



# Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE  
In Arabic (5AR03\_01) Paper 3  
Reading & Understanding in Arabic

## **GCSE Arabic Reading 2018**

### **Unit 3 Reading and Understanding in Arabic**

#### **Examiner Report**

The question paper consists of nine questions. Five marks are allocated to all questions with the exception of question 9 which is marked out of a total of ten marks. The questions are all differentiated and address all abilities across the full grade range A\* - G.

The questions cover different topics from the GCSE Arabic Specification. All the questions are in English except for the relevant question/stimulus material which is in Arabic. Students were asked to respond to a variety of question types by matching pictures to the correct letters as in question 6, putting a cross in the correct box as in questions 1, 2, 4, 7 and 8. In questions 5 and 9 candidates were asked to read a text in Arabic and answer comprehension questions in English.

This paper is designed for non-native candidates who are confident in English, and this will help them attempt questions successfully. In questions 5 and 9 candidates are expected to write answers in English demonstrating their understanding of the texts. It is also worth remembering that any answers in the target language will not be marked and no marks will be awarded to answers in Arabic.

Centres must ensure that their candidates are prepared for the exam paper and are familiar with the layout and our expectations by practicing past exam papers. This will maximise their chances of achievement and helps them to achieve grades that truly reflect their ability.

To avoid losing marks unnecessarily, candidates are advised to observe the following key points:

- In some questions students are asked to put a cross **X** in the correct five boxes. Students should avoid selecting more than five boxes as this will result in the subtraction of marks. For every extra box crossed, a mark will be deducted from the total.
- If you make a mistake, place a clear line through your incorrect answer and write your correct answer next to it.
- Some questions require students to respond in English; therefore any answers in Arabic, even if they are correct, will not be awarded any marks.
- Centres must ensure that students have practiced past exam papers to familiarise the students with the format, layout and expectations of the paper.
- Candidates should make every effort to write in a clear and legible writing when answering questions.

#### **Question 1: At the shops**

This is an accessible question and a good opening question to the exam. Many candidates found the question accessible and managed to score full marks.

However, some candidates were not as successful as expected because they did not know the meaning of 'pharmacy' in Arabic.

#### **Question 2: Job application**

Candidates, across abilities, performed well in this question. The topic of jobs is quite popular and it comes as no surprise that candidates performed well in this question.

**Question 3: Facebook profile**

This question was targeted at grade D candidates, and generally candidates did quite well and performed as expected and according to their ability.

**Question 4: At the Alhambra Palace**

This question worked well in the paper and many candidates performed as expected and achieved their expected marks.

**Question 5: At the doctors**

Question five was targeted at B grade candidates, and the question differentiated well between candidates of different abilities.

**Question 6: Hobbies**

Question 6 was very popular with candidates across abilities; most of them performed well in all parts of the question. This can perhaps be explained by the good quality of teaching and learning in schools and also the popularity of the topic of hobbies.

In order for candidates to achieve similar successes in other questions teachers need to cover all other themes and topics relating to GCSE Arabic. This will better prepare candidates for the exam paper and help ensure their success.

**Question 5: At school**

School subjects is a popular topic and candidates performed well in this question. In order for candidates to achieve similar successes in other questions teachers need to cover all other themes and topics relating to GCSE Arabic.

**Question 8: A letter of complaint to a hotel**

This question was targeted at grade A\* candidates and it differentiated well between higher and lower abilities. Most candidates met our expectations in this question. The question incorporates many popular and key themes and topics from the Arabic GCSE specification i.e. days of the week, food and drink, positive and negative sentences, adjectives, quantities, adverbs and verbs in different tenses.

**Question 9: Mother's Day**

was targeted at grade A\* candidates and it differentiated well between higher and lower abilities. Most candidates met our expectations in this question. The question incorporated many popular themes and topics from the Arabic GCSE specification i.e. days of the week, food and drink, positive and negative sentences, adjectives, quantities, adverbs and verbs in different tenses.

**Summary**

This paper differentiated well between candidates of different abilities. Our expectations and predications of student's performance, in all questions at all levels, have been met and these assertions are supported by our data. The paper was fair to all candidates across all abilities.

Centres should ensure that all candidates are familiar with the content of the minimum core vocabulary. The core vocabulary book can be downloaded from the Edexcel website and should play an important part in the teaching of Arabic in the classroom. Candidates should also be fairly familiar with key aspects of

Arab culture, as we believe it strengthens and consolidates the teaching and learning of Arabic.

Candidates, especially native speakers, should be given further opportunities to practice answering higher level questions in English. They need to have the necessary English language skills to attempt questions such as question 9. It is also important that candidates across abilities have an opportunity to practice past papers to ensure they are familiar with the requirements and the layout of the paper.

Some topics are more popular than others and are consequently taught better than other topics with better candidate results. Teachers need to make sure that all topics are covered. This will better prepare candidates and help help to achieve grades that truly reflect their ability.



