



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

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

edexcel 

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 or 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.

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

Summer 2017

Publications Code 4AR0_02_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

4AR02 June 2017

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 to three writing qualities; 18 marks for Communication Content, 6 marks for Application of 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

Candidates were asked to write an essay about the importance of having laws in the society, by imagining what happened if they woke up in a society with no laws.

Many candidates responded to the task by covering various points, as anticipated by the examiners, such as the importance of having laws in keeping traffic order, enforcing discipline in schools, organising the general services, securing safe environment and maintaining work rules and regulations.

This question was one of the most popular questions among the candidates. Many candidates scored well as the topic is very familiar to their academic life and ambitions. Many candidates provided relevant titles for their responses and managed to adhere to the required task. Few candidates gave some relevant titles but forgot to stick to the main task, such as the use of the title "القوانين والجيل الصاعد", in which the candidate started with relevant points, and soon diverted by talking about the importance of the young people for the future of the country. In addition to that, the essay style changed to a speech.

Question 2

In this question, candidates were asked to write a report about people's wishes and plans after their retirement age. This question proved to be the least popular among the candidates. The task in this question is to report and reflect on the opinion of people before the age of retirement. Most of the candidates who responded to this question were able to give a good account of what people would say in a report form and style. Candidates covered various points, such as people's wishes to practise sport activities, travel, learn new languages, expand social activities, engage in voluntary work, enjoy free time, etc. However, some candidates talked about the opinion of those who were already retired and, therefore, they did not manage to score higher marks from the top band for Communication and Content. A few candidates misunderstood the task by concentrating on the retirement system in their own country, and what should be done to help young people achieve their goals in their lives.

Question 3

Candidates were asked to write a speech to address an audience in the youth club about success in life, and whether it is linked to earning money. This question proved to be the second most popular question. Although this was a challenging question, the candidates who tried it found it interesting and most of them managed to score well by giving logical relevant points. Candidates covered a good range of ideas and justification. Most candidates agreed that success should not be measured by the amount of money one could make in his or her jobs, by pointing out that moral satisfaction is the main source for a good lifestyle and that happiness cannot be bought with money. However, a few candidates showed different points of view, such as, money leads to success; money buys all your needs; money promotes a good lifestyle and builds a reputation.

Question 4

Candidates were asked to write an email to their teacher to suggest a topic for an extra lesson to their school timetable. This question proved to be the third most popular question. Candidates were asked to give reasons for their proposed topic or subject. Although a good number of those who tried this question were able to score well here, some candidates found it difficult to stick to the main task. Some candidates suggested a topic which was not normally covered in all schools, such as cooking lessons and survival lessons, while others proposed extra lessons of what they normally study at their schools, such as maths, history and sports.

Question 5

Candidates were asked to write a speech to convince the Olympic Committee to select their country to be the next host of the Olympic games. Although this question did not prove to be very popular among the candidates, most of those who tried it showed very good competence in writing and managed to score well. Candidates were able to use very successful, convincing writing styles. A few of those misunderstood the main task by providing irrelevant issues, such as how good the sports players in their country are to win most games, unlike their colleagues who managed to score well by mentioning relevant points, such as good stadiums, touristic sights, good transport system, unique hospitality of people and the good climate which their country could provide.

Question 6

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

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 4, in writing a well-structured letter with a good level of accuracy in grammar and spelling. The letter is coherent and pleasant to read.

المرسل إليه: مدرسي الفاضل
العنوان: /
التاريخ: /
محلي المحترم، تحية طيبة وأما بعد،
علمت بقرار المدرسة الجديد الذي يمنع الطلاب في اختيار
موضوع لإضافة حصّة دراسية جديدة. فأنا أبعث لسيداتكم
هذه الرسالة لكي أعدد فيها موضوعي المفضل والأسباب
التي جعلتني أختاره.

سيدي العلم : لقد اخترت موضوع الفن وأنت تكون
الحصّة الإصنافيّة حصّة رسم أو موسيقى . فلدنيا
مواضيع كثيرة مرهقة وتحتاج إلى الدراسة المتواصلة
مثل العلوم والرياضيات فسيكون هذا الاختيار مختلفاً
وإبرزاً " لأننا ^{لأننا} الأنها سوف تكون حصّة ^{تستري} أبتكرني فيها
الأعصاب ، ويظهر الوهبون فنهم بلا قيود . هذا
موضوعي المفضل لأن الحياة بدون فن تكون مملة كما
اللوحاة بلا ألوان ، أو سماء الليل بلا نجوم ، فالفنون يعطي
مجالاً للإبداع والإبتكار وهذا ~~ما~~ تماماً ما يحتاجه الطلاب
كي يوسعوا آفاقهم ، ويخترعوا ، وينبعثوا بطريقة
تفكير مختلفة ومبتكرة .

The following response is what the mark scheme describes as pedestrian though there is evidence of both opinion and description as appropriate, but it lacked sufficient expansion and elaboration. Handwriting required attention and improvements.

"اننى لو استيقظت ووجدت
نفسى و مدينة لا توجد فيها
قوانين كنت ~~لا~~ سأفعل ان
لا استيقظ تانى لاسباب كثيرة و
سأشردما معكم الله الآن

أكد ان سباب لاني يجب ان يكون
في قوانين هو ان من غير قانون
الشرطي ستكون عوماً ولو يكون
أكد مستريح و هو في بيته ان
سأسير في كلبه ~~سأسير~~ سرقة
كثيرة و هذا ليس جيد لاني لاد في

- a. 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 from the upper two bands in Communication and Content in the assessment grid.

'العقل السليم في الجسم السليم'
فالرياضة هي الأهم التي يجب أن يمارسها
الشباب. السمنة
← يشابه الرياضة تمنع من ~~مرض السكري~~ ووالذي
تؤدي إلى مرض السكري وإفساد الشرايين و
الإنزلاق الغضروفي و ~~غيره~~ من الأشياء الأخرى
والذي بعض الأحيان يؤدي إلى الوفاة.
الرياضة تجعل بيننا المودة والألفة

والرحمة والتعاون مثل في ألعاب كرة السلة
كرة القدم وكرة اليد أيضا "تبنى اجسام
بعض العضلات ويصبح الجسم جميل
قوى

فدولتنا هي من افضل واحسن لدول
لاستضافة الالعاب الاولمبية لان اجسام
اللاعبين قوية جدا "ويوجد بها الكثير من
العضلات هناك ~~بينهم~~ تعاون وتعاون
هو سر نجاح اي شيء ايضا "تبنون عظامهم
جدا" ويجيبون التمارين فنحن من احسن
الدول التي تحتضن الالعاب الاولمبية
الاخوة والاضطات عليكم ان تبدلوا
مجهود الاليام القادمة في التمارين والتدريب
حتى ننضم بالالعاب الاولمبية ونفرض جميعا"

- b. The following response to question 1 shows an example of a candidate with good handwriting, but it is not coherent or easy to understand due to incorrect use of language in responding to the required task:

لا شك ، أن لوجود القوانين في أي مدينة بلا أي بقعة
على وجه الأرض لها أهمية عظيمة ، حيث تندرج من إيمان
تلك القوانين المثولة الراسخة (التي هي أثبت من الوثائق)
في نظام متشعباً في أرجاء المكان من حيث الناس جميعها
من أصغرها إلى أكبرها انتشار النار في الهشيم ، مما يؤدي إلى الارتقاء
بمكانة تلك البلدة من حيث مرقها الصيرة ، كين إيلينج ليس هذا
فحسب بل بترك الطرق جعل من الشعب أناساً محبون لها و
ولهذا سيجاء الحكومة ، غداً على ارتقاء اهتمامهم الذي يجعل من تلك البلدة
أسد زائر يلتهم كل من يحاول أسره ، أو تحطيمه .
فكما قال الأديب مع الشاعر الصفي
عديك أن تسلي شيء و ما عليك أن تضعنا على السجاح
لأنه في وضع القوانين فيجب على كل من هو خاشعاً على بلده أن
يسعى لتحقيق القوانين الراسخة حتى يكون له أثراً عظيماً على
بلده ، مما يمكن أن يساهمها من حيث جذب السياح و
المستثمرين إلى تلك البلدة عندما يروا شهواتها النخلة ، شعبيها
المنظم ، هو وهما المتشعب في أرجائها أطفالها ذو صحة سامة
راكدة و ليس لوجج الأنهار القدرة على دخول تلك السور المنهوب ناراً .

مما يؤدي إلى هجرتهم حيث يزيد من الدخل إلى تلك المدينة و يحسن
وضعها الاجتماعي والاقتصادي بل أيضاً والسياسي. يا لها من فتاح
عقري!

الحق أبلج والباطل لجلج (فكبح) لا يظفأ من الصب

وصية ابنه لا يفتي ومالك في المدينة! إطلاقاً من القول العربي والتي
قالها الأديب المجلد روستو فكسى "وهي أن أحسن أن يكون الإنسان
كأخراً وكأخيراً) بأبسط وأدق من أن يكون صغيراً وجاهلاً". فيجب علينا
أن نعرف وقائلين أن تلك الأوصاف التي وُفد فيها أن ٨٠٪ من البلاد
النامية كان سببها رطلها عدم وجود قوانينها لرب النجاح. فقول
الحق الرأي ليس عيباً لأنّه كما قال الشاعر المجلد

الرأي قبل بشاعة الشجعان هو الأول وهي المجلد الثاني
إذا اجتمعت لنفس حرة بلغت من العباد وكل مكان

فقد عرّيب ولد تجل من قولك أنا في شمس النجاح هو النظام المحقق
من وجود قوانين وحيث يحقق العدل والكل يصبح سواسية لنا
الحق في الرقابة والتحقيق العدل في مدينة* مهما كان غسق البري
مضياً "حياته" بخ* بخ* المجر لكل من هو ينشد نشيد النظام و
القوانين التي تنهى بنفسية المرء أن تكون راقية سامقة هادئة

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 الرئيسية لموضوع الكتابة.
- التعرف على أنواع الكتابة الأدبية المختلفة قبل الدخول إلى الامتحان، وذلك لأن لكل نوع أسلوب 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.

- 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

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>