

Examiners' Report/  
Principal Examiner Feedback

January 2016

Pearson Edexcel International GCSE  
In Arabic (4AR0) Paper 02

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

January 2016

Publications Code UG042994\*

All the material in this publication is copyright

© Pearson Education Ltd 2016

## 4AR0/02 IGCSE Arabic – Examiner’s report – January 2016

### General comment

This paper requires candidates to produce **two** pieces of continuous writing.

Candidates are asked to choose **two** tasks from a choice of six. Candidates are advised to write about 300 words on each of their chosen topics. The six tasks included a range of writing styles. Each piece of writing is marked out of 30 according to the marking grid on pages 6-7 of the specification. The 30 marks are awarded for Content and Communication (18 marks), Application of Language (6 marks) and Accuracy of writing (6 marks).

This exam is designed to assess candidates’ performance and writing ability, rather than choosing among pre-determined options, as in multiple choice questions. Candidates are expected to construct and produce a thorough piece of writing in response to the demands of the question. As this exam allows candidates to construct an original response, examiners are required to assess the candidates’ ability to organise their writing in clear and coherent sentences and whole texts, to communicate clearly and imaginatively and to use accurate spelling and observe the conventions of punctuation.

### Question 1

Candidates were required to write a report about the difficulties they encountered during their studies.

There were two main issues in this question; the first to state the difficulties that the candidates thought of, and the second to write in a report style.

This question was not as popular as other questions among the candidates. However, most of those who attempted it were able to state interesting relevant issues such as homework, curriculum balance, exams, teacher absence and the importance of classroom and sports activities.

### Question 2

Candidates were asked to write about the use of cars in towns and cities, and their effects on the environment.

The theme of this question appeared to be very popular for most candidates. Candidates were able to cover a variety of relevant environmental issues such as air pollution, traffic jam, noise pollution; and they were able to state reasonable solutions by suggesting ideas like cycling, using public transport and car sharing.

### **Question 3**

Candidates were asked to write a speech in which they expressed their points of view as to whether hobbies are useful or a waste of time.

This question was the second most popular among candidates. Candidates were able to talk about a number of hobbies and their benefits to their colleagues.

Many candidates referred in their speech to positive issues like improvement of personal qualities and skills, relaxation and help in finding suitable future careers; and to negative issues like the high expense of hobbies, addiction and mismanagement of time.

### **Question 4**

Candidates were asked to write a letter to the TV and radio broadcast managers about the effect of advertisements on listeners and TV viewers. These effects could have either positive or negative effects, or both.

This question was not very popular. Most candidates who attempted it were confident enough to cover relevant negative issues, such as unpleasant interruption, affecting enjoyment and wasting of time; and positive issues such as creating awareness, useful source of information and good enjoyment.

### **Question 5**

Candidates were asked to write a letter in response to a friend's letter in which he/she expressed his/her intention to move from a country abroad to the area where the candidate lives.

A small number of candidates attempted this question. Many of them were able to produce highly interesting pieces of work with a superb, convincing approach.

### **Question 6**

Candidates were asked to write a story relevant to the picture given in the exam paper. The picture presented a group of young people fishing by the seaside.

Candidates could write a story in which they take part in the scenario or they may create one about other people. Their story should include character analysis, the plot, sequence of events and the setup.

## **Analysis of candidate performance**

### **Question 1**

Most candidates who attempted this question scored well, stating a number of issues faced by the students during their academic year. Marks were lost where candidates failed to write about what the other students thought rather than about their own points of view. Very few candidates were able to write in a report style.

### **Question 2**

This question proved to be the most popular among candidates. Candidates who were not able to secure good marks in this question either stated the relative environmental issues but forgot to give solutions to the problem, or gave irrelevant environmental problems like water pollution and factory waste.

### **Question 3**

Most candidates who attempted this question were able to state the importance of practising hobbies, and their positive effect on individuals. Candidates were able to write in good speech-style. A number of candidates confused the point of this question with sports. And as a result of that they could not secure good marks as they diverted from the main point of the question by concentrating their response on team work and discipline.

### **Question 4**

Many candidates who attempted this question showed excellent skills in expression and elaboration on various relevant points. The point which was referred to the most was the effect of some advertisements on children. Most candidates scored well here except for those who confused advertisements with normal TV programmes and films, and gave a detailed description of a programme of their choice.

### **Question 5**

Almost all candidates managed to write in a letter-style. The very few who did not score well here were those who confused the question with promoting tourism, by assuming the friend who sent the letter was paying them a short visit.

### **Question 6**

Very few candidates responded to this question unlike in previous examination series. Examiners found that almost all the responses were relevant and candidates managed to secure good marks here.

## Examples of candidate responses

- a. This is a section from the introduction of a well written response to question 5.

صديقي العزيز، لقد وصلتني رسالتك و فهمت أنك تنوي  
السكن والعيش في مجلتي، وأنا أشجعك على ذلك ~~فأتمنى وسهلاً عليك~~  
و يوجد الكثير من الإيجابيات للانتقال في العيش هنا، أولهم

- b. This is a section from a well written speech in response to question 3. The candidate states the two points of view and successfully comments on each of them. The candidate clearly gives their point of view as required by the question.

زملائي الكرام: لاحظت في الآونة الأخيرة اختلاف البعض على  
فكرة استغلال الهوايات والمواهب وممارستها، حيث أن يعتبر  
البعض أن (تلك) ممارسة تلك الهوايات تساهم في بناء شخصية  
الإنسان كما عموماً من السن الصغير، وهناك البعض الآخر  
الذي يعتبر أن ممارسة تلك الهوايات مضيعة للوقت، ولا يجب أن  
تشغل بالنا، وكل ما يهمهم هو المذاكرة والنجاح، ولكني أختلف

- c. This is a section from a good response. The candidate lost some marks due to diverting from the main point, which is the use of cars in towns and cities in question 2. The response concentrates mainly on water pollution.

عن حرق البنترول. يحتوي هذا المكان على مواد كثيرة  
فارة تدور على البيوت وصن يعرش فيها، فينتج عن  
هذا المكان تلوث الحياة حيث تصبح بمل من مياه طالفة  
للغريب وتعد إلى نقيتها من يشربه منها يتضرر.  
يؤثر المكان على الهواء فيلوثه، فيصبح الهواء مادة فارة  
ولكن لا يستطيع الأستمتاع عنها. عندما تتلوث الحياة ويطلع  
الهواء تنزع من اليد بيوتها فترجع الدم إلى أشجارها و  
نباتاتها وأهلها كواحد يشبه هذا التلوث في هذا الأستراك  
وتفقد الحياة من العشر الظاهر لميتية مطورة فهي  
تسحق على كل شي فإن الماء هو أساس الحياة، كيف ستكون  
الحياة بأساس ملوثه؟ تحمل الأشجار والنباتات الخاطئة  
للحياة على غدا أنها منة فعندها يكون الماء ملوث <sup>تتسبب</sup> ~~تتسبب~~ ~~تتسبب~~  
بسم إلى جسد البيوت الخضره ونقتلها ~~تتسبب~~ ~~تتسبب~~  
يعيش الماء عالم لبعض من الكائنات الحياة كالأسماك  
وغربها والعيش في عالم ملوثه يتقود إلى الهلاك، و  
تفقد المدينة شرونها البحرية. بسبب التلوث أنه

- d. This is an example of a response to question 6 which is described by examiners as too difficult to read.

أعين، أساهدي صرامه لصور  
وهو الصوره الرجال اللين ويدونه نيا على وسماي قس  
البحر وعدهتها من مساهدي الرجالين و. مونة و. حنة

- e. This is a section from a well written essay in response to question 2. The candidate clearly understands the task and is able to give a relevant response. There is clear evidence of a good ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. The piece is clearly linked together, coherent and relevant. The response is pleasant to read. The candidate is very competent in manipulating language to suit purpose.

كثير في التونة الأخيرة استخدام السيارات داخل المدن فهذا  
الشيء يؤثر بالسلب على الناس الذين يعيشون في هذه المناطق السكنية.  
فيجب على المرء الذي يعاني من العطش الناتج عن السيارات أن يرى  
ويفكر في حلول ليحل هذه المشكلة لحياة أفضل له ولذولاده.



## Advice to candidates:

### Candidates are advised to:

1. Make sure that each point of view is referred to and clearly stated in one paragraph.
2. It is important to link your paragraphs together by reading what you have written before.
3. It is better to be clear than over confident when writing your ideas.
4. Write about what you know, and what you believe in. Examiners assess your language ability rather than your point of view.
5. If you feel under pressure in the exam, focus more on examples as an explanation when you write. Make sure that your examples are relevant to the main idea.
6. Keep to the word limit as given in the question. You are more likely to make language mistakes or go off topic when writing in excess of 300 words.
7. See the whole essay in your head before you start writing. If not, you may lose significant marks for both coherence and task response.
8. Focus on the backbone of your essay. The backbone is:
  - a. **The introduction:** this should identify the question and outline your position. Don't rush it as it is the first thing the examiner will read. First impressions count.
  - b. **The first/topic sentence of each paragraph:** these should be clear and to the point. They should identify exactly what that paragraph is about and show how it relates to the rest of the essay. Start off general and then build towards the specific.
  - c. **The conclusion:** this is the easiest part of the essay normally. Most often, all you need to do is go back to the introduction and rephrase it.
9. Before you write each paragraph of your response, refer back to the question to remind yourself about what you are meant to write about.
10. Enrich your general knowledge through reading different styles of writing from books, magazines, newspapers and the internet, as well as acquiring knowledge from other media sources.
11. Read and understand previous International GCSE exam material which normally carries valuable information that can be very helpful when answering future exams.
12. Read the model sample answers of previous exams.
13. Familiarise yourselves with the format of the question paper.
14. Adhere to writing on the designated lined pages in the answer book.
15. Clearly mark the question of your choice and answer it in the specified area (lined pages) ensuring that there is not any answer of any other question in the same area.

16. Ask for extra lined paper from invigilators should the specified area not be big enough for your responses.
17. Underline the important words or phrases that refer to the required task, when answering a question, to ensure that you respond to the entire task.

### **Grade Boundaries**

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>