



Examiners' Report **June 2022**

GCSE Arabic 1AA0 4F

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Introduction

Candidates were assessed on their ability to communicate effectively through writing in Arabic. Candidates needed to communicate effectively in writing for a variety of purposes across a range of specified contexts; to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information; to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings; to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events; to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register; to make independent, creative and more complex use of the language, as appropriate; to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince; and to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

The assessment was out of 60 marks. Each question was set in a context drawn from the themes and topics. The assessment tasks featured general content that was familiar and accessible to all candidates. Candidates were required to produce responses of varying lengths and types to express facts, ideas and opinions in Arabic. The length of each response required, and complexity of language increased across the paper. Recommended word counts were specified for each question. Candidates were not penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.

The assessment time was 1 hour and 15 minutes in length. The paper consisted of three open questions and one translation from English into Arabic. Candidates had to answer all questions.

Question 1 assessed candidates on their ability to write, to describe and to express opinions.

Question 2 had two options from which candidates had to select one. This question assessed candidates on their ability to note down key points and convey information.

Question 3 had two options from which candidates had to select one. This question assessed candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Candidates had to use the informal register. This question was common to the Higher tier.

Question 4 was the translation question. Candidates were required to translate five sentences from English to Arabic. The sentences were ordered by increasing level of difficulty.

Question 1

This question addressed the theme of Local area, holiday and travel, and the topic Holidays. Candidates were given a photo of four people on camels in a desert; they had to describe the photo and express their opinion about the tourist guide in about 20-30 words of Arabic. The question could be answered using exclusively a present time frame, but candidates were not penalised for using other tenses. Most candidates responded to this question with some success. The most successful ones restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance. Most candidates described who was in the picture and expressed a simple opinion about travelling to Egypt. Some candidates wrote in the first person, which was totally acceptable. Indeed, some examiners commented that such attempts were often among the most creative and interesting. Some candidates found it difficult to say what camels were in Arabic. Some of the opinions given were contradictory, eg أنا أحب المرشد لأنه مُمل!

A few candidates thought they had to give an opinion about the picture or the featured people rather than **The Tourist guide** in general. A few others either omitted the opinion altogether, or else omitted to describe the photo.

في هذه الصورة، هناك خمسة أشخاص
في بلد مصر. هناك واحد ولد واقف
و الربعة الأشخاص جالس على الجمال.
~~في رأيي الرحلة مع المرشد الهوائي حار.~~
في رأيي الرحلة مع المرشد ~~جيد~~ جيد
(Total for Question 1 = 12 marks) و مضحك.



This candidate has written more than the suggested number of words. The photo was described fairly clearly and with some detail, but with a degree of ambiguity. The candidate has used a small selection of familiar vocabulary and produced simple sentences with little linking. There was an inconsistently accurate application of a small selection of straightforward grammatical structures, including the present tense. More than one error hindered clarity of communication.

Communication and Content: 4 marks

Linguistic Knowledge and Accuracy: 4 marks



There will always be two parts to this question. A description of the photograph will be required along with an opinion about the theme of the photograph. The words in the title and in the rubric will help to express the opinion.

Family Holiday to Egypt

أنت وعائلتك في رحلة سياحية إلى مصر مع مُرشد. أُخْبِتَ أن تنشر هذه الصورة على الإنترنت.

صِفْ هذه الصورة واذكر رأيك في الرحلة مع المُرشد.

اكتب ما بين 20 - 30 كلمة باللغة العربية.

في الصورة التي عرضتها في وولف

يبدو سعيداً جداً. والهناء ان الطقس من

المصر حار جداً. اربعة اشفا من يوكب

العنوانات من مصر في رأيي الرحلة مع

المُرشد مفيد وهم مبداء لأنني صحتي وموسلي.



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Examiner Comments

The candidate has written more than the suggested word count but has written relevantly and has included extra detail. The photo is described and there is a clear opinion about the tourist guide. The candidate has used a small selection of familiar vocabulary and produced simple sentences with some linking. There was a small selection of straightforward grammatical structures, and the present tense has been used successfully. There were few errors, and these have not hindered communication.

Communication and Content: 6 marks

Linguistic Knowledge and Accuracy: 5 marks



ResultsPlus
Examiner Tip

This is an example of a typical candidate achieving almost full marks for this question.

Question 2 (a)

This question addressed the theme of Identity and culture, and the topic of Cultural life. Candidates were given four bullet points within the context of an Arabic song festival; they had to write 40-50 words of Arabic. The question could be answered using present and future time frames, but candidates were not penalised for using other tenses. Many candidates found this question quite difficult to access, as they appeared not to understand some of the bullet points. Several candidates wrote about a music festival in general rather than Arab music. There were, however, some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately and even attempted complexity and development of individual points of view.

This question was less popular than Q02(b).

(16)

كيف حاله؟

السيد مدير المهرجان أنا أحب أن أغني الاغانى العربيه لانها جزء
من وطني وتعبير عن لغة وطني. لدي مطربون أطفالهم
على باقي المطربون لانني احبهم وهم حسين الجسمي
وكاظم السامر. أنا أمارس الغناء من 5 سنوات. منذ
أن كان عمري 16 سنة. دخلت العديد من الحفلات و
المعارض الموسيقيا لكي أتعلم الغناء جيداً وبصوت جميل
تعبه الناس. يسرني أن أدخل المهرجان العربي و أود
أن أختار أغنيته أنا كتبتها بنفسي وأسمها يا وطني
الجميل). هذه الاغنية تعبر عن حبي لوطني وقيمة الوطن
العربي. شكراً على هذا المهرجان العربي مع تحياتي



This response receives the maximum 8 marks available for Communication and Content. The candidate gives information relevant to the four bullet points and adds some development. The language enables the candidate to present simple facts, give information and to note down key points using simple ideas and using common, familiar vocabulary and language structures. The language used is independently selected and does not rely too much on the language of the stimulus material to convey ideas. This response receives the maximum mark of 8 for Linguistic Knowledge and Accuracy. The candidate produces simple sentences, which are linked. Straightforward grammatical structures are used, which are mostly accurate. There are mostly accurate references to both present and future events. Verbs and spellings tend to be accurate with the odd exception.

Total score: 16 marks



This question will always assess the ability to refer to both present and future events. The bullet points will require responses using mainly present tenses or time frames and also a future tense or time frame.

السيد مدير المهرجان انا جود ابوبكر اريد الاشتراك في المهرجان لاني احب

الغناء لاني ابي كان ديماً يعزني لي وانا غير اغاني العربية فاجبه ان

هذا السبب لاني مهابزون مهابزون وعلم محمد راشد ، علي عبدالله و محمد

عسيف . دخلت مع ^{الي} الغناء من خمس سنوات . ~~كل اول من علمته~~

~~ولاني مهابزون جداً~~ . وسوف اختر اغنيه مراغاني محمد راشد و

يمكن ان تكون (عهور) .



ResultsPlus
Examiner Comments

This response receives 7 marks for Communication and Content. The candidate has written information relevant to four of the bullet points and has added some development. The language used has enabled the candidate to present simple facts, information and to note down key points using simple ideas and using common, familiar vocabulary and language structures, with some success. Clarity of communication is occasionally an issue. The language used is independently selected and does not rely too much on the language of the stimulus material to convey ideas.

This response receives a mark of 7 for Linguistic Knowledge and Accuracy. The candidate produces simple sentences which are linked. There is little repetition of the use of أحب . Straightforward grammatical structures are used, which are sometimes accurate. There are some accurate references to present and future events; the latter is accomplished with the use of an immediate future time reference, سوف . Occasionally, errors occur that prevent meaning being conveyed.

Total score: 14 marks



This question will always assess the ability to refer to both present and future events.

The bullet points will require responses using mainly present tenses or time frames and also a future tense or time frame.

Question 2 (b)

This question addressed the theme of Local area, holiday and travel, and the topic of Travel and tourist transactions. Candidates were given four bullet points within the context of booking a room at a hotel; they had to write 40-50 words of Arabic. The question could be answered using present and future time frames, but candidates were not penalised for using other tenses. Many candidates found this question quite easy to access, as they appeared to understand all of the bullet points. There were some good responses where all bullet points were attempted and were well linked. These candidates used tenses appropriately and even attempted complexity and development of individual points of view.

This question was more popular than Q02(a).

السيد مدير الفندق أنا اسمي إبراهيم وأنا أحب مشاهدة مباريات الملاكمة كثيراً.
ولذلك أسئلكم لأن أ حجز غرفة نوم في فندقكم لأنني أريد أن أتشاهد
المباريات في مدينتكم. أرغب أن أبقى ~~في~~ ثلاثة ليلاً لأنني أريد أن أأهني
و أغمض في ~~في~~ مدينتكم. رغباً بعد المباريات سأكون جائع هل لا يشعل
الخبز والفتاء في التفت؟ أريد أيضاً أن أسئلكم عن معلومات
عن أماكن أخرى يعكس أن أزره في مدينتكم.

~~مع الشكر وبنقل ردكم جزيل الشكر~~

أشكركم على قراءة رسالتي و بنقل ردكم و مع الشكر الجزيل



This candidate has written more than 50 words in Arabic. This response scores the maximum 8 marks available for Communication and Content. The candidate has written information relevant to the bullet points and has added some development. The language used has enabled the candidate to present simple facts, information and to note down key points using simple ideas, using common, familiar vocabulary and language structures. The language used is independently selected and does not overly rely on the language of the stimulus material to convey ideas. This response scores the maximum mark of 8 for Linguistic Knowledge and Accuracy. The candidate produces simple sentences which are linked, using **لأنني**. Straightforward grammatical structures are used which are accurate. There are accurate references to both present and future events.

Total for this response: 16 marks.



This question will always assess the ability to refer to both present and future events.

The bullet points will require responses using mainly present tenses or time frames and also a future tense or time frame.

Question 3 (a)

This question addressed the theme of Identity and culture, and the topic of cultural life. Candidates were given four bullet points within the context of an email to a friend about joining a book club; they had to write 80-90 words of Arabic. The question had to be answered using past, present and future time frames. Many candidates found this question more accessible. There were some quite lengthy answers in which candidates were describing stories they are currently reading. Sometimes this description rather overwhelmed the response to the other bullet points. The most successful candidates restricted themselves to the recommended word count. Exceeding the word limit often increased the scope for error, ambiguity and irrelevance.

This question was more popular than Q03(b).

السلام عليكم يا هديتي يوسف لقد قررت ان اتحق
بنادي الكتاب الالكتروني. وانا الان اقرا قصصها هي الامام
لقد اشرت معاذة القمه لانها مرسية وانا احب القمه
المرسية وهي مشوقة ايضاً وانا استقر انهي يحب سليلي ان
تقرأ معاذة القمه لانها جميلة ومرسية وانا اسلم انك تحب صاذا
النوع من القمه واستقر ان الناس الذي يشاركو من النادي
سوف يحبونها ايضاً. ومارلت اخطت لقرات العديد من القمه ومنها
قهة الاقزام السبعة و قهة السناغر و قهة النبي موسى
واخطت بان تقرأ قهه الانبياء لانها تتكلم من انبيانا و
ديننا ومنها قهة النبي يوسف و عيسى و نوح وهناك الكثير
وتحياتي



This response receives 12 marks for Communication and Content. The candidate has written information relevant to all four bullet points. The candidate has expanded the key points and ideas. There is a variety of language used to express ideas and opinions, with some examples of uncommon language. The register and style are appropriate. This response receives 8 marks for Linguistic Knowledge and Accuracy. The candidate produces some frequently extended sentences, which are linked. The language is generally accurate and includes successful references to past, present and future events.

Total score: 20 marks



Try and use some more complex grammatical structures.

3 (a) يقوم صديقك يوسف بتأسيس "نادي الكتاب الإلكتروني" عبر الإنترنت لمناقشة القصص العربية، أنت قررت الالتحاق بنادي الكتاب عبر الإنترنت.

اكتب رسالة بريد إلكتروني غير رسمية إلى يوسف.

يجب أن تذكر في الرسالة المعلومات الآتية:

• قصة عربية تقرأها حالياً - arabic book reading now

• لماذا اخترت تلك القصة why i chose the book

• لماذا تعتقد أن يوسف يجب أن يقرأ نفس القصة - i think why Yusuf needs to read the same book

• ما أنواع القصص التي تخطط لقراءتها بعد ذلك.

اكتب ما بين 80 - 90 كلمة باللغة العربية. what books i'm planning to read after

(20)

السيد يوسف نادي الكتاب، انا اكتب هذا الرسالة

لتكلم لك عن الكتابات. انا الان اقرا كتاب

جديدة تتكلم عن الحيوانات والعالم. الكتاب

هيا مفيد جدا لاننا نتكلم عن الانواع الحيوانات

و ايض نتكلم عن العالم و الاشجار. يوسف،

انتى لاسم تقرا هدي الكتاب لاننا يعلمك

اشياء جديدة و يتحسن قرائتك و دكائتك

بعد ان اتيس هذا الكتاب انا ساقرأ

كتاب عن الاكل لاننا طبخ انا ا اعرف اتيخ

و بغيت ان اتعلمها. شكرا للتسمع لي يا

يوسف.



This response scores 9 marks for Communication and Content. The candidate has written information relevant to three of the four bullet points. The candidate has developed some key points and ideas. There is a variety of mainly common, familiar language with the occasional example of uncommon language. The register and style are appropriate. This response scores 6 marks for Linguistic Knowledge and Accuracy. The candidate produces some extended sentences and simple sentences which are linked with familiar straightforward conjunctions. The language is frequently accurate and the references to present and future events are mostly successful. There is occasional ambiguity and sometimes errors occur that hinder clarity of communication.

Total score: 15 marks.



Ensure that spellings are as accurate as possible.

Question 3 (b)

This question addressed the theme of Identity and culture, and the topic of Who I am. Candidates were given four bullet points within the context of an informal letter to a friend asking for advice on how to purchase and look after a domestic animal. They had to write 80-90 words of Arabic. The question had to be answered using past, present and future time frames. Many candidates found this question less accessible. Some candidates included some irrelevant material. The better responses covered all the bullet points and were able to use different time frames successfully. Some candidates used quite complex structures and vocabulary to express opinions.

This question was less popular than Q03(a).

ابنة خالي أميرة ~~تكتب~~ حيواني الأليف هو حيوان لذيذ ويمكن وضعه
فالمنزله ولا يسبه أي أذى أو مشاكل مثل باقي الحيوانات، هو القل
هو حيوان اللذيق ويملوه جداً ~~على~~ ناعماً ومظهره جميلاً ويمكن وضعه
فالسبه ولا يسبه أي مشاكل ووجدت الحيوانات المنزلية للشرابي محلات
بيع الحيوانات يوجد الكثير من الحيوانات المنزلية في هذا المكان
وهنا الأسماء وكاتي الأسماء داخل حوض سباحة لكي لا تتحرك
لان الأسماء تحتاج الماء لتتنفس وايضاً يوجد الأسماء والكلاب
وتحريها الكثير من الحيوانات المنزلية من صغرى الحمول كل
حيوان اللذيق هي كحد العلف كل الحيوانات، والمأهتاهم به اوكه
حصوله كل الأكل المناسب له ليعم توفرها ~~لدي~~

يجب علينا الاستماع بحيرانك الأولى لهذا حيوان بحسب، ومع
يستطيع ان يمشي بالجرى والمال مثل ذلك الانسان لهذا يجب ان
تخاف على حيوانك لانهم كائنات لطيفه، ويمكنه الشعور بالوجع
والألم، والأضرار، ويجب ان يكون كذلك كامل
الرعاية الصحية لهذه الكائنات اللطيفه، الاكل المناسب لها
واما كن النوح المناسب لها، كما هو الحال في الخيرة، كما اننا نحتاج
لها، واحد ان اوجه نصيحة لك من يريد ان يقتني حيواناً
البيتا اذا لم يكن عنده الكائنات، والوقت
لاقتناء بحيران البيتا فلا تقتني، وان تركه
لرعاية نفسه فالصحة لان فالطبيعية، وكونه
ما يحتاجه الحيوان ليعيش على قيد الحياة.



This candidate has written more than what is required in Arabic. All words written by the candidate are considered and assessed even though the response is slightly longer than the recommended word count. This response scores 12 marks for Communication and Content. The candidate has written information relevant to all four bullet points. The candidate has expanded the key points and ideas. There is a variety of language with some examples of uncommon language. The register and style are appropriate. This response scores 8 marks for Linguistic Knowledge and Accuracy. The candidate produces some frequently extended sentences which are well linked. The language is generally accurate and includes successful references to past, present and future events.

Total for this response: 20 marks



Try and use some more complex grammatical structures.

Question 4

Question 4 addressed the theme of School and the topic of What school is like. Candidates had to translate five sentences from English to Arabic. Many candidates found this a difficult question. Very few achieved full marks. Many found particular items of vocabulary a problem, for example, 'busy', 'my timetable', 'during', 'some', 'other' and 'lunch break'. Others found difficulty with grammar, such as personal pronouns and verbs: 'we have', 'we finished' and 'we ate'. However, most candidates at least attempted each sentence and were rewarded in most cases with a mark for a partial translation.

4 ترجم الجمل التالية إلى اللغة العربية:

A day at my school

(a) I have a busy school day.

(2)

لدي يوم مدرسي مشغول

(b) My first lesson is History and then we have Geography.

(2)

دعوتي الأولى من تاريخ وبعدها لدينا جغرافيا

(c) Next on my timetable is Chemistry after the break.

(2)

لدي كيمياء على الجدول بعد الاستراحة

(d) During the lunch break, my friends and I ate kebabs with rice and fruit.

(3)

في استراحة الأكل أصدقائي وأنا أكلنا كباب مع أرز وفاكهة

(e) We finished the day in the gym, playing handball and some other games too.

(3)

لقد انتهى اليوم في الجيم لعبنا كرة يد و ألعاب أخرى

أخرى



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Examiner Comments

Q04(a): The message is fully and clearly communicated. 2 marks are awarded.

Q04(b): The message is fully and clearly communicated. 2 marks are awarded.

Q04(c): This response scored 1 of the 2 available marks. The message is partially communicated with errors that hinder clarity or prevent meaning being conveyed.

Q04(d): This response scored 1 of the 2 available marks. The second part of the response communicates well but the first part (during lunch break) does not. The meaning is partially communicated with errors that hinder clarity or prevent meaning being conveyed.

Q04(e): This response scored 1 of the available 3 marks. A common error on this part of question 4 was the omission of the notion of (we finished the day) with many candidates writing today instead of We finished the day. The meaning of this sentence is partially communicated.

(a) I have a busy school day.

(2)

عِنْدِي يَوْمًا مَشْغُولًا فِي مَدْرَسَتِي

(b) My first lesson is History and then we have Geography.

(2)

دَرْسِي الْأَوَّلُ هُوَ التَّارِيخُ وَبَعْدَ ذَلِكَ لَدَيْنَا

الْجُغْرَافِي

(c) Next on my timetable is Chemistry after the break.

(2)

وَالْحِصَّةُ التَّالِيَةُ فِي
وَأَسَاطِيرَ هَذَا جَدُولِي فِي الْكِيمِيَا بَعْدَ الْاِسْتِرَاحَةِ

(d) During the lunch break, my friends and I ate kebabs with rice and fruit.

(3)

أَصْدِقَاتِي وَأَنَا أَكَلْنَا

فَخَلَالَ اِسْتِرَاحَةِ الْفِطْرِ، أَكَلْنَا الْكِبَابَ مَعَ

الرِّزِّ وَالْفَوَاحِشَ مَعَ الْخُبْزِ الْخَمِيرِ

(e) We finished the day in the gym, playing handball and some other games too.

(3)

وَأَنْتَهَيْنَا الْيَوْمَ فِي السَّلَامَةِ الْبَارِئَةِ، بِاللَّعِبِ

الكرة اليد وبعض الألعاب الأخرى،
واللعب الأخرى



Q04(a): The meaning was fully communicated with occasional errors that did not hinder clarity. 2 marks awarded.

Q04(b): This response scored the 2 available marks. Despite lapses with agreements, the meaning is fully communicated with occasional errors that do not hinder clarity.

Q04(c): The message is fully and clearly communicated. 2 marks awarded.

Q04(d): The meaning of the sentence was fully communicated. Linguistic structures were accurate with only occasional errors that did not hinder clarity. 3 marks awarded.

Q04(e): The meaning of the sentence was fully communicated. Linguistic structures were accurate with only occasional errors that did not hinder clarity. 3 marks awarded.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- answer the questions within the range of words which is suggested;
- read the bullet points carefully and note which tense is required in your response;
- be aware that words such as **حاليا** (now) suggest that your response should be about a present event, while **في المستقبل** (in the future) suggests that your answer should feature a future event. Other key words in question instructions include **pourquoi** (why) (**لماذا**) and **(what) (ماذا)**;
- be prepared to write in the first person and in the third person;
- correct formation of verbs is essential in all questions;
- in Q01, write both a description of the photo and an opinion. There is no need to use tenses other than the present in Q01;
- in Q02 and Q03, answer all four of the bullet points;
- Q02 requires only present and future time frames in your response;
- in Q03, try and vary the language you use, and avoid repetition;
- in Q04, try and translate all the words, as you will get credit even for partially correct answers;
- ensure that your handwriting is as neat as possible.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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

