Examiners' Report
Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE
In Arabic (1AA0/1H)
Paper 1H: Listening

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Introduction

This was the November examination season, 2021 year of testing 1AA0 1H paper, the 2111 series, based on the 2017 GCSE specification. The higher tier exam is 45 minutes in duration, including 5 minutes' reading time; 50 marks in total representing 25% of the total qualification.

This paper draws on vocabulary and structures across all the themes and topics of the specification, students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions, based on a recording featuring male and female Arabic speakers. Section **A** is set in Arabic and this includes the instructions to students. Section **B** is set in English.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study.

Summary

The paper is based on five themes:
(1) Identity and culture
(2) Local area, holiday, travel
(3) School
(4) Future aspirations, study and work
(5) International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Arabic is spoken. The vocabulary list must also be studied extensively to enable students to understand and express themselves with the themes, reading and listening to authentic material. Generally, responses were excellent, and demonstrated evidence of preparation according to the specification. Section A is shared with the foundation tier, which elicited exceptionally good answers from the majority of students. Their good performance showed good listening skills and understanding of content by using the provided words to complete sentences correctly. However, some found selecting words to fill sentence gaps, particularly challenging.

Section B had a wider range of challenges, and the performance reflects this, however multiple-choice questions proved the most challenging of all due to the lack of student adherence to instructions, note taking while listening or classroom practice for multiple choice.

Section A

Question 1 (a-e) & Question 2 (a-e)
Question 1 (a-e) and question 2 (a-e) were based on 'school environment', and 'Identity and culture' respectively. These questions are shared with the foundation tier paper and both stimulus and responses are in Arabic. The majority of students performed well, by using the provided words accurately to complete sentences, demonstrating confidence with listening skills and understanding of content.

Question (1) was particularly good and noticeably clear, where most of the candidates answered it correctly. However, some chose the wrong answer for (1a). These did not realise that they needed to use one of the provided words listed to complete the sentence and used their own word. So instead of using 'Teachers' المدرسون, (the correct answer) they chose المعلمون (not provided in the list), which also mean the same thing.

Q2(a-e) This was a more challenging question as several candidates didn't score full mark. The less able candidates were confused between the words غرف and عرض. They didn't realise the difference between the letter (ض) and the letter (ف). Very few others didn't realise that they can use some of the provided words in the box more than once. However, other the more able candidates scored full marks, showing full understanding of the question.

Section B

Q2
The Majority of the candidates scored 2 or 3 out of a possible 3 marks.

Question 3 (I-IV), 4 & 5 (I-III)
The multiple-choice questions were challenging for a large number of students. Some were confused between choices, often resorting to obvious guessing. This means that teachers should provide further opportunities for students to practice multiple choice questions of a similar style.

Question 6 (a-d)
Students were required to answer with full sentences in English. The majority of candidates answered this question correctly giving a variety of answers, which reflects good understanding of the transcript as well as the question.

6a: Only a small number of candidates answered this question incorrectly and wrote the word "security" instead of "secretary". It was a very good question which allowed candidates to use their comprehension and general knowledge skills.

6b: This question gave a great opportunity to the candidates to answer it correctly as they could choose any 2 from the many qualifications and the skills required for the job.

6c: The majority answered this question correctly and gained full marks.

6d: This was a good question in terms of challenging candidates' understanding and comprehension skills. Nevertheless, most of them scored close to full mark. However, one candidate lost marks for answering all the questions for this section in Arabic rather than in English.

Question 7 (a-d)

7a: Generally, the majority of students were able to answer this question accurately, though a few candidates misunderstood the question and were confused between the 2 characters.

7b: The majority of the candidates achieved 1 or 2 out of a possible 2 marks.

7c: Not all students were able to answer this question correctly. Possibly because of misunderstanding of the listening material or the absence of note taking during the listening period.

7d: Almost every candidate answered this question correctly. However, one candidate lost marks for answering all the questions for this section in Arabic.

Question 8 (a-b)

Question 8 is a longer question with 6 sub-questions of multiple choice. These questions increase in challenge to differentiate for students working at grades 5 to 9, which may be attributed to the performance observed.

Question 9 (a-b)

The final two questions of the paper represent the highest level of challenge for students to respond to. Of the 8 sub-questions, there were opportunities for all ability levels, with 9ai, 9bii, 9biii and 9aiv as the most challenging for respondents. Some candidate showed good level of Arabic understanding by using their own words in their answers. most candidates found it straightforward and easy and accordingly provided correct answers.

9ai: Only a small number of candidates lost marks either because of misunderstanding of the question or they did not know the correct English preposition / word (away from or far from the sun and used the preposition Under or behind instead.)

9aii: The majority answered this question correctly.

9aiii: Only a small number of candidates misunderstood this question. The majority answered it correctly and scored full marks.

9aiv: This was a more challenging question as few candidates achieved the full 2 marks. A small number of candidates based their answers on their pre- knowledge of the topic rather than giving the correct answer from the actual conversation from the recording or understanding of the stimulus.

9bi: Only a very small number of candidates didn't answer this question correctly and this is due to lack of understanding some keywords in the recoding. One candidate gave the answer in Arabic, and others left it blank.

9bii & 9biii: Most candidates gave the right answer.

9biv: Not everyone answered this question correctly. Some wrote "next week" instead of "next month".

Question 10 (I-II)

Question 10 consisted of two multiple choice questions, choosing two lettered options for each. The majority of students were able to identify A & E for 10(I), yet some found the choice of C and E more challenging to choose for 10(II) - dependent on their understanding of the stimulus. Generally, both questions were straightforward for the majority of candidates.

The demand of the November 2021 paper compares well with the Autumn 2020 paper. The level of difficulty between both papers is similar. Most questions, in 2020 paper, were as accessible as those in 2021, described above.