



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE
in Arabic (4AA1/02)

Unit 02: Writing

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Summer 2022

Publications Code 4AA1_02_2206_ER

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Introduction

The paper consists of three questions, where each one has three bullet points. Candidates are expected to answer two questions out of the three, producing a maximum of 300 words for each.

The paper is somewhat challenging and pushed candidates to show their ability to develop their arguments and opinions. Questions covered interesting topics, where candidates managed to write very meaningful and interesting essays to read. Each question is out of 25 marks making the paper a total of 50 marks.

Comments on Individual Questions

Question 1

A majority of candidates responded positively to this question with good understanding of the subject matter. However, some candidates focussed on the internet and how useful it is nowadays rather than expanding on online shopping and its advantages to humankind.

The topic for question 1 was, Shopping via the Internet. Most candidates who chose this subject did very well. Some candidates were able to achieve marks of 13 to 15, whilst a majority of candidates achieved marks of 12 to 9 marks in communication and content. A majority of candidates followed the same structure as was required by the question, such as:

- Features and online shopping services compared to traditional shopping.
- Ways to ensure safe shopping via the Internet.
- Your personal experience with online shopping.

Candidates performed very well and showed interest in using the internet for shopping. A majority of them linked the topic with the pandemic due to the importance of internet shopping in our modern life. A majority of candidates were able to make comparisons between internet shopping and the traditional way of shopping, highlighting its benefits, its effectiveness in maintaining our health during the pandemic, and its role in maintaining the global economy and protecting it from collapse.

Candidates also demonstrated excellent awareness regarding the safe use of the Internet and showed how to preserve our personal and banking information from hacking or fraud. A majority of them suggested practical ways to avoid hacking, such as shopping only from safe websites, not clicking on unknown links, paying for the goods after delivery to the consumer to ensure the products safety and quality before payment.

Candidates indicated keenness to write feedbacks on the company's page to facilitate the selection process for others.

At the end candidates wrote about their personal experiences in shopping online, explaining different technics when buying clothes, such as checking sizes, quality of the products, and the expected delivery time.

However, some candidates fell into the simulation and repetition of ideas, as well as generalisation and ambiguity in addressing the topic, especially when comparing shopping online and traditional ways of shopping.

Question 2

On average, a majority of candidates answered this question successfully, although some were not clear about the term "working from home" and were not able to differentiate between "working from home" and "freelance". This was not taken in consideration and their answers were marked according to the agreed assessment criteria's.

The topic of this question was the benefits and the advantages of moving work from offices to homes for the individual and for the community.

A majority of candidates who chose this question did very well and were able to achieve between 15 to 10 points on Communication and Content. Most Candidates who answered question 2 were aware of the positive side impact of millions of people working from home to protect themselves and their families from the pandemic. Candidates focused on three points to show the positives of remote work:

- Increasing family harmony after staying at home.
- Reducing the rate of environmental pollution at the global level.
- Technological development to support doing most of the work remotely.

Family life was one of the most important points that the candidates discussed, comparing how it was before the pandemic, a majority were able to demonstrate the benefits of family communication, as well as the importance of the daily presence of

fathers and mothers at home to help building healthy relationships and spend quality time with their children without neglecting their jobs or reducing the quality of their performance at work.

The subject was very inspiring for most of candidates and opened their eyes wide to see the positive sides of the lock down on people, environment, and technology. It fuelled their imagination. Candidates were also able to explain through their life experiences, a full knowledge of the developments taking place in the field of the Internet and software that facilitated remote work and study remotely for many people.

Candidates discussed Google classroom, Zoom meetings, and Adobe app which made communication and meetings from home easy and comfortable to every user. They all expressed admiration for this form of communication, which opened new doors for us towards an effective virtual world whose goal is the preservation of human life and our planet from extinction.

In this question candidates were able to express their views and opinions about working and studying from home. Successful candidates were able to use different techniques to write their articles in a formal way. They demonstrated the ability to describe and compare different situations.

Question 3

This question seems to have been less understood by some students in comparison to the other questions. Students were not able expand on cinema and films as educational tools, moreover, they seemed to be confused about cinema, films and TV films, though they covered most of the bullet points.

The topic on Question 03 was to discuss the idea of using movies as a successful educational tool. Some of candidates were able to achieve between 15 to 13 marks in Communication and Content. A majority of candidate candidates who chose question 03 were not able to understand the topic or distinguish between television programs and films. Some candidates neglected the educational role of films have and explained only the entertainment aspect of movies. Some candidates thought that the role of film censorship is to prevent anything that contradicts or differs from the culture of the country from being viewed by audiences and to encourage only local and religious films for children to protect them from cultural invasion.

A majority of candidates gave contradicting responses when talking about the role of films in introducing the cultures of different nations. These are bullet points which were explained and discussed by many:

- The role of the family and the school in guiding and choosing what is useful from films.
- The role of cinematic censorship to reduce audio-visual pollution.
- The role of films in recognizing and benefiting from the traditions of other societies and succeed in expressing their ideas in a logical and pleasant way.

Knowledge and accuracy of language

Majority of candidates used different writing styles, narrative, descriptive and conversational, which showed significantly good ability to use the right Arabic language. Some scripts were written at a high standard, although some struggled with

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It was observed that nearly some candidate responses were very hard to read due to poor handwriting as well as orthograph errors and confusion between some sounds

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الكحك بدل الكعك العين و الحاء

...الذليل بدل الدليل الدال و الذال

Many candidates used their local dialects over the mother tongue.

Popularity of Particular Questions

Based on their performance in this paper, candidates and teacher-examiners are offered the following advice:

Based on the performance of candidates, it is clear that some questions in this year's examination paper were more popular than others and consequently were answered better than others. Teacher-examiners should make sure that all topics are covered. this will better prepare candidates for the assessment and help them to achieve higher grades that reflect candidates' true ability. Candidates seemed to be more at ease with the questions when provided with bullet points, which helped them focus on the main points required by the questions. It gave them areas to write about, extend their descriptive ideas, and added reasons for each point they wrote about.

Conclusion

- Centres should make sure that students are reminded to read the questions thoroughly before answering to fully understand the requirement(s) of the question.
- The use of English words should be avoided. Candidates are advised to avoid writing English words or literal translations.
- The essays that scored the highest marks were characterised by a clear and defined structure, clarity of thought, well supported ideas, good presentation and use of an appropriate style.
- Students had a good level of communication, reasonable level of accuracy and most importantly managed to use variety of lexical terms and structures successfully.

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