Advice to centres:

- Centres should remind candidates to write legibly and to use a black pen, as responses are electronically scanned.
- Candidates must be instructed to answer each question in its designated space. Instances were noted where candidates answered Question 8 in the space allocated for Question 9, and vice versa, leading to complications during the marking process.
- It is essential that centres inform students not to write in the transcript booklet, as these pages are not scanned and therefore not considered during marking.
- Centres are encouraged to continue using past papers, official mark schemes, and examiners' reports to prepare their candidates effectively.
- Close attention to rubric instructions is strongly advised to avoid unnecessary penalties.
- Candidates should be made aware of the specific expectations for Question 2, Question 3b, Question 6, and Question 7b. Each of these questions awards two marks, one for a clear response and one for an accurate quotation. The quotation must be clearly presented using quotation marks (" ").
- For Question 9, centres should guide students on how to approach a comparative analysis. Arabic teachers are encouraged to support candidates in evaluating how both writers convey their views on happiness and success. Responses should address the type of each text (e.g. article, interview), the intended audience, the level of formality in the language, the tone (e.g. serious or informal), vocabulary choices, and grammatical structure. Teachers are advised to refer to the updated mark scheme, which offers improved clarity on assessment criteria.

