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Examiners' Report Principal Examiner Feedback

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4ARO - 02 IGCSE ARABIC – PRINCIPAL EXAMINER'S REPORT – January 2019

This paper required students to produce **two** pieces of continuous writing. Candidates were asked to choose **two** tasks from a choice of six. Candidates 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 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 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 and meaningful problems in a well-structured language style.

Question demands and candidates' performance:

The question paper offered 6 questions and the candidates were offered to respond to 2 questions only. The topics of the questions covered a variety of areas of study. The questions required the candidates to respond in five different forms of writing. They were asked to write an essay in question 1, a report in question 4, a letter in question 5, and a speech in questions 2 and 3 and a story in question 6.

Q1

In this question, the candidates were asked to write an essay about the difficulty older people face in finding jobs, as most companies prefer younger employees. This proved to be the most popular question among candidates. A majority of candidates responded to it. Candidates found the topic easy to write about with confidence. Many candidates excelled in their answers and managed to score well. The popularity of the topic of this question, and the familiarity of its topic to the candidates, resulted in a bigger number of candidates with higher marks in comparison to other questions. Higher marks were awarded to the candidates who concentrated and elaborated mainly on the qualities of the older people by giving their opinion of their suitability.

Q2

In this question, candidates were asked to write a speech in which they should expand and elaborate to convince colleagues to attend and participate in the International day of Arabic language festival. This question proved to be among the least popular questions. Some of the responses were well written, describing the reasons behind the festival, and what the participants would benefit from attending. A large number of candidates limited their answers to praising the Arabic Language with a lot of repetition.

Candidates who wrote in a convincing or persuasive style, with appropriate expansion and elaboration, and with no repetition and ambiguity, were able to score well here. About half of the candidates 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.

Q3

In this question, candidates were asked to write a speech explaining whether spending money on exploring other planets and the space is an essential move or a waste of time. Almost one third of the candidates chose to respond to this question. Most candidates scored well in this question, with good description and justification of ideas.

Q4

Candidates were required to write a report about what happened in a conference, in which participants discussed the issue of the wide spread of fast food. One third of the candidates responded to this question. Few candidates managed to write a good report, stating all the facts of the conference with good description and elaboration, and without any unnecessary opinion. Candidates who wrote about fast food in an essay form were not able to score from the top band in Communication and Content.

Q5

This question required candidates to write a letter to the director of Education to authorise schools to use their premises as sports clubs after school. This question proved to be the second most popular as it involves writing about sports. A large number of candidates satisfied themselves by writing on the value of sports only, and hence, they were not able to score well here. A good number of candidates understood the task and managed to write a convincing letter with good justification of ideas.

Higher marks were scored by candidates who were able to fully access and respond to the task.

Q6

Candidates were asked to write a story relevant to the provided picture. This question was not so popular in this series due to the popularity of other questions. However, most of the candidates who responded to this question, were able to produce well written responses which were relevant to task and were able to score good marks. Fewer candidates lost marks, either because their responses were incomprehensible or irrelevant to the provided image.

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 high level of accuracy; and furthermore, it has to be coherent as well as easy and pleasant to read.

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

ذملائي الأعراء

السلام عليكم ورحمة الله وبركاته

بعدني ويشرفني بحضرتي أستاذي اليوم خطيباً امامكم و

من موقعي لهذا اريد ان اعيد بشكري وتقديري طيبين المدرسة

لأعطائي هذه الفرصة التي تمثل لي الفخر.

اليوم يا زملائي أقف لكي اسلط الضوء على موضوع

في منتدس الأهمية إلا وهو استكشاف والبحث في الفضاء

وأنواع علم تام انكم امامي اليوم ستقصصون لي

لجميع عتائ، واحدة بجهه ضبيعة للوقت والمال، والأخرة

تجرب في غاية الدهشية للجيل القادم ولما تقبل البشارية
فأعبروني أنا مهنياً وأهدكم بأعلى كل مجموعة أمامي
اليوم حقها في كلمتي
يا أصدقائي وصديقاتي الأعزاء في بداية كل من أود أن أوضح
كيفية الوقت والمال الذي يستغرقه برنامج القضاء في كل
رحلة خارج أرض العبيد للقضاء الخارجي ما قبل الوقت
يستخدم في شق المجالات ويضربها في تصميم الصاروخ لكي
يعبر غلاف الجوي بدون ضم ثم في بناء هذا التصميم
ومن المسلم به أن معظم الوقت يستخدم في توريد رواد القضاء
للتنقل والعيش في القضاء ، فمع أنظمة الجاذبية كل ما تفعله
اليوم بدون التفكير للحظة يصبح في غاية الصعوبة مثل التي
والذكل والشرب فيجب توريد رواد القضاء على هذا الوتين
فائق الصعوبة وأيضاً يجب عليه تعلم كيفية التحكم بالصاروخ
إذا انقصر جراف الكمبيوتر للمنزل عن التشغيل والتحكم
وإيضاً كيفية إصلاح المعركة في حال حدوث أي استخدام
ولكل هذا ليكون ممكن حذوه ما يتم اتفاق الليارات في
كل الذي ذكرته سابقاً فمع صديقنا أو أوافقك الرأي

ان استكشاف الفضاء يستلزم الكثير والكثير من المال
والوقت.

لكن ياؤملاني على الجانب الاخر، لننظر بجدية حول

الاستفادة من البحث في الفضاء واستكشافه فمن

المسلم به انه لم ينزل لهذا الجهد سوى فكل رحله نكتف

عن جونغ صحتهم من المعرفة لكي نفهمه فكل كوكب نستكشفه

هو ف اكثر عن كوكبنا من سبب نشأتنا على الارض و

ليس المريح، وعلو أعلى ذلك أبعاد الله سبحانه وتعالى في

خلق جميع كواكب والمجرات وكيف سخن الأرض ليعيش

غيرنا الإنسان، فكل المعادلات الفيزيائية قامت على

ما اكتشفناه في الفضاء، وأما واثق ان الله لا يخلق كل

لهذا النظام الفضائي والنجوم والمجرات سوى فهو ليستكشف

الإنسان وهي تؤكد للمشككين عظمة الله في خلقه.

- b. The following response shows some good understanding of the task in question 3, but the candidate could not score well as the response had many spelling and grammatical errors. Above all, it was not easy to read:

النتشرت في الآونة الأخيرة ظاهرة ان العلماء يستكشفون الفضاء
وقد اختلفت الآراء بين فريقين فريق الأول والتدريج الثاني .
الفريق الأول في الفضاء هناك الكثير من الأشياء ان الانسان لا يعلم بها
وهو يريد ان يثبت في الفضاء والاكسجين ها الا خلقنا وما خلقنا لنا
نحن البشر وولجنا كما ان هناك كوكب صاير وان يستطيع الانسان
ان يثبت هناك ولقد كشفوا الحار هناك . كما ان كسفوا المواد اله اكتم
يعني ان الانسان لا يحلج في الفضاء ان لم يعجز العلم بل انه العجز
ان يحصل في المستقبل وسوف يكون ضروري في المستقبل

في الدنيا الاسلام فقد ان يجب ان الانسان يطلب العلم وذلك خير لنا
وان اضحنا الحل في العظم تلك ليس ضارة بل صرف نستفيد
واذا الاجيال التي بعده سوف يستفيد منها وراي برغم ان في المستقبل
التكنولوجيا سوف تطور من كل تلك سوف يتطور بها. #

الفريق الثاني يعتقد ان ذلك داعي للاكتشاف في الفضاء له
ضارة وقد له في حيز الوقت التي في صدمت سنة في ذلك
خمس سنة يستطيع الصمد كل حصول السواحة الناصي
بكل ريشة في فقط بدون عتيد والمجسود في نستينا
هذه الساحة يستطيعون يغير صحتها الحالي
كما ان الحال في هذه الزمان صحتا جدا وقد الفدية العارض
ان ليس تفاد دايضا ضارة كالمال في الضار له المال
يقوم الى الاشياء التي مثل تطور المجتمع والتعليم للاطفال
والتجارية.

رأي في التغيير كل الناس في العالم لهم اراء في هذا الموضوع
التي هم الفدق الاطروحات من يعارضون وهم الفريق الثاني
بتخصيصا ارة انه يجب الانسان ان يطلب العلم ويذهب الى
الفضاء ويستكشفون ما هناك في الفضاء له في هذه الزمان
لقد سكته كل في سيار هذه اختراع المكيف، التلفاز والاصح من الاضخم كل
لكن المستقبل يستفيدون ما ومن الاشياء التي تعلمنا نحن
ينبغي على ذلك

Advice to candidates:

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

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 being too smart 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. It is easier to read/grade a 300-word essay than a 400-word essay! 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.
 - 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 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 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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