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Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCSE
In Arabic (4AR0) Paper 2

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4AR02 January 2018

This paper required students to produce **two** pieces of continuous writing. Candidates were asked to choose **two** tasks from a choice of six. They were 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 was marked out of 30 marks according to the marking grid on pages 6-7 of the specification. The 30 marks were awarded on three writing qualities; 18 marks for Communication and Content, 6 marks for Application of Language and 6 marks for Accuracy.

This exam is designed to assess candidates' performance and writing ability, rather than choosing among pre-determined options, as in multiple choice questions. Candidates were expected to construct and produce a thorough piece of writing in response to question demands. As this exam allowed candidates to construct an original response, examiners' task was to assess the cognitive thinking and reasoning skills and candidates' ability to apply knowledge to solve realistic, meaningful problems in a well-structured language style.

Question demands and candidates' performance:

Question 1:

In this question, the candidates were asked to write an essay about the importance of moderation in the use of the internet and to elaborate on the risks of its excessive use. This question proved to be the most popular question among the candidates where the majority of candidates responded to it. Candidates generally found the topic easy to write confidently about. Many candidates excelled in their answers and managed to score well here. The popularity of the topic of this question, and the familiarity of its topic to the candidates resulted in a larger number of candidates with higher marks in comparison to other questions. Higher marks were awarded to those candidates who concentrated and elaborated mainly on the risks of the excessive use of the internet and the importance of moderation rather than listing the advantages and disadvantages.

Question 2:

In this question candidates were asked **to write a speech in which they should expand and elaborate about their own or someone else's experiences of achieving goals in life through determination, motivation and drive.**
In general, candidates responded very well to this question. They understood the key words in the question and were able to respond accordingly, providing a personal account of an experience which they had gone through showing determination and great resilience. In general, students used the appropriate language and speech conventions to complete the task. A few candidates forgot to include an appropriate speech ending, despite achieving a desirable content that fulfilled the task requirements in the body of their work.

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A few candidates wrote very broadly about the importance of determination and resilience in life and provided speeches that were too generic that did not contain a personal account in which they have had to rely on these traits.

Question 3:

In this question candidates were asked to write a report about issues related to healthy food and the importance of having a healthy lifestyle and healthy bodies, all of which was discussed in a focus group they attended.

The topic of this question was a popular topic and many candidates enjoyed writing about it. Although **a question which requires writing a report is not so popular among candidates, more candidates responded to this report question than in previous years, but only those who managed to respond well to the required task in a report style were able to score well here.**

Question 4:

Candidates were required to write a letter about how voluntary activities can help in building and integrating society. **The voluntary work could be referred to as participation or donation.**
This question was not as popular as other questions. Many of those who tried this question showed good understanding of the task and managed to score well in communication and content.

Question 5:

Candidates were asked to write an essay about the effects of the increasing number of public parks on the environment as well as on the lives of people in cities.
This question proved to be the most challenging question to candidates who attempted it. Higher marks were scored by candidates who were able to fully access and respond to the task. All candidates fully understood the first part of the question which dealt with the impact of the Ministry of Environment's plans to increase the number of public green spaces / gardens on the environment. This part was handled, in most cases, well as candidates understood how this initiative had a number of environmental benefits. Having said this, the second part of this question caused a lot of confusion for many candidates even those who completed the first part very well. This was because many candidates considered the increase in green spaces/ gardens in their towns would have a negative impact citing reasons such as an increase in traffic; lack of parking spaces; expensive housing due to lack of land to build on and so on.
A very small number of candidates did not adhere to the specified format for the response and wrote a speech instead of an article.

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Question 6:

In this question, as in the previous series, candidates were asked to write a story linked to a picture that had been provided. About half of the candidates who tried this question managed to produce well-structured stories which were relevant to the provided picture.

General Comments

In general, most candidates were able to understand the required tasks. The most serious issue that examiners noticed in this series was the bad handwriting. They also noticed that a considerable number of candidates required more training on writing with good and correct language structure and grammar.

Samples of candidates' performance:

a. According to the Mark Scheme, a high standard response is the one which shows that the candidate has clearly understood the task, and is able to narrate, expand, give full descriptions and express opinions as appropriate to the task using appropriate vocabulary, idiom and complex sentence structures, with a high level of accuracy. Furthermore, it has to be coherent as well as easy and pleasant to read.

The following two paragraphs are from a high-standard candidate who managed to score the highest marks. The response may not be faultless, but the candidate responded fully to the task in question 3, in writing a well-structured report with a good level of accuracy in grammar and spelling. The report is coherent and pleasant to read.

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تقرير

أقيمت ندوة "الطعام الصحي" في يوم الاثنين الموافق السابع عشر من شهر ديسمبر لعام ٢٠١٧م، بمدينة القاهرة، لمناقشة أهمية الأغذية الصحية في بناء الأجسام السليمة، وقد حضرها رئيس الوزراء المصري، ووزير التربية والتعليم المصري، ورئيس الوزراء التونسي، وثلاثة من أخصائي التغذية من مختلف الدول العربية، ووزير التضامن الاجتماعي اللبناني، إلى جانب أربعون طالباً عربياً من مختلف المدارس والبلدان.

أولاً: افتتح السيد رئيس الوزراء المصري معالي السيد حفني عبد الله، الندوة مرحباً بالحضور ومعرباً عن سعادته بإقامة الندوة على الأراضي المصرية، ثم أعلن عن جدول الأعمال المزمع، وكان هذا في تمام الساعة التاسعة صباحاً.

ثانياً: ألقت الدكتورة هند السعدي، أستاذة التغذية بجامعة دمشق كلمتها عن احتياج جسد الإنسان لمختلف العناصر الغذائية، ذاكرة احتياجه إلى:

- الخضراوات والفاكهة الطازجة من أجل نضارة البشرة وصحتها
- اللحم المطهي بشكل صحي لنمو الجسد والعضلات، لا سيما عند الأطفال والشباب في سن البناء.
- البقوليات المشبعة التي تمد الجسم بالبروتين النباتي.
- الأسماك التي تحتوي على فيتامينات وعناصر غذائية فريدة.
- الدهون غير المهدرجة التي تكسب الطاقة، ولكن بكميات معقولة حتى لا تتسبب في السمنة.
- شرب الماء والعصائر الطازجة للحفاظ على مستوى الماء في الجسد

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ثالثاً: تحدث وزير التربية والتعليم المصري، معالي السيد عبد الرحمن الهاشمي عن دور المدارس في تحفيز الأطفال والمراهقين على أكل الطعام الصحي وتقدير فوائده العديدة، إلى جانب أهمية تقديم طعام مغذٍ ومفيد في المقاصف المدرسية لضمان أكبر قدر ممكن من استهلاك الطلاب للأطعمة التي تفيدهم ولا تضرهم، ففي النهاية، هم المستقبل.

رابعاً: خرج الحضور لاستراحة مدتها ساعة واحدة، من أجل الصلاة و تناول طعام الغداء، ثم عادوا إلى أماكنهم في تمام الساعة الواحدة ظهراً، لاستكمال الندوة.

خامساً: ألقى وزير التضامن الاجتماعي الياباني، معالي السيد مهدي عبد الهادي كلمة عن أهمية دور الأسرة، لا سيما الأم، في توفير طعام صحي للأبناء، بحيث يكون مطهياً بطريقة لا تضيع فوائده، و تضمن الأسرة الإفراط من الوجبات السريعة وما شابه من أغذية تضر ولا تفيد.

سادساً: ألقى الدكتور أحمد سعد، أستاذ التغذية بجامعة عين شمس، كلمة عن احتياج العقل البشري إلى الأغذية الصحية، والماء النظيف بكميات

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سابعاً: أكد رئيس الوزراء التونسي، السيد ماجد أبو القاسم، على دور الحكومات في: - وضع قوانين تحبر الشركات المنتجة للأطعمة والمطاعم على الالتزام بقوانين الجودة التي وضعتها منظمة الغذاء العالمية.

- الضرب بيد من حديد على كل من يخالف تلك القوانين، بعقوبات قد تصل إلى السجن، أو سحب ترخيص الصناعة.

- توجيه الإعلام ليطلق حملات توعية بأشكال مبتكرة تعلق في الأذهان وتقنع كل أصحاب الألباب.

ثامناً: اختتمت الندوة الدكتورة نادين الكاوي، أستاذة التغذية بجامعة القاهرة، مشددة بإطعام الأطفال والشباب الوجبات السريعة، والمعلبات المسرطنة وكذلك مشروبات الغازية التي تتسبب في قتلهم ببطء، وتمنت نجاح الحملات التي تطلقها منظمة الصحة العالمية للقضاء على الأمراض التي انتشرت نتيجة الطعام والشراب غير الصحيين، ثم انصرف الحضور في تمام الساعة الثالثة عصراً، عاقدين العزم على تحسين الأطعمة في الوطن العربي وطننا مثل: أمراض القلب والسرطانات القاتلة

- السمنة المفرطة

③

تاسعاً: انصرف الحضور في تمام الساعة الثالثة عصراً، عاقدين العزم على تحسين الأطعمة في الوطن العربي حفاظاً على شبابه.

The following response is what the mark scheme describes as pedestrian, although there is some evidence that the student can go beyond a minimal response due to some expansion of ideas and opinions as appropriate to the task. There are some attempts to link the piece together as a whole however it may be sometimes ambiguous. The candidate's handwriting required attention and improvements.

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صديقي العزيز / .....

عنوان / .....

~~السلام عليكم ورحمة~~

بسم الله الرحمن الرحيم

يا صديقي العزيز كم [illegible]. أنا أود أن أراك أحد الأيام وتحية طيبة لك و بعد يا [illegible] ما بي العزيز كم أنا أود أن أخبرك أهمية ممارسة

Script Image

الأنشطة التطوعية في بناء المجتمع، أن يجب كل [illegible] إنسان في المجتمع أن يساعد بعضهم أحيانا، و إذا لم نفعل ذلك، فإن مجتمعنا سيكون مكروه مثل الثعبان و فأنت يا صديقي يجب أن تسأل نفسك، هل أريد [illegible] مجتمعي أن يكون مكروه؟ أيضا يجب أن تساعد مجتمعك يسهم في هذه [illegible] الأنشطة لأن [illegible] الله سيعطيك حسنات و سيحبك، و [illegible] مجتمعك [illegible] سيحبك [illegible] لأنك تساعدهم ليس لأنك مجبر أن تساعدهم بل لأنك لا تريد أن [illegible] تفعل ذلك، و أيضا عندما تفعل هذه الأنشطة مثل أن تعطي [illegible] مال للفقراء و الفقراء يجب أن

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نرى غربتنا و بعض [illegible] وهم
وأنهم يتنفسون مثل الشمس والأزهار
الفاترة، أيضا هذه الأنشطة التطوعية
أيضا تجعلك رجل محب في
وطنك و مجتمعك و تكون لك لقب جيد
مثل الأزهار و الرجل الطيب و
بعد ... و يجب يا صديقي أن
تقول في المجتمعك أنت و هذا
تجعلهم يساعدون المجتمع مثلك
و أن يفعلوا أنشطة تطوعية مثل
في الشتاء يعطوا الغطاء و
الحاف إلى الناس الذين ليس
لديهم القدرة للشراء للنعسهم و
أيضا نعطي الفقراء و الفقراء أكل لأن
دائم أصعب من ما تتخيل و أن
تقول المجد لله استمراراً أنك
ليست مكانهم.

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أيضاً عندما تعلم الطلاب عن
أهمية الأنشطة التطوعية وكيف
قد تساعد المجتمع ينمو هذا
معنا أن عندما يكبروا سيكونون
نا جدون وطبيون ويفعلون أي
شيء لمساعدة الناس وأنن
أنك فقط قلت لم درس عن
الأنشطة التطوعية حتى سنساعدهم
أن يكون ناس أفضل وأطيب، فأنت
يا صديقي يجب أن تسأل نفسك
هل أنا أريد المجتمع أن يكون
مكروه مثل نار ~~[illegible]~~ دمنم وبك
أريد ~~[illegible]~~ المجتمع أن يكون مثل
~~[illegible]~~ نور الجنة ؟ و أيضا يجب لجنته
أن يكون مبتسم مثل نور ~~[illegible]~~ الشمس
و لبسم مكروه مثل ~~[illegible]~~ ظلام الليل

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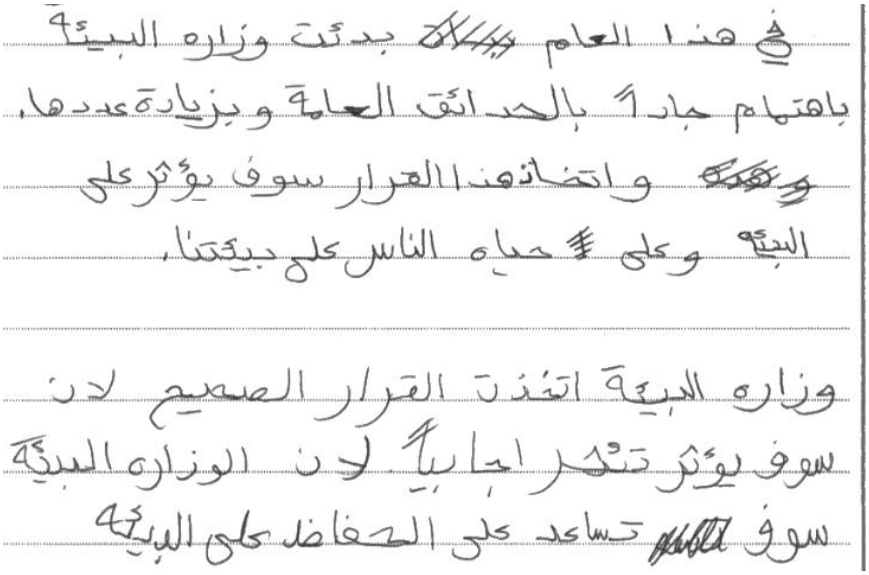
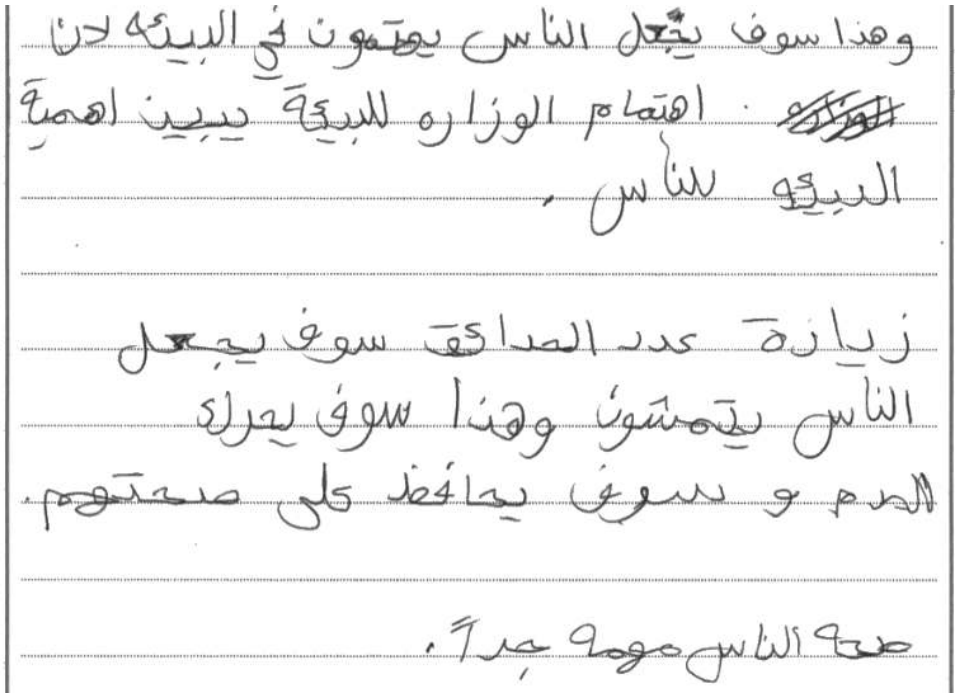
This is an example of a candidate who misunderstood most of the task in question 5, and as there was little relevant material, the candidate was not able to score well in all three assessment measures, Communication and Content, Knowledge and Application of Language and Accuracy. The response is too brief due to the lack of elaboration, description and expansion on relevant points.



في هذا العام بدئت وزاره البيئة
باهتمام جداً بالحدائق العامة و بزيادة عددها.
و اتخاذهذا القرار سوف يؤثر على
البيئة و على حياه الناس على بيئتنا.

وزاره البيئة اتخذت القرار الصحيح لان
سوف يؤثر تأثير ايجابياً لان الوزاره البيئة
سوف تساعد على الحفاظ على البيئة



وهذا سوف يجعل الناس يهتمون في البيئة لان
اهتمام الوزاره للبيئة يبين اهمية
البيئة للناس.

زيادة عدد الحدائق سوف يجعل
الناس يتمشون وهذا سوف يحرك
الدم و سوف يحافظ على صحتهم.

صحة الناس مهمة جداً.

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Advice to candidates:

Candidates are advised to:

- قراءة السؤال بتأني ومحاولة فهم ما هو مطلوب.
- الالتزام بالكمية المطلوب كتابتها من حيث العدد المطلوب من الكلمات.
- التأكد من إعطاء أمثلة لها صلة وثيقة بالفكرة الرئيسة لموضوع الكتابة.
- التعرف على أنواع الكتابة الأدبية المختلفة قبل الدخول إلى الامتحان، وذلك لأن لكل نوع أُسلوب خاص في الكتابة؛ فأسلوب كتابة التقرير يختلف عن القصة، وأسلوب كتابة الرسالة يختلف عن الخطاب وهكذا دواليك.

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 when you write 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 as much on examples as explanations when you write. Make sure that your examples are relevant to the main idea.

6. Do not write too much. The more you write, the more likely you are to make language mistakes, or to go off topic.

7. See the whole essay in your head before you start writing. If you do not do that, 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.

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b. **The first/topic sentences 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 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 isn't 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

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