Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel International GCSE
In Arabic (4AR0) Paper 01
Written Paper

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4AR0/01 IGCSE Arabic – Examiner's report – June 2016

General feedback:

The three sections of this paper covered all topic areas of the specification. This includes reading, writing and grammar. Candidates responded well to most question however, occasionally their responses were hindered due to their lack of knowledge in grammar and/or reading. Questions set were related to current issues and the history of music in Al-Andalusia and candidates found them interesting. Time allocated was sufficient to enable students with different abilities to complete the task.

Candidates' performance:

Overall the candidates' responses were good and maintained good standard.

Section1:

Section 1 is the reading comprehension. This section was designed to test candidates' reading comprehension through 7 questions which covered a variety of bullet points. The length of the passage was adequate for candidates with different reading speeds and understanding abilities. The text was followed by 7 questions which required candidates to respond with answers based on information found in the text. Most candidates showed a good understanding of the text and managed to respond well to questions. However, there were still some candidates who resorted to copying directly from the text, and therefore were not able to score highly. This was particularly apparent in question 1c and 1g.

Overall, the text was clear and was well set up however we need to take into account the following:

QUESTION 1A.

All, or nearly most candidates did very well on this question due to the clarity of the required task and its simplicity. This question was designed for the less able students to show simple understanding of the text.

QUESTION 1B

Again, this question was designed for the less able students due to its simplicity. Most students achieved full marks for this question.

QUESTION 1C

Although this question directed candidates to use the third paragraph in answering, some students could not answer this question clearly and accurately, as they seem to have misunderstood the question.

QUESTION 1D

Terms used in the question existed in paragraph four which should enable to candidates to score full mark. However, many candidates did not score the full mark because thy omitted to refer to the last point in the paragraph. This could be due to the fact the term dual language has been used both in the question and as part of the answer.

QUESTION 1E

This was an easy question and most candidates managed to score above the average mark. However, sometimes students did not fully acknowledge the last point and consequently did not score full mark.

QUESTION 1F

This question was about comparing classical poetry and Al- Moushahat and most candidates answered relatively well. However, many students did not refer to the last two points because they elaborated on one point on the expense of other points. This is a differentiated question, and to be able to score the full mark candidates needed to extract the relevant information accurately.

QUESTION 1G

This question was both difficult to answer and to mark because of overlapping information. Some candidates tended to copy the whole relevant paragraph when answering it. This question was answered relatively well. However, students regularly confused the fourth and fifth points.

Section 2

Candidates were required to answer two questions about the text, the questions were designed to test candidate's level of reading ability as well as their writing skill. Question 1b required a much deeper understanding of the text as candidates had to write an essay based on the theme and the message of the text. The most successful candidates were those who managed to write in line with the spirit of the given text.

QUESTION 2A

Question 2a was a straight forward test of candidates' reading comprehension and ability to summarise in good language and style. Those who missed out on the key/relevant points scored lower marks. Most candidates succeeded in summarising the main points of the text due to the fact that they showed good understanding of the text and in identifying its main points. Consequently, most students had achieved above the average mark.

QUESTION 2B.

Many candidates did well in their response to the question. At one level a simplistic response to the task which was to write an article in a local newspaper about the advantages of the future tourism to the space. Students were required to mention some positive or negative points in relation to the journey to the space. Some very good responses but some candidates used a very limited language and vocabulary which sometimes was not appropriate to the task. Although both questions different in terms of the skills used to answer them, less able students relied heavily on the information provided in 2a when answering 2b although the information was not relevant.

Section 3 Arabic grammar:

QUESTION 3

The majority of the candidates found this question more challenging than the rest of the questions. Only well prepared candidates managed to score full marks here. Many wrong answers given due to the lack of knowledge of Arabic grammar. Very surprised to see that many candidates did not know Ism Ishara.

Additional Advice

To make sure that all relevant grammar topics has been covered thoroughly.

QUESTION 4

Again this was a question related to Arabic grammar in which candidates were expected to give examples of specific grammar in a sentence of their own. Task was

clear but again responses vary due to the fact of understanding the grammatical terms or not. Many candidates lack the knowledge of the Maf'oul Liajlihi, Ism Makhsous Bil dhamm. As well many candidates did not know how to use the Asma' al Khamsa Majroour.

QUESTION 5

This question was a multiple choice question and many candidates achieved the average mark.

QUESTION 6

Candidate's response to this question was not good. Too many mistakes once again related to Arabic grammar. Candidates often misunderstood the task or genuinely didn't had the knowledge of the grammatical analysis required to answer this question. This question was often incomplete.

Grade Boundaries

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