



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In Arabic (4AA1) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 4AA1_01_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Introduction:

This exam series is the first of the new specification. In general, there are no changes to the question's styles from legacy to reformed specification except for questions 4, 8 and 9 in component where the students were expected to be well-versed in language rhetoric, structural linguistic and literary analysis.

General:

The content and the structure of the question paper has a few changes:

- In the new specification the question paper consists of two parts - the text booklet and the answer booklet.
- The reformed paper comprises of three sections just like the legacy one, but there are a few changes in the content of each section and in the allocation of marks. The marks which were allocated for part 1 is 51 marks.

Part one of this paper in the reformed specification has nine questions based on two unseen passages. Questions 1 to 4 are based on the first text; questions 5 to 8 are based on the second text and question 9 is designed to require the students to compare between the two texts. The allocation of marks for these questions are as follows:

- Questions 1 & 5 - 1 mark each.
- Questions 2 & 6 - 2 marks each.
- Questions 3 & 7 - 4 marks each.
- Questions 4 & 8 - 10 marks each.
- Question 9 - 15 marks.

Questions 1, 2, 3, 5, 6 and 7 are comprehension questions targeting students of all abilities.

Questions 4 & 8 have identical rubrics, except that each is based on a different text. These questions require the students to apply rhetoric and literary analysis to the texts. These two questions are completely new to students.

Question 9 requires the students to apply literary and rhetorical analysis to compare between the texts. Again, this is new and was not covered by their syllabus when preparing to take the legacy exam.

Part 2 of this paper consists of one text, and the students are required to summarise it. There are 6 marks allocated to this section. Although the total time allocated to this paper is two hours and 15 minutes, students on page 11 in the new specification, were expected and advised to spend half an hour answering it.

Part 3 is the grammar section and this part consists of four questions. They are comparable to the four grammar questions in the legacy specification with regard to their level of demand.

Comments on Individual Questions:

Q1- Great majority of students found question 1 easy and straightforward and they achieved full marks, however, very few of them seemed to mix their answers up with why hospitality was important to Arabs and how Arabs honour their guests.

Q2- Most students were able to answer question 2. They were keen to take some evidence from the text and were able to link that to their answers. Few of them were getting the evidence but failed to get the right answer or vice versa.

Q3a- Some students answered this question in depth and succeeded in finding principals. A large proportion of students have been repetitive, specifically the second point which is (إنَّ الضيف لا يحق له أن يتعدى حدوده ولا يتجاوز الأدب والذوق\ لا يتصرف بما يسئ) and scored 1 out of 2 marks.

Q3b-The majority of students answered this question successfully and found the relevant evidence from the text such as: - the guest should ask permission to leave his host -express his regret to leave. Some students were able to find evidence from the text but were not able to express the meanings with their own words, so they copied a few lines from the main text without analysis or comments.

Q4- This was among the most demanding questions that most students scored less than 50% in. The question was about the use of sentences and words in the text, as it is the first exam in style of writing البلاغة that requires a high level of proficiency in the knowledge of the language. Most students struggled to identify the different styles of writing used by the author. A majority of students were confused between different styles used in the text and were naming الأسلوب الانشائي\ الأسلوب الخبري كما أخطأ by the wrong terms such as الطلبة في التمييز بين السجع والجناس وبين الطباق والترادف

و كذلك بين الكناية والاستعارة. وفشل جل الطلبة في التحليل البلاغي للنص وذكر غايات استعماله وقد اكتفى مجموعة من الطلبة في عرض معلومات عامة حفظوها في علم البلاغة بدون تطبيقها بشكل صحيح على النص وهذا ما أثر سلباً على الدرجات المسندة للطلبة.

Q5- All students were able to score highly in this question as it was straightforward and easy (one word only answer was required).

Q6- Most students understood the text very well, answered the question using their own words and proved their points by selecting the right evidence from the text. A few students added the importance of tourism and its impact on traditional industries and peoples' culture; however the question was about the link between tradition and culture and not about anything else.

Q 7a- The majority of students were able to find the link between traditional industry and the impact on the economy of the country as it helps to create more employment opportunities and increases people's income

Q7b-The text was clear and easy to understand by many students and hence most of them answered this question in depth and explained the reason why some people were called after the jobs they were practicing in the past. Evidence from the text were obvious and straightforward.

Q8- Question 8 was very similar to question 4 as its main purpose is to explain the style of writing used by the author to emphasise on the need to pay attention to traditional industry. Many students summarised the main text whilst others struggled to identify the different styles the writer used in the text. Few students were able to score 50 to 60% the rest scored between 3 to 4 out of 10. Again, it was noticed that the question challenged the students' level and knowledge as علم البلاغة يتطلب دراية وتضلعا في اللغة العربية الصحيحة فمعرفة أساليب الكتابة من اقرار ومقارنة وتشبيه يتطلب سعة اطلاع وبراعة في فهم واستعمال اللغة

Q9- Question 9 was the most demanding as it involved rhetorical comparison between two different texts. Most students wrote a summary and compared between the two. Few and more able students tried their best to set a comparison between the styles used in the two texts and looked for similarities and differences in the use of language استعمال الألفاظ والكلمات, sentences structures تراكييب الجمل, the use of tenses استعمال الأزمنة, and المحسنات البيعية. However, a group of them made errors due to the difficulty of rhetorical comparison and the limited abilities of students to analyse highly complex texts.

Section 2: Summarize

Q10- This question required knowledge, deep understanding of the text and rich language to write the summary. Most students answered this question with no difficulties. The text itself was interesting and current. Many of the students used their own methodology to summarize the text and made a pleasant read. The use of language was very successful.

Section 3: Grammar

Q11- Most students were able to score high in this part of the exam apart the Q10 a) many students got wrong (الجمع المنصوب)

Q12- Most students were able to answer the grammar questions and correctly used nouns, verbs and numbers according to their positions in the sentences however, many errors were noticed.

The main errors were in

وضع الحركات على الكلمة مثل علي بالتثوين أو ثوب بدون مد

Q13- Parsing اعراب

Most students showed a good understanding, identification of words and their roles in sentences.

Q14- Generally, the responses were good for this question. Some students had difficulty to apply the grammatical rules in the entire sentence or rewarding parts of the it end up losing marks as they wrote:

يا علي نودك رؤيتك

instead of

يا علي نود أن نراك

مازال هؤلاء المهندسون يعملون

instead of

..... هؤلاء المهندسون مازالوا يعملون

Advice to centres:

- Centres are advised to remind the students to write clearly and to write in black pen.
- Students should be informed that the marking is done electronically, so they should answer the questions in the allocated space. Some students have answered question 8 in the space of question 9 and vice versa and that has affected the marking procedure.
- Centres should inform their students that they do not answer in the transcript booklet as it will be not scanned for marking.
- Centres are also reminded to use past papers, mark scheme and examiner's reports.
- Paying attention to rubric is strongly recommended.
- Centres should inform their students to show a clear understanding of question 2, question 3b, question 6, and question 7b. The quotation should be clear through the use of the quotation sign "".