



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCSE
In Arabic (1AA0)
Paper 4H: Writing in Arabic

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Introduction:

The quality of work produced for this new examination was encouraging despite the low number of entries. The paper differentiated very well in that students were able to score marks over a variety of questions. The vast majority of students had been entered appropriately for this tier. The quality of work seen in the overlap questions was of a higher standard than at the Foundation tier. The ability to use a range of tenses and more complex language was impressive and students were also able to express and justify opinions well. Where students failed to score marks, this was where inaccuracy caused a delay in communicating messages. This was mainly due to inaccurate verb formation or students writing extended responses, far longer than the suggested word count, which created more scope for error.

Section 1

Question 1: For this question, there are 12 marks for Content and communication and 8 marks for Quality of Language. Students are required to write approximately 90 words in total, about four different bullet points. All bullet points must be covered, but there is no need for equal coverage of the bullets. The quality of work seen was generally good, with many students able to provide extended responses, which demonstrated their ability to develop ideas, express opinions and refer to different time frames. Where students were less successful, this was mainly due to misinterpretation or omission of bullet points and overlong responses, which led to more scope for error.

Content: The criteria for assessment focus on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions. Students need to be reminded that coverage of bullet points is key, all aspects of the task must be covered. In addition, although students had no difficulty in developing ideas and expressing opinions, there were occasions when inaccuracy led to a lack of clarity of communication (referred to as 'lapses') and this impacted on marks awarded.

Question 1A: This was the popular choice with students. It was a topic with which students are familiar, but it is important to remind students that this new specification requires them to use their knowledge to respond to the exact requirements of the task rather than just reproduce pre-learned language. As would be expected, bullet points 1 and 2 were well covered, with many good responses. Bullet point 3 required students to give reasons *لديك سبب اختيار الأماكن المفضلة*. Most students responded well, but there were occasions when students did not make it clear.

Question 1B: Again, students were familiar with most of the topics in this question and produced extended responses, especially relating to bullet points 1 and 2. Bullet point 3 required them to list reasons *أسباب إعجابك بما تفعله*. The majority of students produced a good response, but some did not notice the word *أسباب* and wrote about their future plans. Those students who were able to manipulate the rubric for bullet point 4 addressed it successfully, although many students attempted to write too much.

Quality of language:

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy. In relation to the first three elements, the following were seen: successful references to two or three time frames; different persons of the verb; synonyms 'أنا أفضل أنا أنا معجب' structures reflecting complexity often successfully attempted, for example adjectives, connectives, intensifiers, negatives and use of relative pronouns.

Section 2

For this question, there are 16 marks for Content, 12 marks for Range and Accuracy of Language. Students write approximately 150 words in total, about four different bullet points. All bullet points must be covered, but there is no need for equal coverage of the bullets. The quality of responses was generally high, with most students able to complete all bullet points in each question, showing good ability to express and justify opinions. Many students were able to produce fluent pieces of extended writing with few lapses and a variety of language. Again, the philosophy behind this new specification is for students to use their knowledge to respond to the exact requirements of the task rather than just reproduce pre-learned language. Where students were less successful, it was because they had misinterpreted the bullet points or wrote very lengthy responses, which increased the scope for error.

Content The criteria for assessment focus on four elements: relevance and detail (implicit in this is coverage of four bullet points), amount of information conveyed, clarity of communication and expression and justification of opinions. Students had no difficulty in developing ideas and expressing and justifying opinions, but there were occasions when inaccuracy led to a lack of clarity of communication and, again, this impacted on marks awarded.

Question 2A:

This was the popular choice with students, this question had a more successful outcome as the bullet points were all addressed well. Nearly all students were able to make a statement about the reasons why they would like to take part in the competition , The second bullet point was well addressed by practically all students, with most describing in detail a range of sport activities they have done in the past. Again, this is a topic with which students are familiar and they were able to provide a great deal of information.

Quality of language and accuracy

The key features of the criteria for assessment here are variety of language and a confident ability to produce complex sentences. In terms of variety of language, there was an impressive variety of connectives seen; 'لأنه, لكن' There were other successful attempts at complexity. There was also a wide range of tenses. It is also worth noting that the criteria refer to style and register. This was not generally an issue with the quality of the work, but there were instances of attempts to include idioms that were sometimes highly unnatural and did not always reflect an appropriate style or register for the piece

Question 3 Translation

For this question, there are 12 marks for Conveying key messages and for Application of grammatical knowledge of language and structures. Given that the level of demand of the messages was aimed at covering grades 4 to 9, the question differentiated well, with all students able to score some marks.

Application of grammatical knowledge of language and structures. Minor errors did not prevent award of marks for conveying key messages provided they were communicated.

Advice to students:

- Aim to write roughly the number of words required.
- Mention all of the bullet points. Attempt to write something about them rather than omitting them. Tick off the bullet points in the rubric once they have been addressed.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.