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Edexcel

Examiners' Report Principal Examiner Feedback

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Pearson Edexcel International Advanced
Level in Arabic (WAA02) Paper 1: Writing
and Research.

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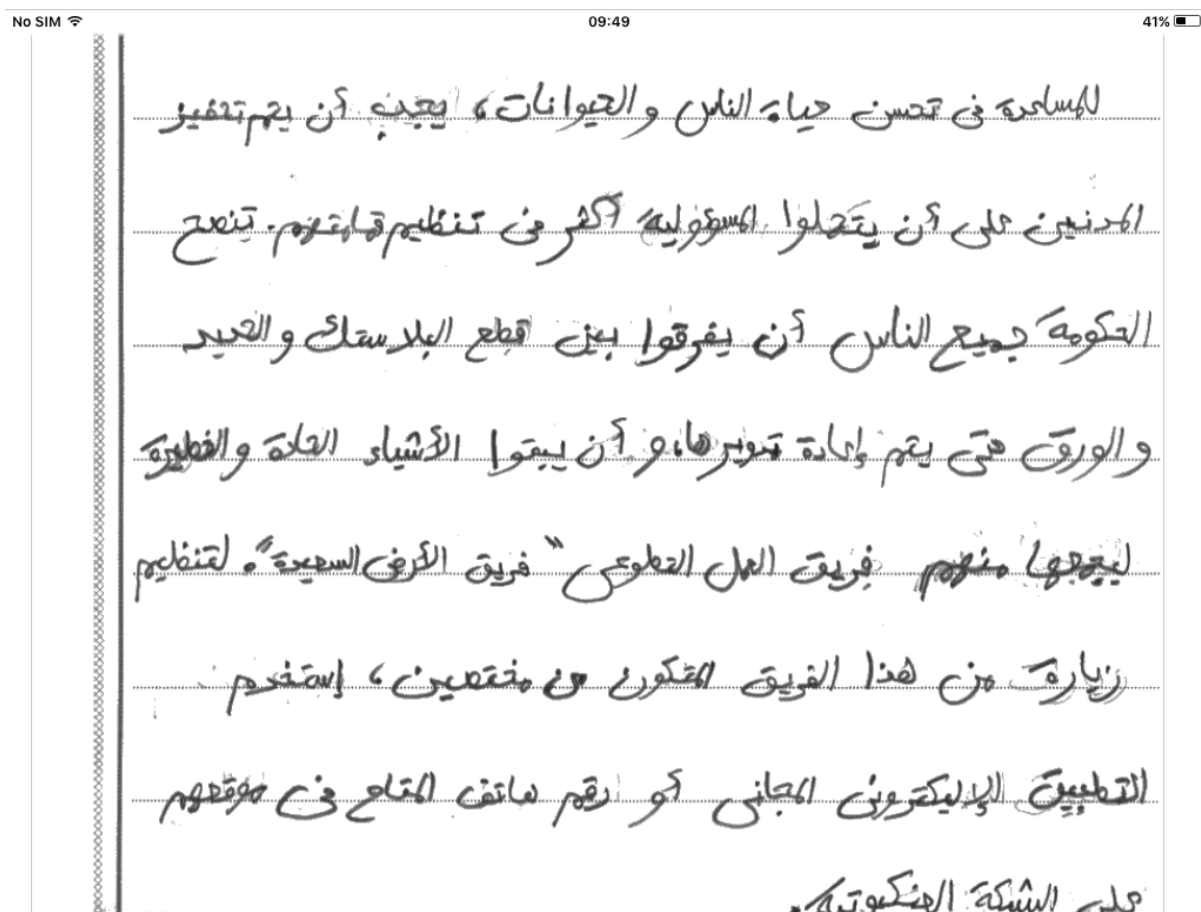
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Section A - Translation

Question 1

The task was testing the ability of candidates of translating an English text into Arabic. The theme is about how to keep the environment clean and people and animals safe.

Generally, candidates performed well and many were above the average level, except for those who lacked the ability to connect long sentences and also for those who implied word by word translation so, they ended up with equivocal meanings.



Examiner comment

This is a good translation example, with a close to full accurate translation, showing confidence and broad vocabulary.

Examiner Tip

Wider reading to broaden vocabulary will help candidates to express themselves and improve accuracy. Keep an eye on the meaning of the sentences and words without losing the grips on the text as a whole.

Section B – Creative/ discursive essay**Question 2 (a)**

Candidates were required to write a short story in which the main character had emigrated to another country for work or studies and after achieving his goal, he became undecided and unsure about what it would be better for him whether to remain in the host country or go back to his homeland. Some candidates had to list events and write like a diary without making any use of creative writing devices approached this task like they were writing an article or a letter. Few had excelled and knew how to use the figurative languages and attractive events, even with dialogues and characters interactions.

Candidates are expected to show the ability to express ideas with a logical sequence and comprehensible to a native speaker (OA1).

Moreover, they must show the ability of using vocabulary and grammatical structures effectively and appropriately (AO2). It is a creative writing in the form of a short story. This writing has to include the story features like Emotive language, dialogue, twist and has to capture the reader's attention, etc.

عما سيفعل في المستقبل فأختار أحمد ولم يكن يعرف ماذا يقول
 فإنه ^{الأکید} ~~أفعل~~ أن أفعله قد ~~أفعل~~ أفعلوه حيث أنهم كانوا
 يزورون قليلاً ولكنه قد إنسج مع أمريكا وأصبح لديه
 أصدقاء كثيرين فأعطوه ^{أباه وأمه} ~~أفعل~~ وقت للتفكير وأخذ
 أحمد يفكر في البعد عن أصدقائه و كل السلبيات ^{للصورة} وأخذ عليه
 همه وقال له فكر فيها بطريقة جيدة "ألا ترى سوق كون
 مع أصدقائك القدماء وموطنك ألا تفتقد تلك الشئور"
 فتذكر أحمد الأيام الجميلة التي عاشها في موطنه وقرر

Examiner comments

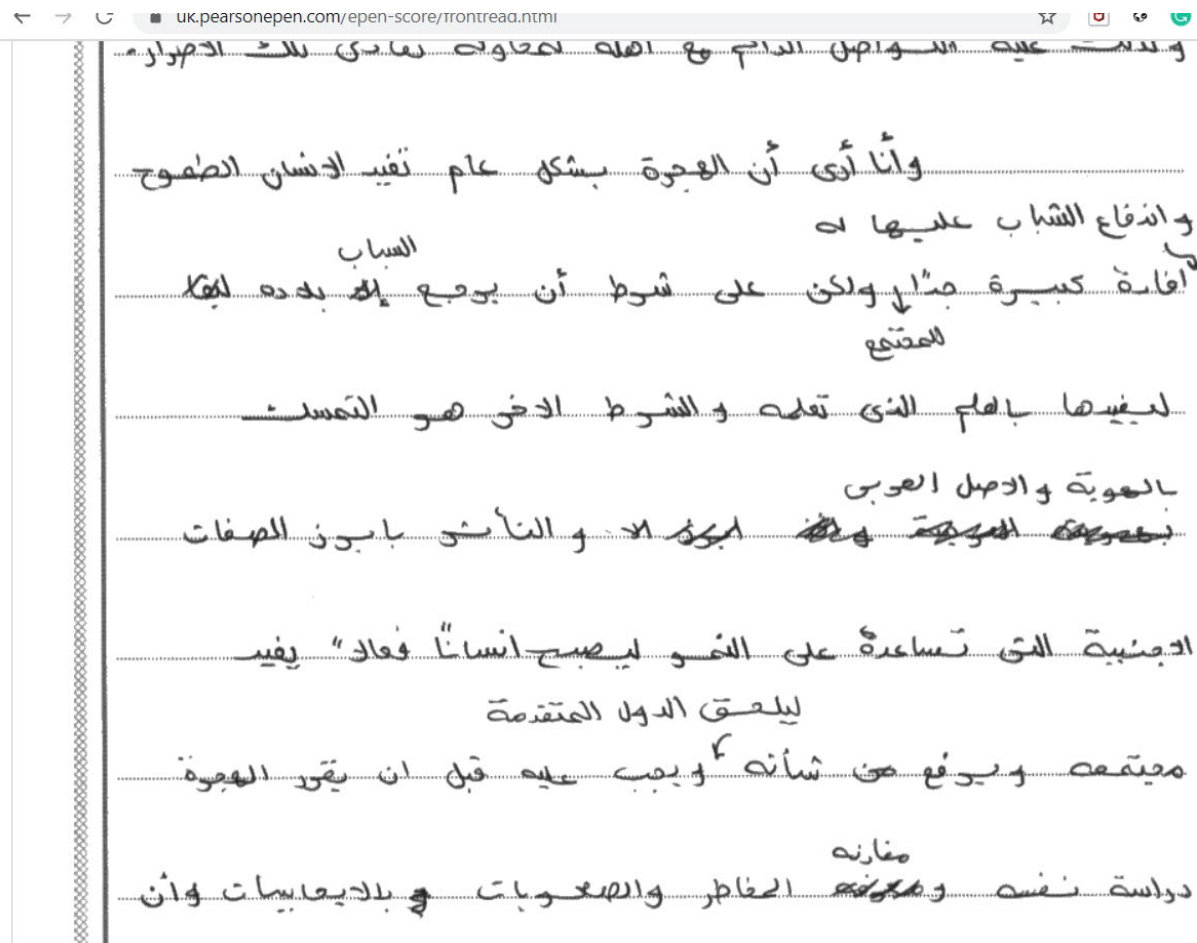
Although we cannot see good description and emotive phrases and words, we can find dialogues and good interaction between the two characters and the candidate succeeded to convey the mood in the story.

Examiner tips

Candidates are advised to use their imagination when they tackle this question and they should use the figurative devices more often.

Question 2 (b)

An equally popular question to part (a). Overall achievement went well, candidates drew on experiences they heard and they read, they had lots of information they could tell but when they came to their opinions some of them could not write more than few sentences, on the other hand there were others could elaborate successfully. About 70% got half the mark and above and only one had a full mark.



Examiner comments

This is an individual opinion based on what candidate considered as facts. It was well structured and justified.

Examiner tips

Candidates are advised to include their justified opinions and these should be substantiated by the facts they provide in their essays.

Section C – research-based essay

Candidates were asked to respond to one of 12 questions on a range of different themes within films, novels, arts articles and poems.

Question 3 (a)

Only one candidate chose to answer this question, and unfortunately, he gave some generic information and did not write anything specific to “El-Kindly”.

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كان المسلمون العرب هم الذين طهروا العلم، والنظرة، والفكر
والفكر الكثير من العلوم الأخرى، فالعلم بدأ من العرب، والفكر
الليبر من أوروبا، فأوروبا كانت تعلمها الفقر والجهل، ولم تكن تعرف
شيئاً في العلم والفلسفة، ولكن بعد أن درسوا العرب الفلسفة
والعلوم، نشدوها إلى أوروبا، حيث كانت في وقت تعلموه الجهل
والفقر، فلانفس أن نشكر العلماء والفلاسفة الذين جاهدوا
واستخدموا أذهانهم وأيامهم في الدراسة والجهد لكي يساعدوا
العالم، مثل أهدوا الذكاء، كادوة في سائر عصف، ولكن من

Examiner comments

Here, the response does not show any factual information about “el kindly”

Examiner tips

Candidates should have good information about the Arab scientists, especially those are eminent like “Ibn sina”, el faraby” and el- lkindy”.

Therefore, centers are urged to refer their students to Arabic scientist Encyclopaedias and ask them to do some researches so, they can consider this question as one of their options and do not miss such important topic about very famous universal Arab scholars.

Question 3 (b)

Almost none of the candidates had chosen this question and those who did, they unfortunately provided irrelevant information and wrote about nowadays singers and composers, this showed either a misunderstanding of the question or candidate preparation was limited and not adequate.

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الكثير من الألمان يعرفها.
أنا رأيت أن الدكتور عمر من أهم شخصيات
في مصر وأنا أفتخر بأنني يعتبر من أقارب، ويجب أن أتفخر
مصر على إنجازاتها وشدة نكاتها وحبها للموسيقى

Examiner comments

Candidate wrote about a composer, not about an Arab scientist who prevailed in music, moreover, candidate was so proud that he has a family relationship with that composer.

Examiner tips

Candidate should be aware of the eras they write about and must choose a question which they can bring up even very little relevant information better than spending time on writing about something which is totally irrelevant.

Question 4 (a)

Candidates found it difficult to describe the art-craft in terms of shape, colour and miniatures, this was reflected on the number of candidates who answered this question .however, these minority succeeded to elaborate on the use of those items and ending up with their substantiated opinions, Therefore they were awarded fairly good marks.

ويضعونها في الثلاث فاصرفون الكهراء ويستخدمون وسائل
تضر بالبيئة، لا أعلم لماذا يفعلون هذا وهم يستطيعون وضعه فقاموا في
أواني فخارية كبيرة بدلاً من ذلك.
لقد أعجبني جداً أن هناك بعض الدول العربية التي تستعمل الفخار
بكثرة، فالمغرب العربي يستعمل الفخار بشكل هائل، حيث أنهم
يستخدمون الطعام وشراب من الأواني الفخارية.
فطبخة الطاجن يعدونها بالفخار ~~التي~~ ~~تعد~~ ~~من~~ ~~الفخار~~ من
الإناء، وكلية الكسكس يطهونها بالفخار لنفس السبب.

to write logically and coherently during the exams and eventually coming up with considerable depth in their answers.

Question 5 (a)

A considerable number of responses lost track of the second and the third part of the question went on every detail in the film until the task turned into story telling instead of analysing themes and shedding light on attitude and behaviour of some characters. Fortunately, there are some responses established a critical sense and logical sequence of thoughts.

والأعراف السامعة آذاك عن أهمية حسن السيرة عند الزواج
إن علاقة الأبوين بإبنائهما أبرزت أهمية
التربية، فالعلم شاهين لباؤ إلى التربية القاسية مما أدى
إلى اتخاذ بناته الكذب والاحتيال كوسيلة للتعامل مع تلك الف
والدشيل كان منسأ هلاً معه وسمح له بفعل أي شيء يتلوه
مما أدى إلى عدم استقرار حياة نبيل وإتخاذة السروراء البنات
منهتأله. لا شك في أن تقديم الفلم لهذه القضايا بهذا الشكل

Examiner comments

A good attempt of analysing and contrasting withi adequate coherence, the language was fit for the purpose and response divulged confidence and total engagement with the question.

Examiner tips

Candidates needed to be supported and encouraged to think and write critically.

Question 5 (b)

This question was an opportunity for candidates to write on different matters in the film so, they could extend their writing and include their opinions throughout. So many candidates ignored the effect of the friend on the ex-prince as it was not part of the question and if this was not the case, we could have seen an overall higher performance.

جودة صياغتها كانت طريقة جيدة وفعالاً حيث استعمل
عاطفت الحب كتشجيع لشوكت ان يغامر منزله ويبحث
عن عمل كان لهو تأثير فعال على شخصيت شوكت وبطريقة
إيجابية حيث أصبح متواع وبحث عن عمل ووجدته كان البحث
عن عمل - ~~سواء كان~~ بسبب ثقافته
شوكت العالية وقدرته على تكلم بلغات مختلفة واستطاعته
تخفيف البيانو. فكانت طريقته جودة جيدة وفعالاً بسبب ~~ثقافته~~
اعتباره على عنصر العاطفة.

Examiner comments

This response mentioned the friend's influence but with no sufficient details and elaboration.

Examiner tips

Candidates are urged not to tangibly reveal or raise a point, in contrary, they need to give enough explanation and evidence to support their points and they must show a deep thinking.

Question 6 (a)

Candidates seemed to have difficulties to analyse and justify their opinions in this question, instead they chose to narrate the story of the film and fetch the main scenes to talk about without focusing on the question demands, and this reflected the moderate marks and the average performance percentage. On the other hand, there were candidates who strongly demonstrated their critical writing quality. About 60% got half the mark and above and only one had a full mark.

كان أيضاً دور مجيب الكابتن أبو راند في علاج مشكلة الفقر في الفيلم. كما ذكر سابقاً أن مراد كان يتعرض للضرب من قبل والده، وكان يعطيه كلب بسرويت يسبقها يوماً بعد من ذهابه إلى المدرسة، فكان يقوم أبو راند بشرائها كلها يوماً من أجل أن يذهب مراد إلى مدرسته وليكمل تعليمه من أجل تحقيق حلمه بهذه الطريقة كالج الفخر الثقافي والتقليدي وليس فقط الفخر المادي. لقد كالج الفخر بطريقة أخرى وهي مساعدة مراد وأهله وأخيه في السرب إلى منزل صديقة كابتن أبو راند وهي الكابتن نور بعد تجارب عدة فشل فيها ولكن

Examiner comments

This is an excellent response; candidate had prevailed and went far with their analysis. They showed an Excellency in analysing themes and he gave us a clear view.

Examiner tips

Candidates should be encouraged to deepen their analytic writing and give their opinions, these opinions will be highly considered and accepted as long as justified by scenes or quotations from the film and answering the question.

Question 6 (b)

Candidates had tackled two films, one of them was in the curriculum of this unit the second was not. Those who chose the second film, had wisely turned their answer into an interest one and knew how to connect to the demands of the question. They showed that in spite of Wajda as a child, her behaviour had reflected the relationship of her parents and her attitude as a young woman.

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وانتشرت لوجبة العرافة الهوائية.

برأيي هذا الفيلم يتطرق لمشاكل عديدة بخصوص حقوق المرأة في المجتمع العربي التقليدي. فلأولئك هناك مجتمعات إلى الآن تمنع المرأة من العمل أو قيادة السيارة. وفي بعض الأحيان لا يعتبرونها فرداً من العائلة أصلاً. فهذا يعني معزولاً ويؤكد وجود الجهل إلى يومنا هذا. وأيضاً لهذا أثره كبير على تربية الأطفال فاضطهاد المرأة يبدأ من المنزل، إذا رأى ^{طفلاً} أوالده تعاملاً بسوء من قبل والده يظن أن هذا شيئاً طبيعياً. وانه من العولول لحد هذه القمحة.

Examiner comments

A very strong opinion drawn on the film scenes.

Question 8 (b)

Despite the small number of entries, the performance was so well and candidates found their ways to criticise the unjust and unfair treatment of the outsiders in the writer's country, they were able to deepen their critical views which initially emerged from human values. 99% of candidates have been awarded half marks and above.



Examiner comments

Very good opinion substantiated by the ideas propagated in the essay, well self-discussion albeit the struggle with the language use.

Examiner tips

Candidates are persuaded to build their views on what they wrote and not what they already knew or heard; the above example is a good model to follow.

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