



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International AS in
Arabic (WAA01/01)

Unit 1: Understanding and written
response

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2022

Publications Code WAA01_01_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Introduction

This is the first summer exam after the last 2 years of disturbance. The paper is fair and comparable to previous exam of this specification. It was clear that students are now more familiar with this type of exam, as this is the 11th series of WAA01, hence their exam techniques improved noticeably. The quality of language was better than previous seasons, and so was the performance generally. The students seem to benefit from accessing past papers and the SAM.

Generally, most candidates coped well. Passages were set to be current and of interest to candidates. All passages were from authentic Arabic sources and were chosen to suit candidates of all levels of language.

Section A: Reading

Question 3

This is a gap filling question. Candidates were given a text with gaps to be filled using words from the words provided.

The text is chosen from an authentic source, current and related to students' study of GTA (education).

As this is a medium to low demand question, most candidates managed to give correct answers and got the full marks, yet some candidates seem not to have the knowledge of grammar or the vocabulary because they used words to fill the gaps which were incorrect, for example, use a verb when they should use a noun.

A noticeable percentage of candidates' answers for (d) were incorrect as candidates have used (عند) instead of (طلاب), that shows they did not understand the context of the text. They also used (ربط) instead of (إنشاء). A smaller number used (رغم) instead of (الرغم) and used (المادة) instead of (التجربة).

Question 4

Passage 4, (الصدقة) is a longer and more complex text. It is from the GTA (Youth matters). This text is used for question 4 and question 5 in the grammar section. The text is clear, vocabulary of the text is accessible and relevant.

Question 4 is a comprehension question where candidates read a text and answer short questions. All parts of question 4 are of higher demand and need the candidates to have a good understanding of the text and think before giving the answer.

Candidates did well in this question. However, in question 4a and 4d, we noticed that some candidates tended to copy the whole paragraph which includes the right answer; such behaviour suggests that some candidates were not sure about the right answer and would not want to take the risk while pushing the examiner to allocate the full mark for him/her. (In this case they risk losing the mark). In 4b, a sizeable number of students seem not to know how to do comparison; they write one part in 4bi and the second part in 4bii. This way they lost 2 marks. Some of them wrote part of the answer in 4ii as

(الأصدقاء يعرفون عيوبنا ونقاط ضعفنا وأفعالنا الخاطئة والأشياء التي نخاف منها) but because they did not complete the answer by writing (ولكنهم يختارون البقاء معنا)

Question 5

Question 5 is linked to passage 4. This is a high-demand question. Students need to demonstrate good 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. Unfortunately, it was revealed that many candidates if not a majority had trouble with grammar and how to re-word the sentence without losing its original meaning.

This continued to be the most challenging question where only few candidates got a full mark. Whereas 5a was performed well, we find that 5b led to a majority of candidates just copying the sentence given and put **أَنَّ** instead **أَنْ**. Many students missed out the **تنوين** طريق in 5c on the word **طريق**

5f, a common mistake in this question was changing the saying itself, they add the word **(من)** to the saying.

There are some mistakes which suggest that not all the grammar in the specification was taught. Examples of that are, 5h, where some students did not change the present verb **(يجد)** after adding **(إذا)** to the past. 5i, a common mistake in this sentence was using **(على)** with the verb **(يستطيع)** not realising that the verb is a transit verb. These are verbs which are commonly used in everyday conversations and there is no reason why students get them wrong.

5j, this was found to be the most challenging sentence where the candidates should add the word **(لما)** to the sentence changing the verb after it to **(مضارع مجزوم)** which a majority of candidates did not manage to do. The use of "Lammaa" on the present tense with that particular meaning is not that frequent but teachers need to give it due attention to enhance students' eloquence and writing quality.

Question 6

This question is mainly testing the candidates' knowledge of grammar as well as pronunciation. This question carries 10 marks.

There was a mixture of responses for this question with a majority of candidates gaining around 3/5 marks. There was difficulty for candidates recognising that **(أ)** was needed: those candidates who recognised this often scored higher than 3 marks. A majority would put more than one vowel per character which meant they did not gain any marks as there was uncertainty on which they wanted.

Question 8

This is a continuous writing question. Students have to write (240-280) words about the problem of youth unemployment in the Arab world. This topic is part of the specification. Though a large number of candidates were able to write well covering all points, some candidates did not understand the question because they did not know the key word (البطالة). Teacher-examiners must make sure that all the topics in the specification are covered.

We also noticed that a good high number of students who answered the question, though they covered all points, they did not write in depth. Hence, they did not apply the correct requirement of the AO2; they did not expand on the subject content, or analyse, such as, give their opinion, or suggest wide range of solutions to the problems, therefore, they missed marks on content and communication part.

Summary

Generally, performance was comparable to previous years. There were excellent performances by candidates which varied across the paper. Some candidates scored good marks for Communication continuous writing, but lost marks on Quality of Language, due to poor spelling, misuse of pronouns, and repetition. Also, we noticed that candidates though they covered all points, they were not able to develop ideas.

In the comprehension, some candidates know that the answer is in a certain part of the text but do not know the exact answer, therefore they copy the whole part or sometimes the copy it incomplete.

Though the language quality is better this year, we noticed the use of spoken forms with a lot of mixing of letters, for example (خ), instead of (ج), and (ك) instead of (ق). Examples that would be found in the long writing (essay) Question 8.

Basic grammatical knowledge remains essential. This is evident in section C: Writing and it also helps to ensure unambiguous manipulation of sentences in Question 5. Teachers are advised to refer to past papers and mark scheme, as well as examiner's report, these will assist candidates in becoming familiar with the assessment questions and rubric.

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

