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Examiners' Report
June 2011

GCE Arabic 6AR02 01

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Introduction

In 6AR02/01 candidates are required to understand, make written responses and research upon authentic Arabic material.

The unit is divided into 3 sections, and is to be completed within the 3 hours provided. Section A: the candidates will be examined on their reading skills, and will be awarded a maximum of 14 marks. Section B: candidates will be examined on the transfer of meaning from English into Arabic. The assessment focuses on the quality of language, with a maximum of 10 marks available. Section C: to perform well in this section candidates will need to acquire knowledge and understanding (K/U) of Arabic culture and/or society. They will need to demonstrate an ability to organise and develop (O/D) ideas for their chosen topics/texts, and to show an ability to write accurately and effectively in Arabic in response to a choice of essay titles. Candidates will need to show evidence of independent judgement, to present and justify their points of view; using the language (Quality of Language, QoL) of ideas and abstract concepts. The total mark for each essay is a maximum 26 (13 K/U, 10 O/D & 5 QoL).

This report will provide examples of candidates' work for selected questions, together with tips and comments, elaborating on constituent key features and questions of each of the 3 sections of the exam.

Question 1

This question explores reading and writing, using a text containing information about the history of translation since the Abbassine to the Mohamed Ali period in the 19th century.

The text is divided into three paragraphs with six questions covering all candidate levels.

Q1a: This is straightforward; most candidates answered this question according to the mark scheme.

Q1b: This is another straightforward question, most candidates answered this question according to the mark scheme (MS). However, some candidates were confused with the differences between the sub-questions; but were not penalised for this.

Q1c: Following the same trend as Q1a & Q1b, most candidates were able to answer the question correctly, as according to the MS.

Q1d: Due to this question only having a maximum of one mark, candidates either got the right answer or an irrelevant answer; the occurrence of either result was generally equal.

Q1e: This question was understood by the majority of candidates.

Q1f: Question 1f (i) and (ii) have a weight of two marks each. More often candidates achieved full marks, but a number of candidates repeated themselves by providing the same answer as they gave in other questions.

Candidates need to understand that it is not possible to have two questions with the same answer in this exam. The students should be able to differentiate between eras, i.e. Abassine, Mohamed Ali and contemporary periods.

سؤال رقم 1
أجب عن الأسئلة التالية باللغة العربية حسب ما جاء في النص.

(a) لماذا قام العباسيون بالترجمة ؟

(1)

لديهم احتاجوا الى الدليل على معارف البلاد والذم التي افنتحت من العباسيون.

(b) (i) ماذا تعلم عن حجم العالم الإسلامي من خلال حملة العباسيين للترجمة ؟
الحجم وانتشرت الى نواحي الارض.

(1)

أنها كبيرة ~~التي انتشرت الى نواحي الارض.~~

(ii) ولماذا (أعط سببين) ؟

(2)

لأننا يشير النص أن البلاد التي امتدت اليها الإسلام كانت بلاد الفرس و السريان والهند وأيضا أن الكتب اليونانية كانت من أبرز اللغات (عمليات الترجمة ومن أهمها) أيضا يشير النص أن في العصر العباسي 'انفتحوا' الذم 'الخراسا'.

(c) كيف استفاد العلماء من بعض الخلفاء ؟

(i)

(1) رفعوا الخلفاء ~~في~~ مكانة العلماء في المجتمع.

(ii)

(iii) زودوا الخلفاء هؤلاء المترجمين بمرتبات وعطاءات كثيرة.

(1)

(d) ما هي طريقة الترجمة اليوم ؟

(1)

كانوا العلماء من الأوائل الذين اختارهم الخلفاء لنقل الكتب والمعلومات الى العربية

(1)

هي نقل حروفها للنقل كما هو.

(e) ماذا كان يجد المترجمون أحيانا في الماضي من مشاكل في الكتب الأجنبية ؟ وماذا كان الحل لذلك ؟
(2)

كانوا يجدوا منها يؤذي مشاعر المسلمين فيحذفوه أو يتلغفون
باللغ الأجنبي تلغفا من شأنه أن يخرم القارئ العربي.

(f) كيف استفادت مصر من حركة الترجمة في عهد محمد علي ؟ اذكر مجالين وبين سببا لكل مجال.

(i)

تطوير الصحافة العربية و ظهور المجلات ، هذا بسبب نقل علوم
(طبية و طبيعية وعسكرية) من الفرنسية الى العربية وتوفر هذه
المعلومات. (ii)

نقل الحضارة الغربية بخلوها أحوال الحكم الجديد والبرلمان ، القيا
كانت بسبب نقل أفكار من رجال الفكر بعد الثورة الفرنسية (2)
اثرت بهم .

(Total for Question 1 = 14 marks)



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Examiner Comments

In this example the candidate has provided the correct answers with a mixture of tenses. In spite of this, it is easy to understand what the candidate means, and so a mark is awarded.



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Examiner Tip

The time provided for this exam is sufficient enough to go through each question, and determine what is required before writing. Candidates should remember that an answer for one question cannot be used in another. It is good practice to refer back to the text for comprehension questions and to show attention to detail.

Question 2

Section B is the translation exercise of approximately 100 words of English to be accurately translated into Arabic. This was generally completed to a satisfactory level. This was straightforward and accessible. Candidates found the material to be challenging, but were able to provide acceptable variations of the MS guidance answer. Almost all candidates could answer the question, however there were 4 common errors that prevented some from achieving top marks.

Almost 90% of candidates failed include the word "both" in their translation. Instead of translation of the "science" as a method of study/research, they understood the word to mean the subject (such as Physics or Biology).

Some candidates used the word for roof, instead of the correct word "ceiling".

"Iran" is an incorrect translation of the word "Persian".

Some students did not use the translation of "Calligraphy" which was provided with the English text.

SECTION B: Translation

Question 2

Translate the following passage into Arabic.
You do not need to vocalise your translation.

Arabic calligraphy is both an art and a science that has its own rules. It is one of the most widespread forms of Islamic art, and uses Arabic letters, words and Quranic passages, which often have vocalisation markers. It has several different styles and these are written on the walls and ceilings of mosques as well as on paper. The Quran has, therefore, played an important role in the development of Arabic calligraphy, which has become a link between Muslims and their religion. Non-Arab nations, such as the Persians and the Turks, have used and greatly developed Arabic calligraphy.

Calligraphy = الخط

~~إن الخط العربي هو ليس فنًا فقط، بل علم أيضًا، وله قواعده وقوانينه الخاصة.~~

إن الخط العربي ليس فنًا جميلًا وإنما فنًا خصبًا والمأثور

أيضًا علم رائع ورائف ولديه سماته وقواعده وتواضعه الخاصة. كما أنه واحد

من أهم ميزات انتشار الفن الإسلامي وهو يستخدم اللغة العربية لأهم ملامح العربية

وكلماتها كما السور القرآنية والتي غالبًا ما تحمى القواعد اللغوية. ومن أبرزها أيضًا أن

عنها العديد من الأساليب للكتابة وللخطوط أيضًا ولصحة الدورها مدونة على حوائط

وهدايا المساجد كما على الورق. وهذا قد لعب القرآن الكريم دورًا كبيرًا في

تطوّر الخط العربي الذي أصبح رابطاً قوياً بين المسلمين ودينهم ومن المنبر للاندساة

كروان الدول غير العربية أيضاً، كالدولة الفارسية والدولة التركية قد استعملت وطوّرت الخط العربي.



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Examiner Comments

This is an example of an excellent response, scoring 9/10.



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Examiner Tip

Translation is a specialised skill that requires practice and care. It is important to read the passage first, to get a clear idea of the content. Then to work carefully, checking vocalisations and spelling in particular.

Question 3(a)

This was not a very popular question for candidates. Some answered this question according to the MS, citing the 20th century civil wars in Lebanon, Sudan or Somalia. Unfortunately, candidates who referred to the irrelevant 21st century civil wars in Syria, Libya and Yemen, or even confused the meaning of "civil war" altogether by writing about the conflict between Israel and Palestine or Algeria and France, could not score any marks.

Question 3(b)

This question is about emigration. Candidates should have mentioned the reasons and results. Arab emigration to cities and abroad for work in the 20th Century: reasons could be poverty, rise in population, a decrease in mortality, over-populated rural areas, improved agricultural techniques and machines causing a loss of jobs for labourers. Some candidates answered this question according to the MS, but others incorrectly chose just their own country and moving to the US or Europe for study/treatment.

Question 4(a)

This question asks the candidate to write about a novel published in the last ten years and to discuss current Arab issues/problems, with substantiation. Unfortunately, a large number of candidates did not respond to this question correctly as they chose a TV series, film or play. They completely failed to discuss an actual novel, author or even the events of the story. Nonetheless, very good candidates chose novels such as Yacubian Building by Abbas Assawani, or other stories by Zakaria Tamer, Khairy Shalabi or Sultan Al-Qassemi; achieving high marks.

Question 4(b)

This question was very popular. It asks for examples of folk dances in the Arab world, in which some candidates demonstrated a broad knowledge of different types of dancing. Dances such as Debka in Lebanon, Iraq, Palestine, Jordan and Syria with different variations, Raqs Al-Assaya in Upper Egypt or Yola in UAE.

Candidates answered this question by describing the meaning of the dance and its story, the costumes, music and the symbolism they represent (e.g. Religion, Entertainment, Nationalism or Social events). Some candidates however, concentrated on just Belly-dancing resulting in very limited essays of about 90 words (which should actually be approximately 250-350 words).

Put a cross in the box indicating the FIRST question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then indicate your new question with a cross (☒).

You will be asked to indicate your second question choice on page 14.

Chosen Question Number:

<input checked="" type="checkbox"/>	Question 3(a)	<input checked="" type="checkbox"/>	Question 3(b)
<input checked="" type="checkbox"/>	Question 4(a)	<input checked="" type="checkbox"/>	Question 4(b)
<input checked="" type="checkbox"/>	Question 5(a)	<input checked="" type="checkbox"/>	Question 5(b)
<input checked="" type="checkbox"/>	Question 6(a)	<input checked="" type="checkbox"/>	Question 6(b)
<input checked="" type="checkbox"/>	Question 7(a)	<input checked="" type="checkbox"/>	Question 7(b)
<input checked="" type="checkbox"/>	Question 8(a)	<input checked="" type="checkbox"/>	Question 8(b)

الرقص يعد دليلاً على الانتماء والفرح وغالباً ما تحرق الناس
يرقصون على الأعياد والمناسبات والاحتفالات والأفراح. يعد الرقص

أيضاً أنواع من أنواع الرياضه المحافظه على اللياقه البدنيه.
ترمو أهمية الرقص في البلد العربيه التي ما قبل التاريخ ولكن في
أغلب الأحيان كان يقصر الرقص على النساء. فكانت
البوارى (قدم الملوك والعام) يُقْمَنَ بعروضه الرقص للملوك.

لكل بلد رقصه الخاصه وتسمى "الرقصه الشعبيه".
ففي بلد الإمارات العربيه المتحده يرقص الرجال وهم
حاملين السلاح (البندقه) ويعفون قروبين من بعض نصف
واحد وأحياناً يعفون في صفيين متقابلين ويرتدون ما
يطلقون عليه اسم "الكندوره" وهو لباس طويل متعدد الوانه
حسب الرغبه ولكن في أغلب الأحيان يكون لونه الأبيض
أو بني. وترقص نساءهم مرددين مايسمونه "الجلابيه" وهو
أيضاً لباس طويل ويقمن بظهور اتجاه الموائس وحريك الشعر من وقت
لآخر. أما في العراق فتعدد الرقصات الشعبيه. رقصه
"السجم" تعد ^{واحد} من الرقصات الشعبيه والتي غالباً ما تقتصر
على النساء. تتميز هذه الرقصه بحريك الرأس والشعر بطريقه
سريعه. أيضاً رقصه "الدكّه" كما يسموها البعض، عكس رقصه
"السجم" تقتصر هذه الرقصه على أغلب الأحيان على الرجال و

يلبسون فيها شراطيناً ومنوعاً من الطقوس على أسفل الظهر ويصدر
 بعض الأصوات أثناء حركته. وفي مصر يعتبر البعض الرقص
 الشرقي هو الرقص الشعبي. ولكن يوجد في مصر ومناطق شتى
 أخرى وبالأخص في الصعيد، حيث يرقصون الرجال بالعصا
 وفي بعض الأحيان تكون الرقصه على شكل مشاهير في العنق ما
 بين فلسطين. ولديهم أيضاً رقصه شعبية تقام على العيل.
 بعض الرقصات تتشابه ما بين دول مختلفه ومن الممكن ان
 تختلف بالحسيه وبعض الحركات. مثلاً على هذا "الدبكة" وهذه
 خصوصاً في دول الشام (لبنان، سوريا، الأردن، فلسطين و...)
 "الكومي" على العراق.
 يعتبر كل بلد بوقصته الشعبية لأنها تعد وسيلة عن تمييز
 بلاد عن آخره وتعتبر حركات وعادات وتقاليد يعاينها
 الأقباط عن أجسادهم.



ResultsPlus Examiner Comments

This candidate's essay demonstrates the opportunity provided by the question to write about different types of folk dancing, showing the skills of the candidate by using a varied range of vocabulary and expression.



ResultsPlus Examiner Tip

Candidates should go through the specification and study the topics and recommended grammar areas. Students of GCE level should read Arabic texts (books, newspapers, magazines and the Internet). A group project could be made for each topic in class. Additionally, candidates should read the question carefully and emphasise the main points they will cover in their response.

Question 5(a)

The question asks candidates to discuss "Charity Begins At Home". Good responses included the connection between the rich helping the poor in Arab countries, religious involvement and charitable organisations run by volunteers. Some candidates lost marks because they kept referring either insular view points (charity to immediate family members), or producing accounts of obscure practices involving marriage or employment (giving a job to an unqualified family member), this subsequently inhibited them to extend to the required minimum of 250 words.

Question 5(b)

The question is an open one that allows the candidate to choose either inventions or traditions that the world has benefitted from.

Even with the opportunity to choose any tradition, many candidates wrote about shisha/hookah (Water-pipe smoking), however shisha was invented in India by a Persian doctor in the 16th century. Some suggested that the world benefited from the traditions of Arab hospitality, for which there is no evidence. Both shisha and hospitality are completely irrelevant answers that produce no rewardable marks.

Good candidates who chose to discuss traditions mentioned coffee, the use of the Red-Carpet for VIPs and child benefit. Those who chose invention had a huge variety to explore from such as exporting the concept of zero to Europe, the discovery of lens, the camera, the Astrolabe, the Compass and modern pharmaceuticals.

Question 6(a)

The question gives candidates the choice of concentrating on any part of Said's life, both before and after entering prison. This was the most popular question from the whole paper. This was because it gave an opportunity to criticise and evaluate Said's actions and amend these to how they personally would have dealt with the various situations he encounters.

Successful candidates answered this question according to the MS, and achieved high marks. Those with low marks unfortunately had a very narrative approach, writing about the full story but neglecting what was asked for in the question. There was often a lack of sufficient analysis, and also some candidates incorrectly focused on the film rather than the book.

Question 6(b)

The question is about education in the novel and the importance of the role it played throughout the story. Candidates were expected to give examples of how society can be let down by the promises of the educated and those in control. This was the least popular question of the exam.

Question 7(a)

This question asks candidates to relate the story about the King who had a bird called 'Fanza'. The moral of the story is that if you are afraid of someone, or do not trust them, then it is better to avoid them and prevent them from having the chance to cause you harm.

Candidates were expected to mention this moral in their response, as well as the actions of those in the story. Then they should give their opinion about both with logical reasons. The majority who chose this question achieved a high mark.

Question 7(b)

The question is about a hermit who has a visitor. Candidates were expected to discuss the moral of the story. High scoring candidates expressed their personal opinions and demonstrated the benefit they gained from its wisdom.

Question 8(a)

The question requires the candidate to describe Ismael's society, with examples of its customs and traditions. Then they should comment on the positive and negative aspects of this with reference to examples from the book. This question was popular and well answered, yet some candidates did not read the story and instead relied on the film which had a number of obvious alterations to locations and plots.

Question 8(b)

A small number of candidates answered this question about the tangible and metaphoric senses.



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Examiner Tip

I strongly recommend that candidates read the story and analyse the characters and plot. I ask my colleagues (teachers/tutors) to make sure that their candidates have read and studied the story, practising a variety of questions based upon it.

Paper Summary

This year the standard of language has improved and it is obvious that candidates have had more practise with past papers than last year; for which I am pleased to see and congratulate you.

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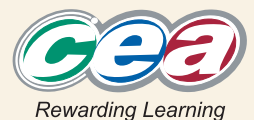
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