

Examiners' Report
June 2013

GCE Arabic 6AR01 01

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Introduction

It was pleasing to see a good standard of responses from candidates this year, especially in Q7 (essay question). Candidates wrote well about countries of their choice, displaying a good knowledge.

In general, the three sections of this paper covered all topic areas. Overall, candidates responded well to all questions, but it was noticed that some candidates lacked knowledge of simple terms in some topics.

Candidates performed well, generally, across all questions. It was noticed that the quality of language is improving, despite the use of colloquialisms. There was also some mixing of letters because of that. Grammar was generally better this year.

Question 2

The majority of candidates answered at least four out of the five parts, correctly.

A significant number found Q2 (b) challenging.

This question was a good exercise to find synonyms and it demonstrated candidates' comprehension. However, some candidates did not give the same structure as the words given. For example, if an adjective was given, they gave a noun.

There was some confusion in Q2 (d), where candidates were confused whether to write لصفأ or لصفأ

Generally, candidate's responses to this question were good and it seemed that they found the text interesting and relevant.

سؤال رقم ٢
ابحث في النص عن الكلمة التي تعني ما يلي:

(a) شتى
(1)

مختلف

(b) الأقطار
(1)

البلد

(c) الأسرة
(1)

العائلة

(d) أحسن
(1)

أفضل

(e) الأطباق
(1)

الكلمات



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Examiner Comments

This candidate gave all of the correct synonyms, including 2 (b), which was challenging for most candidates.

This shows a very good knowledge of vocabulary.

5 marks

Question 3

Most candidates performed well on this question, scoring 3-5 marks.

However, some candidates still put two vowels on the letter. There was also some evidence of lack of knowledge of basic grammar, for example putting a Sukoon on the first letter, or Shadda in the wrong place.

There was a small number of candidates who applied the vocalisation arbitrarily.

النص الثاني
السؤال رقم ٣
ضع علامات التشكيل على جميع حروف الكلمات التي تحتها خط.

لا تمر الأعياد على العَائِلَاتِ العربية من دون صنع ما لَذَّ وطاب من الحلويات.

فَتَحْضِيرُ هذه الحلويات والطقوس التي تُرَافِقُهَا إلى جانب الرائحة التي

تتبعث منها عِنْدَ طهيها، تضيفي على المناسبة أجواءً من السَّعَادَةِ. وقد تكون هذه

الطقوس أكبر خلال عيد الفطر، لكنها أَيْضاً حَاضِرَةٌ في عيد الاضحى، مع

اختلاف وَاِضْحٍ في أنواع الحلويات التي يتم تحضيرها. ففي عيد الفطر تَمَيَّزَ

بكونها دسمة ومعقدة، بينما تكون بَسِيْطَةً نوعاً ما في المناسبات الأخرى. ورغم أن

مَحَلَّاتِ الحلوى العربية تشهد ازدهاراً في بيع الحلويات في الأعياد، إلا أن الأغلبية

لا تزال تفضل تحضيرها في البيت.



ResultsPlus
Examiner Comments

This candidate demonstrates an excellent knowledge of Arabic grammar, with all details covered.

5 marks

Question 4

Some candidates answered incorrectly because they forget to go back to the text.

The majority of candidates responded correctly, choosing the right words from the list provided.

Even so, when filling the gaps, some students confused (لجّد)income, with لجد (came inside) and problems لكاشم was used instead of traditions.

السؤال رقم ٤

إملا الفراغ بالكلمة المناسبة من الكلمات التالية حسب ما جاء في النص.

تنقص - مشاكل - تزبلو - إنتشاء - دخل - أكلن - عائلات
إنتاج - عمنج - يقيم

لأن عاداتنا حسنة..... المجتمع الصحراوي..... تجمّع..... المرأة من العمل بعيداً عن القرية فقد..... أعلان.....
بعض الناس في يوم الإثنين..... جمعية في القرية لإنتاج قهوة من نواة التمر..... تبنى ريل..... دخل الأسرة.

(Total for Question 4 = 5 marks)



ResultsPlus
Examiner Comments

This response gives all of the correct answers.
5 marks

Question 5

This question needed more focus from the candidates.

They responded well to this question. Most candidates wrote full answers, using their own words.

Some candidates found parts of Q5 (b), (d), and (e), challenging.

Grammar and spelling were generally good. However, some candidates could not gain marks because they copied straight from the text.

السؤال رقم ٥

(a) في أي منطقة بدأت النساء صنع قهوة التمر؟

(1)

في واحات جنوب شرق المغرب

(b) ما الأسباب التي جعلت مريم تفكر بهذا المشروع؟ اذكر اثنين.

(2)

فكرت مريم في هذا المشروع لأنها سيحسن دخل أسرتها،
وسيساعد زوجها في تحمل أعباء الأسرة

(c) ماهي أهم ٣ مراحل في تصنيع قهوة نواة التمر؟

(3)

١- تصنع قهوة نواة التمر في مراحل عديدة أهمها فصل النوى
ثم ~~تحميصه~~ و بعد ذلك ~~تكن~~ عمليه طحنها.
تحميصها

(d) ما الفوائد التي تحصل عليها النساء بفضل هذا المشروع؟ اذكر اثنين منها.

(2)

استفادت النساء العاملات بهذا المشروع من أنه وفر
لهم مصدر دخل وأنه أتاح لهم فرصة عمل داخل قريتها

(e) ما هي العوامل التي ساعدت على قيام هذا المشروع؟ اذكر اثنين منها.

(2)

كانت ظروف المعيشة الصعبة سبباً في قيام النساء ببدأ
هذا المشروع وقد أدى وفرة نوى البلح الذي يزرع في الواحات إلى
سهولة سهولة بدأ المشروع.

(Total for Question 5 = 10 marks + 5 marks for quality of language)



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Examiner Comments

This candidate answers all parts of the question correctly except one, for which they were not far from the accepted answer.

They use their own language. There is a high level of accuracy and good use of structures, so a high mark is awarded.

13 marks

Question 6

This question was generally answered well, by a majority of candidates.

For most candidates, the meaning was maintained. There was a feeling that there was an enjoyment factor in answering this question.

However, there was a number of responses where candidates lacked the appropriate vocabulary.

Many candidates were not sure how to translate 'young men' and 'young women'; they used 'guys' for men and 'girls' for women (عاسنللا - لاجرلا). They also did not know the English word for جيل لخل.

Most candidates wrote 'alKhaleej' or the 'Middle East'.

Many had difficulty with translating terms like 'communication equipment', 'institution', 'commercial studies' and 'consumer behaviour'.

Candidates also wrote wrong numbers and percentages, which demonstrated a lack of knowledge of Arabic numbers.

Although there was a significant improvement from previous years, a small number of candidates neglected to translate the title.

SECTION B: Translation

النص الرابع

السؤال رقم ٦

ترجم القطعة التالية إلى اللغة الإنجليزية. احرص على أن تكون ترجمتك واضحة.

الشباب أكثر اهتماماً بالموضة من الفتيات

يعتقد كثير من الناس أن النساء أكثر اهتماماً بالموضة من الرجال، إلا أن الأمر لم يعد كذلك. فقد كشفت دراسة حديثة أن الشباب في منطقة الخليج هم الأكثر إنفاقاً على الملابس والموضة واقتناء وسائل الاتصال الحديثة، مقارنةً مع الشابات. وتبين الدراسة أن الشباب ينفقون نحو ٤٠٪ من دخلهم على الملابس و٣٥٪ على هواتفهم المحمولة.

وقد أعدت مؤسسة متخصصة بالدراسات بحثاً تجارياً وإعلانياً عن السلوك الاستهلاكي لهذه الفئة من المجتمع. وبعد لقاء نحو ٦٠٠ شاب وشابة من خلفيات اجتماعية متعددة، تبين أن الشباب الذكور كانوا الأكثر إنفاقاً. ورغم أن الدراسة لم توضح بالضبط السلوك الإنفاقي مقارنة بدول أخرى، إلا أنها تعكس تحولاً اجتماعياً كبيراً.

"Boys are more interested in fashion than girls"

Many people believe that women are more interested in

fashion than men are, however, it is not like that any more. A recent study showed that young men in the Gulf area spend the most on clothes, ~~and~~ fashion and on owning new communication devices, compared to the young ladies. And the study shows that the young men spend around 40% of their income on their clothes and 35% on their mobile phones.

A foundation specialised in research (studies) conducted a commercial and business research about the consumer habits ~~of~~ for this proportion of society. And after interviewing approximately 600 young men and women from different social backgrounds, it showed that the young men spent the most. And although the study did not show exactly the spending habits compared to other countries, it still depicts a big social change.



ResultsPlus
Examiner Comments

An excellent response: very accurate transfer of meaning, showing knowledge of idioms and expressions.
9 marks

Question 7

Candidates related well to this topic and responded very positively. They reflected on their holiday experiences and gave their own independent views about their original countries, or countries they visit themselves.

The majority of candidates showed a consistent understanding of what is required to present as advertising information, to promote a visit to a chosen country.

They covered the first point and justified their answer. Candidates also gave examples of the places that they considered were worth visiting.

Candidates mentioned the food and dress, which showed their awareness of Arab culture.

However, Part 3 of the essay was rushed and neglected by quite a number of candidates.

The third point was only partially-covered, because candidates did not give solutions to the problems that tourists may face.

Despite the fact that it was a clear and precise question, there was a very small number of candidates who did not pay attention to the instructions and invited people to visit a Non-Arab country, such as Turkey, the United States of America, Italy and the Maldives.

Although some students answered well, they used colloquial language.

SECTION C: Continuous Writing

النص الخامس

سياحة عربية

قرأت هذا الإعلان في موقع عربي

شركة صحارى للسياحة

زوروا العالم العربي، مهد الحضارات ومهبط الديانات
شاهدوا جمال الطبيعة: البحر، الصحراء والواحات
واستمعوا بالكرم العربي الأصيل
رحلات إلى جميع أنحاء العالم العربي من المحيط إلى الخليج

السؤال رقم ٧

أكتب مقالاً (١٨٠-٢٠٠ كلمة) عن السياحة في بلد عربي تختاره.

يجب أن يشمل المقال النقاط التالية:

- دعوة لزيارة البلد ولماذا؟
- ما هي الأماكن التي تنصح بزيارتها؟
- ما هي المشاكل التي يمكن أن تواجه السائح هناك وكيف يمكن حلها؟

زوروا بلد المغرب، البلد الغنية بتقاليد العربية الإسلامية. البلد المتعددة حسب جميع النواحي.

شاهدوا جمال البحر والصحراء، والعينات الغنية بالبيئة الخضراء. كذلك الشمس والواحات

الغني بشمس و العواصم النقي.

يوجد أماكن كثيرة بالمغرب التي يجب زيارتها ^{الإغناء} في المغرب. يوجد عدد من الأماكن، عدد
أهم الجور عدد الأثرية الغنية بتاريخ المغرب، التي يجب أن تزورها يوماً في ~~البلاد~~
مثلاً، في مدينة مراكش الحمراء يوجد سوق تجمّع لغنى * المعروفة عالمياً ولا
يخفى عليه السياح أبداً. الغنى بالأدوية المشوية اللذيذة ومجلات التي تبغ
هدايا كغنى وجميلة.

أما مدينة 'دار البيضاء' و'الرباط' عاصمة المغرب، هما من أكبر مدن المغرب،
التي تحتوي على آثارات قديمة أصيلة كذلك قصر الملك محمد السادس.

وأيضاً مدن الشمال، كمدينة 'كاتب'، 'شفشاون' و'تكوان' هذه المدن الصغيرة الجم
للغنى تحتوي على بئر كثيرة ومهروقة من أجل بن المغرب. فغنى وهي هذه المدن بلاد كثر من
أماكن الكعبة وأسواق ومساجد مشرفة وشكولات مهروقة عليها. إن هذه مدن من أجل مدن
في بلد المغرب رائعة.

أن توجهها
مثل أي بلد في عالم يجد مشاكل التي يعاد أتواجه السياح في المغرب.
فلمشاكل الوحيد
فأول ^{يحلون} مشكل هو الذي يوجد في سوق البائعين ^{يحلون} ان ترفع أتعنة سوق. فهذه المولودين بيده
يجب على البائعين إقحام السياح. يعكس على هذا المشكل بتالية قوت جديد وهو أن على كل الناس
أن يكتب نص أن يدع تحت كل ما في هذه أعلام. على راية التي السياح راية الأتعنة
بدون قلب البائع.



ResultsPlus Examiner Comments

This is a very good response.

The candidate starts with a good introduction, names the country, gives reasons, and recommends places.

The candidate also lists some problems and suggests solutions. They would have received a higher mark had they elaborated more on the last point.

The language is varied, appropriate and almost always fluent. There is excellent communication and a high level of accuracy.

39 marks

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Read the texts in comprehension questions; understand it before you attempt the questions. It will be useful to revisit the text whilst answering, especially if you are not sure
- In the gap-filling question, you have to use the words given in the box and not your own words
- In Q5, you have to use your own words as much as possible, to gain the five marks for 'language quality'
- For the translation question, read the whole text including the title. Understand the meaning and then start translating. Do not forget to translate the title
- For Q7, read the stimulus well, read the question, understand all of the bullet-points, then cover them all. Remember: an introduction should not be long.

Teachers are advised to:

- Cover all of the topics equally. Make sure that the candidates use the level of vocabulary required for this level
- Make sure that candidates are familiar with the rubric by practising with past papers, and use the mark schemes
- Read the Principal Examiner's report and address all of the issues mentioned in it

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>

Ofqual



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