



# Examiners' Report Principal Examiner Feedback

Summer 2022

Pearson Edexcel International Advanced  
Subsidiary in Arabic (WAA02)

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## **Introduction**

Candidates are required to draw on and apply their knowledge of Arabic language, grammar, and lexis by selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Candidates will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas: Youth culture and concerns, lifestyle, health and fitness, environment and travel, education and employment, technology in the Arabic-speaking world, society in the Arabic-speaking world, and ethics in the Arabic-speaking world.

## **Section 1**

### **Question1**

Candidates had to translate a passage of 200 words (Welcome to Abu Dhabi animal shelter) from English into Arabic. Most candidates were successful in this question, achieving more than 50% (of the 20 Marks) or higher. A majority candidates knew the meaning of the words but struggled in the structure of sentences due to the lack of knowledge of Arabic grammar.

A majority candidates could not translate the word decade correctly often translating it as century (قرن), a majority did not translate the word capital (عاصمة) at all even though this is a basic word. Candidates should be advised by their teacher-examiners to read more and practice translating English sentences and texts in preparation for this assessment.

A majority of candidates struggled to translate specific vocabulary such as: shelter, stray cats, local, organisers, rescuing, pet shops, sheikhdoms, headquarters, domestic. While only some candidates could not translate sentences, such as: *providing health care helped create the headquarters, is located can also check domestic, and wild animals travelling abroad.*

### **Question 2a**

Candidates were required to write a creative story (240-280 words) based on the stimulus text given and instructions given in the question. Their story had to be finished by using the statement given in the question "After I graduated, I applied for that vacancy, attended the personal interview, and then the manager informed me that I had been accepted for the work". Candidates generally did well in this question, and most were able to achieve good marks.

### **Question 2b**

Candidates had to write an article (240-280 words) "about a student looking forward to a bright academic future. "He began his journey from school to university, keeping in mind his goals determined to achieve success and excellence". More able candidates were able to achieve good marks, some candidates did not read the question well which resulted in them diverting from their original task or copied the stimulus which is not rewardable.

### **Question 3a**

Only some candidates answered this question to write about one Arab scientist, Ibn Hayan. One candidate wrote about his successes, his background, and achievements. The rest wrote irrelevant material.

### **Question 3b**

One candidate answered this question, who was able to accurately write to a satisfactory level about an Arab scientist who contributed to philosophy, medicine, and music.

### **Question 4a**

Increased popularity of this art and architecture question that last series, with a good range of response to describe and evaluate an important form of Arab pottery. Regional styles and historical context to types of vases, jars and plates for use and decoration were discussed.

### **Question 4b**

Another popular question to discuss the significance and style of an Arab stadium. Good quality responses were written that provide a balanced and well-planned description, history and links to the specific named city and activities performed at the stadium.

### **Question 5a**

Candidates had to write 300-400 words about Sukkar Hanem. Most candidates understood the content of the films completely and they were able to give details and write on about the films fulfilling all or some requirements of the questions. Some candidates did not read/understand the question completely and therefore were not able to achieve high marks by answering the question often but not fulfilling all the requirements of the question.

Successful candidates compared between the two characters who played Sukkar Hanem (one real and the other is fake). Higher grades were achieved by those who also provided a clear analysis of the male servant and the maid in the film, those who scored low marks were due to simply writing a general outline of the plot and some scenes.

### **Question 5b**

Candidates had to write 300-400 words about *My wife the general director*. Most candidates understood the content of the films completely and they were able to give details and write about the films, hence fulfilling all or some requirements of the questions. Some candidates did not read/understand the question completely and therefore were not able to achieve high marks answering the question often but not fulfilling all the requirements of the question.

Most candidates listed the characters and produced good description of the characters in *My wife the general director*. They showed more understanding of the film's aim and purpose, with most giving at least some attempt to focus on the attitudes towards a female director of the business in the film.

### **Question 6a**

Candidates had to write 300-400 words about *Wajda*. Most candidates understood the content of the films completely and they were able to give details and write about the films fulfilling all or some requirements of the questions. Some candidates did not read/understand the question completely and therefore were not able to achieve high

marks answering the question often but not fulfilling all the requirements of the question.

A large cohort of candidates excelled in answering this question specially in the content. Higher grades were achieved by a majority of candidates in this popular question. They were able to identify the main themes, such as women's injustice/ abuse, underage marriage, social and religious injustice of women: like the ban on women from driving cars or riding bicycles, but unfortunately, some candidates were not able to give an evaluation of the relationship between Wajda and her father.

### **Question 6b**

Candidates had to write 300-400 words about Captain Abu Raed. Most candidates understood the content of the films completely and they were able to give details and write about the films, hence fulfilling all or some requirements of the questions. Some candidates did not read/understand the question completely and therefore were not able to achieve high marks answering the question often, but not fulfilling all the requirements of the question.

Responses gave a range of different depth or details; candidates were able to write about the story of this film (Captain Abu Raed) (كابتن أبو رائد). However few responses wrote about the dramatic effect of the soundtrack الموسيقى التصويرية

### **Question 7a**

Only one response to this poetry question, which was of excellent quality and almost achieved full marks, by answering the question in full, analysing the text of the poem with a critique of the elements and an evaluation of the rhetoric.

### **Question 7b**

No responses.

### **Question 8a**

A majority of candidates who chose this question either did well or simply wrote a summary of the novel دعاء الكروان , some successfully identified the main theme, some described the most dramatically effective characters who are, the father, the uncle, and the young rich man.

Some did write as if they were referring to the film rather than the novel. Some less able candidates clearly based their answers on the film rather than the novel.

## **Question 8b**

A less popular question than 8a, about the Bamboo Stalk, yet those who chosen this question excelled in their response. Candidates were well prepared and well informed about the novel, and their opinions referred well to the novel. To achieve high marks, candidates stayed focused throughout the essay, keeping to the theme of the question with logical and substantiated statements and analyses.

## **Paper Summary**

General candidate performance was good, with improvements in translation skills and greater creativity from the essays. Long standing errors still occur, which are due to a lack of exam techniques.

Some candidates still answer questions on films and novels with generalised summaries of the storylines and completely bypass the actual questions, which results in achieving low to no marks. Candidates need to be given plenty of opportunity to gain experience with essay questions, and practise techniques to understand the question's requirements and plan responses. Questions on films, especially comedy and tragedy, continue to prove popular year on year. Some candidates choose to answer questions on poetry, which suggests some candidates may not be covering the full specification which can limit their awareness and opportunities.

## **Recommendations**

- Candidates should practice more on writing different types of essays. They should be able to differentiate between writing a story and writing an article.
- Encourage candidates to write a plan on the blank page.
- Candidates are encouraged to underline the keywords in the question to focus on what they were asked to write about, instead of producing a random piece of writing.
- Candidates are to be encouraged to widen their reading scope to include different topics in order to acquire a wealth of new Arabic vocabulary and knowledge of different styles and sentence structure.
- Candidates are encouraged to practice grammar, to use the correct tense.
- Candidates should be encouraged to read the novels rather than watching the film adaptation of it, as there could be differences in details or endings.

