



Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE
In Arabic (5AR01_01)
Listening & Understanding Arabic

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GCSE Arabic Paper 1 Listening and Understanding Examiner Report

General Comments

This year's Listening paper had a variety of topics that were of interest to a wide range of students. It was effective at testing students with Arabic as a second language, as well as native Arabic speakers. The questions and themes were highly relevant and suitable to the purposes and levels of this test.

In answering the question paper, candidates of all levels generally did as expected with some successes and discrepancies highlighted. These are mentioned below with some comments on each of the questions.

Question 1: In the art lesson

This was an accessible question to most students, and many scored very highly. The question was testing basic vocabulary (colours) which was popular with the students.

Question 2: To my Arab friend

Question 2 was an interesting and varied question, which many students were able to answer well. Some students found question 2 challenging, mainly in sub questions 2(a) and 2(d). The students struggled with the vocabulary, with some unable to distinguish between Samia being 'born in' Oxford and 'living in' London in question 2(a). The issue may also be in the students' attention to detail in listening to the recording. In question 2(d), many students answered 'schoolwork' instead of 'homework', indicating that they did not understand the phrase **واجباتي المدرسية**.

Question 3: At the weekend

Many candidates found this question accessible, and the topic was very popular. The students had a good grasp of the vocabulary used in this question.

Question 4: Rana's family visit

The question was answered well by most candidates. The topic was clear and the vocabulary was accessible.

Question 5: A holiday complaint

The organisation of question 5 (tick boxes) was accessible and it was well answered by candidates. The challenging aspect of this question was the requirement for the students to infer the correct answer, as some students struggled with understanding and picking information to help them tick the boxes. Some students also found some of the vocabulary difficult, which

may have contributed to their incorrect answers. For example, a lack of understanding of the word **المكثف** in question 5(iii) may have made distinguishing the correct statement (C) from the incorrect ones difficult.

Question 6: A shared meal

This question was accessible to most candidates, with no noticeable exceptions or anomalies. This question was well scored, possibly due to the basic vocabulary on the topic of food, and the clear layout of the question.

Question 7: The weather for today

This question was well differentiated. The topic was weather and directions, and answering the question required the candidates to link between the two. This aspect of the question was challenging for some. Students across all levels were able to answer parts of the question, however it was clear that some students struggled with the vocabulary. This helped to distinguish between students of different levels, as the higher-level students regularly scored 5/5, while the middle to lower level students usually scored from 0-3.

Question 8: Amal's future plans

The topic of this question, future plans, was appealing and popular with the students. The tick-box layout of the question made it accessible to many students. The statements used for this question were effective in testing the students' listening skills and understanding. Two frequently missed answers were (A) and (I), as perhaps the students were unable to interpret correctly. A key skill in answering question 8 is inferring the answers from the information provided in the recording. This is something that students should focus on practicing in future.

Question 9: The lifestyles of young people

Question type: Answering question in English

Many of the parts within this question were accessible to candidates across all the levels (e.g. 9d and 9bi). Lower performance was recorded in parts 9a and 9e. The candidates who could not answer correctly may include those who struggle with their Arabic vocabulary and understanding of language.

Here are some comments on the performance of candidates for each part of question 9.

9a) answer: the late 20th century

This question was difficult for many candidates, because many students missed the detail 'late' in the answer. Many lower level students scored 0/1 in this question.

9b) answer: communication, reasonable or acceptable cost (accept: important)

Many students scored 2/2 in this question. Some students missed the second mark because they missed the detail about the price of mobile phones (which was 'reasonable' or 'acceptable').

9c) answer: social relations (accept: social relationship(s), social interaction(s), social (by itself))

Some students struggled with this question, as they seemed to misunderstand what the question was asking for. They gave negative answers about mobile phones, rather than the positive one that the question was asking for (that they improve social relations).

9d) answer: neck pain, eye strain

Students generally performed well in this question. Some students struggled with the part of the question referring to 'neck pain', possibly due to a lack of understanding of the vocabulary (الرَّقَبَة = neck).

9e) answer: they are useful (in the classroom), for finding information (for the first mark, accept: the use of the verb: helps/help, the adjectives: helpful, good. For the second mark, accept: getting information, using information, researching/research, looking for information)

Many students performed well on this question, but some found it difficult. In similarity to question 9c, some students struggled with giving the correct positive answer to this question (that mobile phones are useful for research) and instead gave negative answers which were incorrect (e.g. that mobile phone should not be allowed in schools). This may be due to a misreading of the question, as students may have missed the word 'minority' in the question: what do a **minority** of teachers think about the use of mobile phones in schools? Students may have also struggled to understand the question or the information on the recording and may have also had difficulty with the vocabulary.

9f) answer: encourage their children to do physical activities, encourage their children to take part in family activities (accept: sports activities/sports, outdoor activities)

Students' performance was quite good on question 9f, however some were unable to give the specific answers that the question required. They seemed to understand the question, however some gave overly general answers which were not able to be accepted. This indicates a lack of attention to detail in listening to the recording, and perhaps a lack of understanding of certain words such as **نشاطات بدنية وعائلية**.

In conclusion, performance in this year's paper was very good. The topics seemed to be popular and interesting to the students, and the students' vocabulary knowledge and preparation for the exam was generally good. The questions in the paper were well written and contained a range of elements that were effective at differentiating. The communicative language within the paper was well picked up by the students, and the use of specialist vocabulary was useful in challenging the students and differentiating between their levels. Students at all of the different levels performed adequately at the questions targeted at them.

