



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

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

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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:**

**New fashion**

1 (a) تريد "عائدة" دعوة صديقاتها للمساعدة في إنشاء "قناة تلفزيونية" على الإنترنت، حول الموضة الجديدة.

اكتب رسالة غير رسمية على وسائل التواصل الاجتماعي تحتوي على دعوة "عائدة".

يجب أن تحتوي هذه الرسالة على النقاط الآتية:

- سبب طلب "عائدة" المساعدة
  - النصائح التي يمكنك تقديمها عن الموضة
  - من برأيك سيطلب الاشتراك في القناة التلفزيونية
  - متى يُمكن البدء بمشروع إنشاء القناة.
- اكتب ما يقرب من 80-90 كلمة باللغة العربية.

Students will find these types of questions less challenging if they have greater experience learning and using the provided vocabulary list found in the specification; furthermore, tasks and lessons on the five themes will help boost their confidence to respond to questions such as this.

### Question 1B:

**Moving to a coastal city**

(b) أرسل ابن عمك "محمدي" إليك رسالة إلكترونية جاء فيها: إنه يحب أن يصبح جارك في مدينتك الساحلية. اكتب رسالة غير رسمية له ترحب به.

يجب أن تذكر في الرسالة هذه المعلومات الآتية:

- وُصفَ لمدينتك
- أكثر الأشياء التي تحبها في مدينتك
- هواياتك التي تهتم بها
- أسباب رغبتك في إقامته بمدينتك.

اكتب ما بين 80-90 كلمة باللغة العربية.

This question requires students to write a letter between 80-90 words in about moving to a coastal city. . Four points have been provided as stimulus for the letter, and should be included in the written piece. The majority of students were able to demonstrate the ability to write a letter and could include all the main points required, however the quality of language and SPAG varied widely. Some students were unable to demonstrate writing skills to the level of composing a letter, to the extent of merely copying out the stimulus text.

### 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:**

**Work experience**

2 (a) أنت رأيت إعلاناً على الإنترنت عن شركة نפט عربية مشهورة، تقدم فرصة ممارسة خبرة عمل للطلاب.

اكتب رسالة رسمية تقنع فيها الشركة بأن تقدم لك فرصة خبرة العمل.

يجب أن تذكر في الرسالة المعلومات الآتية:

- لماذا أردت خبرة العمل في هذه الشركة
- ما المهارات التي تستطيع تقديمها
- كيف ستستفيد من هذه الخبرة
- لماذا تقدم الشركة هذه الفرصة.

يجب أن تُبرز أفكارك وآراءك

اكتب ما بين 130-150 كلمة باللغة العربية.

Highly popular question, with almost all candidates writing a formal letter requesting a work experience in the company that was in the advert. This question proved very appealing as candidates were able to firmly articulate the reasons for choosing to do a work experience in this company. They have made a list of their personal qualities as well as their qualifications. Most candidates were successful here and provided a well expressed piece of writing.

## Question 2B:

**Watching films**

(b) قرأت في مُدَوَّنَة أحد السينمائيين أنه يناقش آراء الذين يستخدمون الإنترنت في مُشَاهَدَة الأفلام.

اكتب رسالة رسمية إلى صاحب المُدَوَّنَة لمشاركة القراء اهتمامهم.

يجب أن تذكر في الرسالة هذه المعلومات الآتية:

- ما رأيك في مُشَاهَدَة الأفلام على الإنترنت
- كيف أثر ذلك في المشاهدين
- أي المواقع التي ستستخدمها للأفلام في العطلة الأسبوعية
- لماذا مُشَاهَدَة الأفلام على الإنترنت الأكثر شهرة.

يجب أن تُبَيِّرَ أفكارك وآراءك

اكتب ما بين 130-150 كلمة باللغة العربية.

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 you like watching films on the Internet. A very popular question for students, and the majority of written responses werea adequate for watching films on line covering the four points. Some students found this question very challenging, especially when trying to describe the effects of watching movies on internet affected audience/ spectators. Candidates need to study the full vocabulary lists, learn how to construct simple sentences of expression and develop their SpaG skills to maximise potential.

## 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.



