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Examiners' Report  
Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE  
In Arabic (1AA0)  
Paper 3H Reading

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## Introduction

This was this second year of testing 1AA0\_3H, based on the new 2017 specification as first assessment.

The paper tests candidates' comprehension of written material based on the themes of:

Theme 1: Identity and culture

- **Who am I?** relationships, when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models.
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology.
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Theme 2: local area, holiday and travel

- **Holidays:** preferences, experiences and destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

Theme 3: School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchange

Theme 4: Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Theme 5: International and global dimension

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

In addition, candidates are required to be able to translate a passage from Arabic into English.

In each of the Foundation Tier and Higher Tier papers, there are 50 marks available over 10 questions.

Questions are of various types: filling in blanks, cloud with 12 options, boxes and open response and they test the skill of comprehension.

Answers are not expected to be full sentences except in the translation question when candidates are expected delivery of a coherent text in English with good quality of language.

\*It is worth noting that no words were used in this exam series, which are not included in the vocabulary list available for candidates.

**1AA0\_3H\_Q01:** This question targets grades: 4

Clip 1

Answer the following questions in English. You do not need to write in full sentences.

(a) What position was Labeeb asked to play in? (1)  
goal keeper.

(b) What happened when Labeeb tried to catch a high ball? (1)  
he fell on the floor and injured his neck.

(c) What did Labeeb tell the other players to do afterwards? (1)  
To watch the game.

(Total for Question 1 = 3 marks)

This candidate scores 2.

The candidate successfully answered 1a and 1b as a result has been awarded 2 marks of the available 3 marks. However, the candidate doesn't give the right answer for 1c.

The correct answer for 1c is 'to continue playing'.

Think about the question in the context of the stimulus text and aim to understand the key word, which is in relation to 1c is "تابعوا", 'continue/carry on'.

Clip 2

Answer the following questions in English. You do not need to write in full sentences.

(a) What position was Labeeb asked to play in? (1)

Goal keeper

(b) What happened when Labeeb tried to catch a high ball? (1)

he jumped in the air and caught it but he fell and scratched his knee.

(c) What did Labeeb tell the other players to do afterwards? (1)

continue with playing

(Total for Question 1 = 3 marks)

This candidate scores 3 of the available 3 marks.

The candidate offers a complete answer.

The candidate understood all sections of the stimulus text related to the three questions. They established what stimulus text is about and understood the key words. The candidate here offers full and well-presented answers, especially a detailed one for 1b.

It's very important for the candidates to establish the meaning and try to express themselves in their own words which the above candidate response gives a good example on such strategy.

1AA0\_3H\_Q02 This question targets grades: 5

Clip 1

Answer the following questions in English. You do not need to write in full sentences.

(a) What is special about Seville compared to other cities of its time? (1)  
It is older than the others.

(b) What increased the visitor's excitement first of all? (1)  
The old cars

(c) What was the visitor most impressed with? (1)  
The wooden doors

(d) What led the visitor to think that the houses behind the wall were empty? (1)  
There was no noise.

This candidate scores 1 of the available 4 marks.

The candidate successfully answered 1c but missed the rest and as a result has been awarded only one mark for 1d and 0 marks for the rest. The candidate attempted to answer 1a, however, missed the target phrase "أبنيتها مختلفة" (its buildings are different). Also, in 1b and 1d, the candidate possibly tried to guess the answers as used 'cars' and 'no noise', which there no mention to these words in the stimulus text.

Clip 2

Answer the following questions in English. You do not need to write in full sentences.

(a) What is special about Seville compared to other cities of its time? (1)  
The buildings are somewhat different

(b) What increased the visitor's excitement first of all? (1)  
To know what is behind that high wall surrounding the city

(c) What was the visitor most impressed with? (1)  
The wooden doors for the houses still holding its beauty

(d) What led the visitor to think that the houses behind the wall were empty? (1)  
the keys for these houses were hanging in a cafe

(Total for Question 2 = 4 marks)

This is an exemplar response to the question. The candidate obviously fully understood the stimulus text, especially the key words and successfully answered all questions correctly and was awarded the full 4 marks.

1AA0\_3H\_Q03: This question targets grades: 6-7.

Clip 1

Answer the following questions in English. You do not need to write in full sentences.

(a) What is the reason for Khalid's choice of college? (1)  
important course in Britain ~~close to home~~

(b) What is Noah's concern regarding his choice of study? (1)  
how long it will take

(c) What is Farah's future ambition? (1)  
becoming a nurse

(d) What is the main reason for Mustafa's choice of university? (1)  
he wants to learn to speak English.

(e) Why did Musa choose his university? (1)  
he wants to study computer science and electronics engineering.

(Total for Question 3 = 5 marks)

This candidate had a good attempt at answering the questions and got 3b correct. However, in 3a and 3d, the candidate understood part of the stimulus text but not the one which is linked to the question. This is very clear in their answer to 3d, where the candidate understood part of Musa's statement but didn't focus on the question to get the right answer: 'to become a pilot'. Candidate may have struggled with understanding the word: "اخترتها" (I chose). This emphasises the importance and the need for the candidates to be well familiar with the vocabulary list.

Clip 2

Answer the following questions in English. You do not need to write in full sentences.

(a) What is the reason for Khalid's choice of college? (1)  
colleges known across all Arab countries and many western countries and accepts foreign certificates.

(b) What is Noah's concern regarding his choice of study? (1)  
study length is 7 years.

(c) What is Farah's future ambition? (1)  
to become a successful lawyer

(d) What is the main reason for Mustafa's choice of university? (1)  
because the curriculum / study is taught in English language

(e) Why did Musa choose his university? (1)  
Because he wants to become a pilot.

(Total for Question 3 = 5 marks)

This is an excellent detailed answer. The candidate clearly understood the stimulus text very well including the key words, critical to understanding the text. This is reflected in their very accurate answers all through the questions. The candidate was awarded all the available 5 marks.



**1AA0\_3H\_Q05 (a-d):** This question targets grades 7-8

Clip 1

Complete the following sentences with the correct information.

(a) Mai had no brothers and sisters. (1)

(b) She decided to travel to Lebanon alone to complete her education. (1)

(c) While at university, Mai was very interested in Arabic Language. (1)

(d) Since she was young, she was known for her good behaviour. (1)

This candidate answered 5a, 5b, & 5b correctly and therefore was awarded 3 marks of the 4 available marks for this part of Q05. However, he didn't answer 5d correctly.

**It is very important for candidates not only to familiarise themselves with the vocabulary list but also appreciate the variations of meanings**

**e.g.(homographs) within the context of the stimulus text.** This candidate- as many others- didn't manage to differentiate between the two meanings of the word "أدب" as used in the stimulus text meaning 'literature' and interpreted as 'behaviour/manners'.

Clip 2

Complete the following sentences with the correct information.

(a) Mai had no / zero brothers and sisters. (1)

(b) She decided to travel to Lebanon on her own / alone to complete her education. (1)

(c) While at university, Mai was very interested in the Arabic language. (1)

(d) Since she was young, she was known for her her literature style / writing. (1)

The candidate scored 4 of the available 4 marks.

The candidate successfully answered all questions and as a result has been awarded all the available 4 marks. It is clear that this candidate understood the stimulus text fully, and the key words within the context of the stimulus text, especially those for 5d.

**1AA0\_3H\_Q05 (e-f):** This question targets grades 7-8

Clip 1

Answer the following questions **in English** according to the above text.

(e) What did Mai organise while continuing her writing? (1)  
✓ literature  
speeches

(f) How did the relationship of some of the writers with Mai influence them? (1)  
she helped produce their best writings (1)  
She was behind their best writings (pieces)  
the reason

(Total for Question 5 = 6 marks)

Good attempt by the candidate to answer 5e, but unfortunately, instead of using 'meeting' (لقاء) wrote 'speech' (اللقاء كلمة); the candidate possibly got confused the two words.

The candidate however, gave a perfect answer to 5f and therefore, scored 1 mark for 5f and no marks for 5e with a total score of 1 mark out of the 2 available marks for this section of Q05.

Clip 2

Answer the following questions **in English** according to the above text.

(e) What did Mai organise while continuing her writing? (1)  
Meetings every Tuesday about novels with some of the best writers

(f) How did the relationship of some of the writers with Mai influence them? (1)  
It influenced some of their greatest writings

(Total for Question 5 = 6 marks)

The candidate gave full answers to both 1e & 1f and was awarded the full 2 marks of the available 2 marks. It is clear that this candidate understood the stimulus text fully and therefore gave full and exemplary answers.

**1AA0\_3H\_Q06a:** This question targets grade 9

*Clip 1*

(a) What does this report say?

Put a cross  in each one of the **three** correct boxes.

(3)

<b>Example</b>	Greeting customs differ from one country to another.	<input checked="" type="checkbox"/>
<b>A</b>	The nose doesn't have any importance.	<input type="checkbox"/>
<b>B</b>	Greeting by using hands is very common.	<input checked="" type="checkbox"/>
<b>C</b>	Noses shouldn't touch during the greeting.	<input type="checkbox"/>
<b>D</b>	Kissing the nose is a sign of respect.	<input checked="" type="checkbox"/>
<b>E</b>	Some people greet others by kissing their cheeks.	<input type="checkbox"/>
<b>F</b>	The word 'nose' has one meaning only in Arabic.	<input type="checkbox"/>
<b>G</b>	People touching noses to greet each other is a very common custom.	<input checked="" type="checkbox"/>

The response to 6a relates to different parts of the stimulus text. This candidate did well by giving two correct answers ( B & D,) however, misunderstood part of the stimulus that is talking about the 'strange habit' of kissing the nose and it is limited to Gulf countries and incorrectly gave G as a correct answer when it should be E (since many Arab countries kiss each other on the cheeks). The candidate was awarded 2 marks of the available 3 marks. It is important for candidate to seek accurate comprehension of the grade 9 stimulus text in this question paper.

*Clip 2*

(a) What does this report say?

Put a cross  in each one of the **three** correct boxes.

(3)

<b>Example</b>	Greeting customs differ from one country to another.	<input checked="" type="checkbox"/>
<b>A</b>	The nose doesn't have any importance.	<input type="checkbox"/>
<b>B</b>	Greeting by using hands is very common.	<input checked="" type="checkbox"/>
<b>C</b>	Noses shouldn't touch during the greeting.	<input type="checkbox"/>
<b>D</b>	Kissing the nose is a sign of respect.	<input checked="" type="checkbox"/>
<b>E</b>	Some people greet others by kissing their cheeks.	<input checked="" type="checkbox"/>
<b>F</b>	The word 'nose' has one meaning only in Arabic.	<input type="checkbox"/>
<b>G</b>	People touching noses to greet each other is a very common custom.	<input type="checkbox"/>

This candidate was awarded 3 marks of the available 3 marks. The candidate fully understood the related parts of the stimulus text.

**1AA0\_3H\_Q06 b:** This question targets grade 9

Clip 1

Answer the following questions in English.

(b) For what reason do people in the Arab Gulf countries kiss both the nose and the head?

To make clear <sup>that</sup> their relationship is close (1)

The candidate didn't capture the part of the stimulus text which is related to the question and 'assumed' the answer they have given. The right answer according to the stimulus text, kissing the nose is when, for example, the other person is older or has a special status. This candidate wasn't awarded the 1 mark available for 6b.

Clip 2

Answer the following questions in English.

(b) For what reason do people in the Arab Gulf countries kiss both the nose and the head?

when someone is older than them or of higher (1) status  
~~Because someone is older than them or of higher status.~~

This candidate was awarded the full 1 mark available for 6b, showing that the candidate fully understood the related part of the stimulus text and gave the correct response.

**1AA0\_3H\_Q06 c:** This question targets grade 9

Clip 1

(c) What does the nose signify to the Arab people?  
life because you breathe through it.

This candidate wasn't awarded the 1 mark available for 6c. The candidate used a phrase in the stimulus text which is not related to this specific question with the focus is on what does the nose 'signify' to Arab people. It is important for the candidates to give time to understanding the question before start giving the answer.

Clip 2

(c) What does the nose signify to the Arab people?  
different feelings such as:  
The achievements, failure and unacceptance. (1)

This candidate was awarded the full 1 mark available for 6c, showing that the candidate captured all possible answers for this question according to the stimulus text.

**1AA0\_3H\_Q08:** This is a target language and a crossover to Foundation Tier question and targets grade 5:

Clip 1

ما هي النشاطات البيئية التي يقوم بها كل من الأشخاص المذكورين أعلاه؟ للإجابة عن هذه الاسئلة، اختر من بين: عدنان، سارة، رضا، هناء. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: عدنان ..... عضو جمعية جزائرية لحماية البيئة.

(a) التشجيع على التواصل عالمياً لأجل المحافظة على البيئة هو اهتمام ..... هكنا ..... (1)  
الرئيسي.

(b) يُساعد ..... هكنا ..... الآخرين على معرفة كيفية حماية منطقتهم. (1)

(c) زاد اهتمام ..... رضا ..... بالبيئة بعد أن قام بنشاط عالمي. (1)

(d) تُشجّع ..... هكنا ..... على العمل للمحافظة على البيئة بدون أجر. (1)

(e) تُشجّع المنظمة التي تشارك فيها ..... هكنا ..... مسارة ..... أعضاء من مختلف الأعمار. (1)

(Total for Question 8 = 5 marks)

This candidate was awarded 3 marks of the available 5 marks. This question requires matching the statement to one of the people named to fill in the blank. It seems the candidate didn't fully understand the statements in 8a and 8e and confused them with other people's statements.

Clip 2

ما هي النشاطات البيئية التي يقوم بها كل من الأشخاص المذكورين أعلاه؟ للإجابة عن هذه الاسئلة، اختر من بين: عدنان، سارة، رضا، هناء. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: عدنان ..... عضو جمعية جزائرية لحماية البيئة.

(a) التشجيع على التواصل عالمياً لأجل المحافظة على البيئة هو اهتمام ..... سارة ..... (1)  
الرئيسي.

(b) يُساعد ..... عدنان ..... الآخرين على معرفة كيفية حماية منطقتهم. (1)

(c) زاد اهتمام ..... رضا ..... بالبيئة بعد أن قام بنشاط عالمي. (1)

(d) تُشجّع ..... هناء ..... على العمل للمحافظة على البيئة بدون أجر. (1)

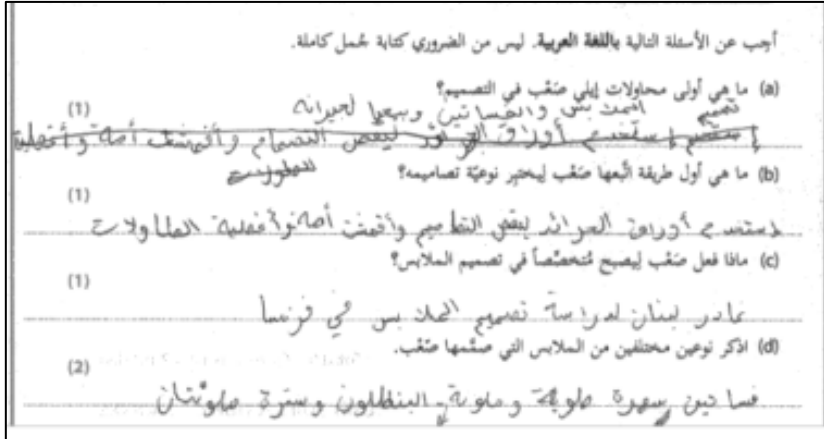
(e) تُشجّع المنظمة التي تشارك فيها ..... هناء ..... أعضاء من مختلف الأعمار. (1)

(Total for Question 8 = 5 marks)

This candidate clearly understood the stimulus text very well and was awarded the full 5 available marks.

1AA0\_3H\_Q09: This is a target language question and targets grades 8-9:

Clip 1

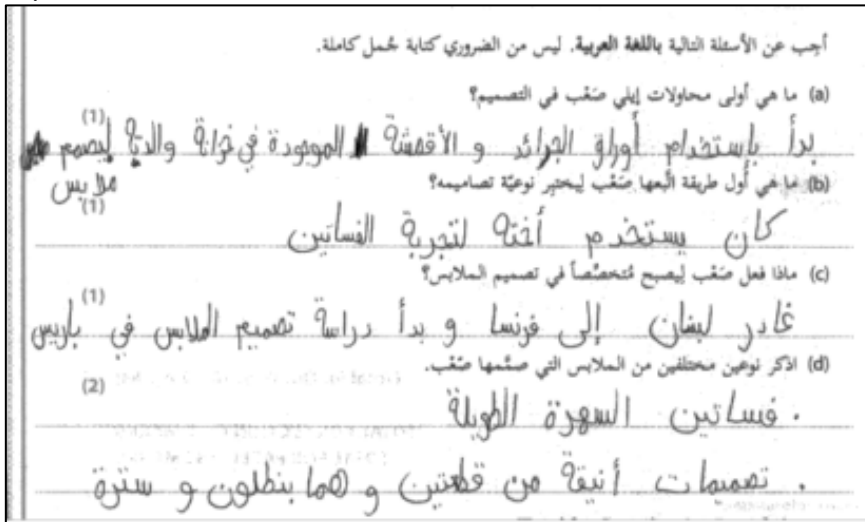


This candidate did reasonably well and was awarded 3 marks of the available 5 marks.

For 9a, the candidate started with giving the correct answer but changed their mind and crossed it out replacing it with an incorrect answer. For 9b, the candidate didn't focus on the key word in the question 'check his work' (يختبر) instead their answer was about the material the designer used in his designs.

It is important to be careful when reading the question and gain an accurate understanding of what is required before starting to give an answer.

Clip 2



This is an excellent response. This candidate was awarded the full 5 marks. This candidate's answers are exemplary with a high level of accuracy.

**1AA0\_3H\_Q10:** This question targets grades 6-9

Clip 1

I started to ~~to~~ care and love about riding ~~more~~ horses when I was six. And my dad kept ~~encouraging~~ <sup>always</sup> pushing about that. Now I started working seriously and I'm going to try and be professional. That's why I train twice a week. My dad helped me from the start to achieve all my dreams from ~~the start~~ <sup>joining</sup> in the spring activity. Last year my dad ~~came~~ <sup>joined</sup> with me to watch "the face the bear race for horses" and I enjoyed it a lot.

This candidate did well in most of the sections of this translation task. They were awarded 5 marks of the available 7 marks. There are several mistakes occurring when the candidate was faced with challenging terms (e.g. 'pursuing' instead of 'encouraging'; 'spring activity' instead of 'Arab races'; 'bear race' instead of 'Dubai'. In this question, it is strongly advised that candidates make themselves very familiar with the vocabulary list available as part of this qualification specification.

Clip 2

My interest and love for horse ~~and~~ riding began when I was six years old. And my father has always encouraged me about that. Right now, I am working hard and I will try becoming a professional. Because of that I train / perform training twice a week. My father has helped me from the beginning to achieve my goals / aspirations or participating in Arabic ~~race~~ racing races. And last year my father took me to watch ~~the face the bear race~~ Dubai's horse riding race' and I really enjoyed that / enjoyed that a lot.

This candidate was awarded the full 7 marks. This candidate's translation of the text has a high level of quality of language and transferred the meaning accurately too.



## **Summary**

- Knowledge and understanding of the vocabulary and its variations in the stimulus text context is a key to candidates' good performance in this reading paper.
- It is crucial for candidates to study the vocabulary list in order to assist them in understanding the stimulus texts and the target language questions (Q8 & Q9).
- Although due to the unusual circumstances affecting this exam series, whereby non-vocabulary words weren't not used in the question paper, in normal circumstances, these non-vocabularies are included in the stimulus texts for questions 5 (10 words), question 6 (14 words) and questions 9 (12 words). Candidates' understanding will be tested on six of these non-vocabulary words in each aforementioned three questions.
- It was noticeable that some candidates didn't base their answers on the stimulus text. Candidates are strongly advised to base their answers on the stimulus text and not what they wished it to be.
- Candidates must read the instruction (rubric) well and give time to understanding the stimulus text and question before starting to give their answers.

