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## **Examiners' Report**

### **Principal Examiner Feedback**

**Summer 2018**

**Pearson Edexcel International Advanced  
Subsidiary In French (WAA01) Unit 1:  
Understanding and Written Response**

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Summer 2018

Publications Code WAA01\_01\_1806\_ER

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## **Introduction:**

The WAA01 paper for 1806 series is the 3rd paper for this specification as this exam is available in June as well as January. Like the last 2 papers, it was set to cover all areas of the specification, all passages are taken from authentic sources related to general topic area in the specification. Passages were set to be current and of interest to candidates. It consists of 3 sections testing reading, grammar and writing. The time allocated is enough for average candidates who studied the areas in the specification. It was comparable to previous papers. As a 3rd paper, and as centres get more familiar with the exam, we had a higher number of candidates taking this exam.

This paper was marked following the principles consistent with all other sessions. Generally, most candidates coped well.

## **Section A: Reading;**

Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. A maximum of 30 marks will be available in accordance with the assessment-specific mark scheme.

Passage 1, which covers question 1, (السفر فرصة للتعرف والتثقيف) is travel and tourism, it is from the general topic area (Environment and Travel). The text is taken from an authentic current source. It is a topic which is relevant to students' course of study as well as their daily life. The question set as a matching exercise where candidate should put a cross on the box which corresponds to the correct answer.

Passage 2, (تكنولوجيا الاتصالات) This passage is linked to question 2, a multiple-choice question, where students are required to put a cross opposite to the letter with the right answer to complete the statement.

Passage 3, (الدراسة في الخارج) from the topic of (Education and Employment). This is also a topic which the student are familiar with as part of experience and study.

Passage 4, (عادات تحدث فارقاً في حياتنا وعملنا) is a longer and more complex text. It is from the GTA (Lifestyle, health and fitness). This text is used for question 4 and question 5 in the grammar section. As a daily routine vocabulary the text is considered to be accessible and relevant.

## **Section B: Grammar;**

Question 5 is linked to passage 4. Students will need to demonstrate their understanding of grammar by manipulating 10 sentences that appear in a previous exercise and reforming each sentence around a given word. Each question carries 1 mark.

Passage 5, (إشكالية العلاقة بين الأجيال), used for question 6, is from the General topic area (Youth matters). In this text, the vocabulary is current and familiar to the students. It also touches a topic which is close to them and they can relate to it.

Passage 6 is related to question 7, a multiple- choice question, where students need to manipulate grammatical structures in Arabic by selecting the most appropriate word form to fit a gap. They select one of 4 words by putting a cross in the right box.

### **Section C: Essay;**

The short stimulus is for the essay (الرياضة للشباب العرب) is about sport for Arab youth. The topic is youth matters. Candidates are provided with the opportunity to suggest a place where a sport event for young Arabs could be held. They are also asked to give their views on the types of sport suitable for such an event as well as plan for the organisation of it. They are also give solutions for anticipated problems.

### **Comments on individual questions:**

#### **Q 3;**

In This question candidates are required to read the passage with 5 gaps to be filled from the 10 words provided in the box, 5 of them are distractors. The words used should be appropriate linguistically and context wise. Many candidates responded positively to this question with few mistakes. Most candidates managed to answer this question correctly. Candidates responded positively to this question with few mistakes. Most candidates managed to answer this question correctly. There were some very good responses to this question. Many candidates managed to select the right answers. Few of them were mixing between a (بين) and j (انشاء) and d (الأكاديمية) and f (العالمية).

#### **Q 4;**

For question 4 consists of 5 short questions required short response for each. Each of them carries 2 marks. Candidates need to read the text, understand it and answer the questions. Candidate done well in some parts where in others they didn't do so well,

In 4a most candidate got one mark and failed to get the other and the same happened in 4b, where they mentioned (النزاهة) as an answer.

4c many candidates failed to get it correct or gave a partial answer. Also, students gave answers which from general knowledge not noticing that the answer should be according to what is on the text, example of that;

الأمانة تجلب السعادة لأنه عندما تكون أمينا مع الأشخاص وصادقا معهم يعطوك الثقة ويصبحون قريبين منك فتصبح سعيدا ومرتاحا أن يوجد حولك من تحب وأنتك صادق وعلى الأمانة معهم في كل شيء سوف تعطيك راحة أبدية وسعادة كبيرة

4d was answered well by most candidates, though some of them just copied from the text. Where in 4e most gave (أخذ قسط كاف من النوم) with the justification.

Other have chosen other habits and gave the justification while some gave answers which are not in the text.

### **Q 5;**

This seem to be the most challenging question where few of candidates got a full mark. Most candidates responded correctly to 5(a) and 5(g); however, they did struggle most with 5b, 5f and 5j. Though candidates generally done well, some students made the change and kept the meaning, others managed to use the word correctly but changed the meaning, hence lost marks.

In 5b most candidates did not use مع with the verb given between brackets causing the sentence to be grammatically incorrect.

5f many used إن instead of إِنْ which was supposed to be used in a conditional sentence. 5h many candidates did not use مَنْ correctly in a conditional sentence.

5i many had many mistakes in this sentence like using a masculine verb referring to the word جودة 5j the most popular mistake in this sentence was using على أن تكون

### **Q 6;**

Candidate done well generally. It seems to be understood by most of them, the average mark is 3. However, candidates need to be advised on how to put the "haraka" on the right place on the letter, not to forget to vocalise the "alif" too.

A good number got high marks, but some left it without vocalizing or vocalise the last letter and get it right which suggests that they are capable of vocalising positively the other letters. A few put 2 vowels on the letter which cost them as no mark will be given for that. Some candidates got one or two marks by trial and error guess.

### **Q 8;**

Most candidates covered all or most of the needed information but unfortunately some only covered a few of the required information. Many candidates expanded in the introduction on the expense of the other points. Few did not understand the question and gave a speech instead of writing a letter; therefore, they missed a mark.

On average, many candidates answer Q8 successfully. Very strangely, some candidates got a high mark on quality of language, however they did not expand on the subject content.

### **Advice to centres and candidates;**

Looking back at this season's exams and general performance the following advice is offered to centres, teachers and students to help them improve performance;

\* Students should be encouraged to take time to read the question / instructions (rubric) carefully and to check they have answered the question.

\* Basic grammatical knowledge remains essential. This is evident in section C: Writing and it also helps to ensure unambiguous manipulation of sentences in Q5.

\*Candidates are still writing parts of their answer on a blank page or over the page without indicating, as well as writing in pencil first, then going over the answers in pen. This should be avoided, because it makes it difficult to mark.

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