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# Examiners' Report Principal Examiner Feedback

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Pearson Edexcel International GCSE  
In Arabic (4AR0) Paper 1

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This paper was divided into three sections:

**Section 1:**

This section assessed candidates' reading comprehension through 8 comprehension questions based on a reading passage about the origin of translation and its purpose. This section carried a maximum mark of **30**.

**Question 1a:**

This question was targeting the lower grades where the answer could be derived straight from the text. The majority of candidates scored a full mark here.

**Question 1b:**

This question was a comparison question in which candidates could score 3 marks. Many candidates were not very successful here. Candidates were asked to give the aspects of comparison and to say what the author compared the cotton threads and the carpet/rug to. Many were able to mention the aspects of comparison. However, there were candidates who only gave a minimum response and some only copied parts of the text with no relation or relevance to the question. Examiners found this question was useful to differentiate between candidates' abilities and standards. Some less able candidates resorted to rephrasing the question rather than responding to the required task, and hence, were not able to score any marks.

**Question 1c:**

This question was targeting the less able candidates. Most candidates managed to score the full 3 marks here.

**Question 1d:**

This question required candidates to mention five characteristics of the mother tongue in line with the provided text. The points were not so straightforward; however, most candidates understood the task and were able to score above 3 marks.

**Question 1e:**

Candidates in this question were required to select three answers out of a possible four, to score the full mark of 3. Some less able candidates struggled here, but most managed to secure one or two marks.

**Question 1f:**

This question required the candidates to mention four important stages which the Arab world went through before the mid-twentieth century. High ability candidates were able to score well here. Some candidates however referred to stages after the required period.

**Question 1g:**

This was a less demanding question where most candidates were able to score well.

**Question 1h:**

Candidates were required to mention six changes that happened in the Arab World after the 19<sup>th</sup> century. This question caused some confusion for students some of whom did not recognise the span of time required by the question (after the 19<sup>th</sup> century) which resulted in the loss of some marks.

The total number of marks for the paper was 70.

**Section 2:****Question 2a:**

This was a question testing candidates' ability to read and understand a text and also their ability to summarise it. Candidates were required to identify ten important points in the text which could form a good summary. They were also asked to use their own style. Most candidates managed to score more than 5 marks here. A small number of less able candidates relied on arbitrary copying from the text which stopped them from obtaining a higher score.

**Question 2b:**

Many candidates did well in their response to this directed essay question. This called for a simplistic response to the task, which was to write an article to be published in the school magazine, talking about how to use modern technologies to revive popular traditional stories. There were some very good responses but some candidates used very limited language and vocabulary which sometimes was not appropriate to the required task.

### **Section 3:**

#### **Question 3:**

Many wrong answers were given due to the lack of knowledge of Arabic grammar. This was a good question with very clear tasks, but some candidates did not manage to score well due to lack of grammatical knowledge.

#### **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. The task was clear but again responses varied due to some misunderstanding of grammatical terms. Many candidates lacked the knowledge of the Af'3al al Khamsa, the Munada Nakira Maqsouda, Fi3'il mudari'3 mu'3tal al Akhir, and the Mulhaq bil Jam'3 Mudhakkar alsaalem.

#### **Question 6:**

Candidates' responses to this question were not as strong as last January's series. There were again many mistakes relating to Arabic grammar. Candidates often misunderstood the task or genuinely didn't have the knowledge of the grammatical analysis required to answer this question. Some left this question incomplete, with a few who did not attempt it at all.

#### **Candidates' performance:**

Many candidates showed good understanding of the tasks that they were required to answer. However, there were some candidates who lost marks due to the following factors:

- a. Misunderstanding of the task set.
- b. Arbitrary copying of the text in answering questions in section 1.
- c. Handwriting could not be easily read.
- d. Leaving the answer page empty which resulted in such candidates showing no understanding of the task.
- e. Giving information which was not in the text in sections 1 and 2.
- f. Giving more than one answer to each of the parts of question 3 which required the identification of one grammatically defined word in each part.
- g. Giving the correct grammatical analysis in question 6 but also adding incorrect information.
- h. Incoherent pieces of writing when answering question 2b.
- i. Frequent repetition of ideas in answering question 2b.

**Example of candidates' responses:**

Question 1g

Example of little understanding of the task. The response is not very clear.

صنالك العديد من الترجمة وفعلي الإنجليزية و  
العربية وهدان يستخدمات في (تحويل الكلام)  
ترجمة الإنجليزية إلى العربية. وصال أيضاً  
اللغة الشيعة واللغة الشفهية. وصال اللغة  
الدلية التي (الكلام) ارتت إلى سرية تطور  
الأجهزة والإلكترونيات.

Question 1b

Poor response which did not score any mark.

(b) شبه الكاتب الإنسان في صنعه للغة بالفزأل. بماذا شبه السجاد وخبوط القطن؟  
(2)  
- الكلام في استهلاك الشئتين في عند الفم  
عند بلع الطعام  
- وفتحة بأستخدام اللسان في المصنع والبلغ  
- والفتحة الرئوية للتنفس  
كما الفزأل الذي تنقي خبوط القطن كنتاج السجاد

Question 1b

No material worthy of credit here. The examiner could not extract any relevant material.

(b) شبه الكاتب الإنسان في صنعه للغة بالفزأل. بماذا شبه السجاد وخبوط القطن؟  
(2)  
شبهها بالفزأل الذي يتقني خبوط القطن لإنتاج  
السجاد

### Question 1e

All of the material here refers to just one bullet point.

(e) لجأ الإنسان إلى الترجمة سعياً للتواصل مع المجتمعات الأخرى، أذكر ثلاثة أسباب لذلك كما ورد في النص.  
(3)

\* وحددت الشعوب والأقوام في العالم واختلقت ~~اللغة~~ اللسان  
\* نظماً الإنسان إلى تباين من العصور تمتع الإنسان بالترجمة  
\* ولتختلف الناس.

### Question 1f

The candidate did not understand the task. He/ she has confused this question with question h.

(f) أذكر المراحل التي مرّ بها العالم العربي في مجال التبادل الثقافي والعلمي حتى منتصف القرن العشرين حسب ما ذُكر في النص.  
(4)

ازدهرت الترجمة ازدهاراً لم يسبق مثيل حتى انهم اطلعوا  
عليها باسم ~~الترجمة~~ عصر الترجمة فشهد العالم العربي  
الكثير من الترجمات.

### Question 1f

In this example the candidate did not understand the function of the preposition حتى in the question. The required answer was until the middle of the twentieth century, and not after

(f) أذكر المراحل التي مرّ بها العالم العربي في مجال التبادل الثقافي والعلمي حتى منتصف القرن العشرين حسب ما ذُكر في النص.  
(4)

مر العلم العربي بسنوات يحاف في مجالان الثقافي  
الثقافي والبحث العلمي، في النصف الثاني من القرن  
العشرين ازدهرت الترجمة ازدهاراً لم يسبق مثيل وتهد  
العالم العربي نهضة فطرية في الكتابة والابداع

## Question 6

Loss of marks due to the addition of incorrect information:

(2)	فعل ماضى منسوب بالياء	جيد
	ظرف زمان مجبور بالكسرة	مساء

### General advice to candidates

Part 2, section 2a, the summary:

- Read the text carefully.
- Select the relevant information: find the main themes and try to distinguish between main and subsidiary information.
- Change the structure of the text and rewrite the main ideas in complete sentences.

Part 2, section 2b, the writing task:

- Visualize and plan your essay before you start writing.
- Structure your essay:
  - **Introduction:** this should identify the question and outline your position. Don't rush it as it is the first thing that the examiner will read. First impressions count.
  - **The first/topic sentences of each paragraph:** They should be clear and to the point. They should identify exactly what the paragraph is about and how it relates to the rest of the essay. Start of general and then build towards the specific.
  - **The conclusion:** This tends to be the easiest part of the essay. You may wish to refer back to your introduction and rephrase your position to conclude your essay.
- Remember to respect the word count for the essay.
- Make sure that each point of view is referred to and clearly stated in one paragraph.
- Before you write each paragraph, refer to the question to remind yourself about what you are meant to write about.
- It is important to link your paragraphs together by reading what you have written before.
- Focus as much on examples as explanations when you write. Make sure that your examples are relevant to the main idea.
- Write about what you know, and what you believe in. Examiners assess your language ability rather than your point of view.



## **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>

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