



Pearson

Mark Scheme (Results)

January 2018

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment criteria: Paper 2

Maximum total mark for each question is 30. These marks break down as follows:

- communication and content – maximum 18 marks available
- knowledge and application of language – maximum 6 marks available
- accuracy of language – maximum 6 marks available

Total: 30 marks maximum per question.

Communication and content

| Mark range | Descriptor |
|----------------|---|
| 0 – 1 | Little or no relevant communication. |
| 2 – 4 | Little relevant information with much ambiguity and many omissions. Often incoherent. |
| 5 – 7 | Main points of the task completed but there may be some irrelevance, omissions or repetition. Minimal level of response with little description or opinions. Not easy to read. |
| 8 – 10 | Majority of task completed and relevant. There may be some irrelevance caused by a misunderstanding of the task. 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. Some attempts to link the piece together as a whole. Sometimes ambiguous. |
| 11 – 14 | Responds fully to all, or nearly all, of the task. Task clearly understood. Evidence of both opinion and description as appropriate to the task. The piece is clear and has some coherence. May be rather pedestrian or, alternatively, somewhat over-ambitious. |
| 15 – 18 | Task clearly understood and responds fully to the task. Ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. Piece is clearly linked together, coherent and relevant. Pleasant to read. |

Knowledge and application of language

| Mark range | Descriptor |
|--------------|--|
| 0 – 1 | Little or no language worthy of credit. |
| 2 | Very limited language which restricts and impedes communication. Language is basic and inappropriate. |
| 3 | Limited vocabulary and structures which are just adequate to task. Language is basic and sometimes inappropriate to task. Sentences are usually short, although syntactically more or less correct. Occasional use of standard idiom. Some errors in correct formation and use of verbs. Pre-learned, set phrases predominate. Use of adjectival or adverbial phrases is not always successful. |
| 4 | Vocabulary and structures are adequate to task. Language is appropriate for purpose. Style is basic and correct when using short simple sentences and communication is not impeded by this. Some difficulty with longer sentences where syntax is not always correct. Idioms are used with partial success. |
| 5 | Evidence of a range of vocabulary and structures appropriate to narrative and description, for example expressing opinions, justifying ideas and points of view. Some use of complex structures. Shows ability to manipulate language to suit purpose, although this may not always be successful. |
| 6 | Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description, for example expressing and justifying opinions, ideas and points of view to avoid repetition. Confident use of more complex structures. Clear ability to manipulate language to suit purpose. |

Accuracy of language

| Mark range | Descriptor |
|--------------|---|
| 0 – 1 | Little or no language worthy of credit. |
| 2 | Errors occur so regularly as to impede communication. Isolated examples of correct language. |
| 3 | Many errors but main points communicated. Some correct constructions. |
| 4 | Fairly accurate. More than half of what is written is free from errors. |
| 5 | Generally accurate with most structures being correct. |
| 6 | High level of accuracy, though not necessarily faultless. Orthography generally well mastered. Use of complex language. |

Question 1

Expected responses:

Candidates should **write an essay** about using the internet in moderation. They should take into consideration the following points:

1. مضار الاستعمال المفرط للشبكة العنكبوتية.
2. ضرورة الاعتدال في استخدام الشبكة العنكبوتية.
3. استخدام أسلوب الإقناع في الإجابة.

Candidates may elaborate on the main task by briefly mentioning the following advantages and disadvantages.

- Advantages of using the internet/computers:
 - Quick access to information.
 - Availability most of the time.
 - A source for entertainment.
 - A means to interact with others.
- Disadvantages of using the internet/computers:
 - Isolation.
 - Repetitive strain injury.
 - Unreliable information.
 - Time wasting.

Question 2

Candidates should **write a speech**, expanding and elaborating about their own or someone else's experiences of achieving goals in life through determination, motivation and drive.

- Candidates may mention the following points to support the main task.
- Obstacles hindering success:
 - Past exams.
 - Illness.
 - Bereavement.
 - Disability.
 - Personal circumstances.
- Achievements:
 - Success. (Sports activities, academic achievements etc.)
 - Recovering from a difficult time.
 - Passing an exam.
 - Adjusting to unexpected changes.
- Importance of determination to overcome barriers.
- Strategies to be implemented in order to overcome difficulties:
 - Embrace self-awareness.
 - Use time to your advantage.
 - Commit to focused discipline.
 - Engage your own creativity.
 - Relevant support from parents, teachers and/or others.

Question 3

Candidates should **write a report** about issues related to healthy food and the importance of having a healthy lifestyle, which were discussed in a focus group they attended.

Candidates may mention the following points to support the main task:

- Definition of healthy food/healthy diet.
- Members who attended the focus group and the issues they discussed.
- Any food believed to be 'good for you', especially if high in fibre, vitamins, fructose, etc.

- The link between health and healthy diet:
 - A balanced diet can help you lose weight or maintain a healthy weight.
 - Those who follow a healthy, well-balanced diet reduce their risk of chronic diseases, such as diabetes, heart disease and cancer.
 - Increased productivity.
 - Enhanced mood.
 - Longevity.

- Attractions of junk food:
 - Cheaper to buy.
 - Widely available.
 - Satisfying.
 - Suppress cravings.

- Disadvantages of junk food:
 - Obesity.
 - Heart disease.
 - Teeth decay.
 - Provides many calories with little nutritional value.

Question 4

Candidates should **write a letter** about how voluntary activities can help in building and integrating society. The voluntary work may be referred to as participation or donation.

Candidates may mention the following points to support the main task:

- Definitions of voluntary work:
- Encouraging others to take part in voluntary projects.
- Impact of voluntary work on individuals:
 - Development of skills.
 - Career exploration.
 - Personal growth.
 - Enhanced self-confidence.
 - Better future job prospects.
 - Meeting new friends.
- Impact of voluntary work on the community and/or the country:
 - Volunteering enhances the social connections between different sectors, builds the bridges for governments, enterprises and employees.
 - Volunteering helps build a safer and stronger community.
 - Providing free services hence saving money.
- Obstacles hindering participation:
 - Your schedule is full.
 - You're not sure about your rights as a volunteer.
 - The idea of going somewhere unfamiliar doesn't excite you.
 - You're not sure what you could offer.
 - Parent's objection.

Question 5

Candidates should **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.

Candidates may mention the following points to support the main task:

- Knowledge and understanding of the link between the environment and parks:
 - Open spaces for recreation; green areas are critical in providing healthy habitats for wildlife and plants.
 - Trees reduce the amount of greenhouse gases in the atmosphere.
- Impact of parks on human beings:
 - Shared communal space.
 - Enhances wellbeing.
 - Space for recreational activities.
 - A place for children to play.
 - Space for educational resource.

Question 6

The response should be relevant to the picture which is provided, and should satisfy the requirement of story writing. It should include (but not exclusive):

- Time
- Place
- Character
- Relevant plot

