

Examiners' Report/  
Principal Examiner Feedback

January 2015

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

## 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 2015

Publications Code UG040362

All the material in this publication is copyright

© Pearson Education Ltd 2015

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)
- Accuracy of writing (6 marks).

### Question Analysis

#### Question 1

Candidates were asked to write an email to their teacher in which they give their opinion about the importance of the history subject.

Candidates might refer in their emails to issues such as, being more realistic and looking to the future; issues in the past are irrelevant and one should concentrate on what might happen in the future; achievements and glory can only be obtained by what one does or will do, rather than on what others have done in the past; the sheer enjoyment of learning about past events and stories; studying history helps us to understand the origins of modern political and social problems; it helps us understand people and societies; it can provide clues to solving the social problems that we face today; studying history is a waste of time because it prevents us from focusing on the challenges of the present.

The majority of candidates who attempted this question scored well by stating good and logical points. Marks were lost by candidates writing about other candidates' ideas rather than their own.

#### Question 2

Candidates were asked to write a speech pointing out the benefits of reading Arabic and foreign books.

Candidates might refer in their speech about the importance of reading books to issues such as, reading about other cultures; expanding our understanding; important for future career; enriching imagination; linguistic skills.

This question proved to be the most popular. Most candidates who attempted this question managed to score high marks because the topic is popular in Arabic schools.

#### Question 3

Candidates were asked to write a report about the effect of modern Arabic drama on young people.

Candidates might refer in their report to issues such as, cultural effect; social impact; change in social norms; language influence; increasing/decreasing morals/ social awareness.

This question was the least popular among candidates. Most of those who attempted this question scored good marks. The fewer candidates who did not score well had misunderstood the task by giving irrelevant answers such as writing about western drama.

#### Question 4

Candidates were asked to write a letter to convince the authority to build a sport centre in their neighbourhood (rather than in other areas).

Candidates might refer in their letter to issues such as, the benefit for local communities; building strong communities; socialising; healthy communities; sport champions; good use of free time.

Candidates who attempted this question accurately gave logical and relevant reasons behind their suggestions and were able to score higher marks. Some candidates concentrated their writing on the benefits of sport in general, with little relevance to the question and were unable to score highly for 'Content and Communication'.

#### Question 5

Candidates were asked to write a letter to a relative about a charity project which (s)he intends to carry out with the money that the relative gave them.

Candidates might refer to in their letter to issues such as, detail of the project; stages of implementation; reasons for choosing this project; benefits of the project.

The majority of candidates who attempted this question managed to score well for 'Content and Communication' as they reflected on certain social demands in their own environment and community. Some candidates did not understand the question fully and wrote about many projects rather than one, or wrote about a

project that was not charitable. In these cases, candidates were unable to reach the higher mark bands for 'Content and Communication'.

#### Question 6

Candidates were asked to write a narrative relating to the picture of a woman sitting on the floor with her mobile in her hand next to a man, who might have had an accident.

Candidates could write the narrative from their point of view as one of the characters in the picture or create one about other people. However, in order to achieve high marks for 'Content and Communication' the narrative should include a description of the characters, the plot, sequence of events and the setup.

Fewer candidates responded to this question. However, unlike in previous exam series, most of the candidates who attempted this question managed to score higher marks for 'Content and Communication'. Examiners came across well written relevant stories.

## Advice to candidates

Candidates are advised to:

1. Enrich their general knowledge through reading different styles of writing from books, magazines, newspapers and the internet, as well as acquiring knowledge from other media sources.
2. Read and understand previous International GCSE exam material which normally carries valuable information that can be very helpful when answering future exams.
3. Read the model sample answers of previous exams.
4. Familiarise themselves with the format of the question paper.
5. Adhere to writing on the designated lined pages in the answer book.
6. Clearly mark the question of their 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.
7. Ask for extra lined paper from invigilators should the specified area not be big enough for their responses.
8. Underline the important words or phrases that refer to the required task, when answering a question, to ensure that they 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>

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL