Examiners' Report/
Principal Examiner Feedback

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

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General comments

This paper tests candidates' competency in Arabic language in three measures; a reading comprehension, directed writing and Arabic grammar. The total mark for this paper is 70, which is the accumulation of 30 marks for the reading comprehension, 10 marks for demonstrating summary writing skills, 10 marks for directed writing and 20 marks for grammar.

In this series, a greater number of candidates had responded well to all questions with clear and well structured sentences. Those who performed well showed good competence and ability in writing and understanding of Arabic texts and grammar.

The time allocated for the paper was sufficient for the average candidate, who were familiar with the specification of this paper and its requirements, and with the exam material of the previous series.

Candidates' performance

Section 1: Reading comprehension and understanding:
Candidates are required to read a given text and answer 6 questions to elicit comprehension on a range of demand relating to recall, inference and manipulation of information.

Question 1a
Many candidates scored well on this question. A large number of candidates copied directly from the text and managed to mention two points (covering and shielding the body), and scored 2 marks. They were unable to achieve a higher mark as they did not specified that clothes were considered a life's necessity.

Question 1b
This was a good discriminator question. More able candidates managed to score 4 to 5 marks, while less able candidates found it harder to score above 3 marks. Some candidates lost marks as they copied directly from the text.

Question 1c
This was another good discriminator question. Candidates who scored well managed to use their own language and style to show their understanding of the relevant points in the text. However, some candidates resorted to arbitrary copying from the text for both relevant and irrelevant information. Candidates were not penalized for spelling mistakes as long as such mistakes did not distort meaning.

Below are some examples of errors where candidates lost marks;
The use of مجالات instead of مجلات
or:

ظهرت موضة الصناعة والتجارة بدلا من أصبحت الموضة صناعة وتجارة.

Question 1d:

The majority of responses were accurate, except when candidates made errors such as the following:

تحسن **صناعة** الإنتاج الزراعي للقطن والكتان.

إزدهار **زراعة** الغزل والنسيج.

تتنافس **الأزياء** على تصميم الأقمشة.

تتنافس **المصانع** على تصميم الأقمشة.

Question 1e

Many candidates failed to get the first point about *Ellie Sa'ub* being a pioneer in fashion design and/or that he was renowned internationally in a short period of time. Candidates' common mistakes in this question were:

أنه من أهم رواد تصميم الأزياء **حالياً.**

اشتهر عالمياً في سنوات **عديدة.**

Question 1f

Most candidates understood this question and provided good answers. However, some lost marks due to mistakes such as the following:

الحالة الإجتماعية أو مستوى المعيشة أو المستوى المادي بدلاً من المكانة الإجتماعية.

بساطة الإنسان وليس بساطة الملبس.

البساطة هي الأناقة والعكس هو الصحيح.

Section 2: Directed writing

Question 2a

There was a clear improvement in candidates' response to summary writing in comparison to previous series. The majority of the candidates showed good understanding of the text, and managed to list the key points. The majority of candidates scored more than 6 marks.

Question 2b

Candidates did very well in this writing exercise, except for a few who either misunderstood the task, or repeated the story of the text given in Question 2. Examiners noticed that there was good improvement in candidates' ability to write accurately.

Section 3: **Grammar**

Candidates found **Question 3** and **Question 6** the most challenging of the grammar section. It would appear that only the well prepared candidates managed to score full marks.

Question 3

Many candidates managed to respond correctly to sections (a) and (e). In other sections some candidates could not identify الفعل المبني للمجهول in section b, and

الاسم الممنوع من الصرف or الضمير الذي جاء في محل نصب مفعولاً به in sections c and d.

Question 4

A large number of candidates found it difficult to give an example of a demonstrative pronoun in an accusative case, as required by section 1.

Question 5

This question was designed to give all candidates the chance of choosing a suitable answer in a multiple choice question. However, a large number of the candidates failed to select the correct items in sections (b) and (c).

Question 6

This was the most challenging of the grammar question but the majority of candidates managed to secure good marks. Some candidates managed to identify the past tense but they added incorrect information and they lost a mark. For example:

سافر: فعل ماضي مجزوم.

سافر: فعل ماضي مبني وعلامة جره الفتحة.

General advice to candidates

1. Familiarise yourselves with previous question papers and their mark schemes which normally carry valuable information that can be very helpful when answering future exams.

2. Ensure that you understand the technical and the administrative requirements of the exam paper.

3. Enrich your knowledge and understanding of Arabic grammar as specified in the syllabus.

4. Adhere to writing your answers in the answer area in the question paper. In the event of running out of space in the answer area.

5. Ask for extra lined paper from invigilators should the specified area not be big enough for their responses.

6. Do not answer two or more question in an answer area allocated for one question.

7. 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, and to avoid giving irrelevant information.

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