

# Examiners' Report

## June 2018

GCE Arabic 2 6AR02 01

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# Introduction

In this examination, candidates were required to demonstrate advanced level communication skills and understanding of standard Arabic. They had to read and respond to a variety of authentic texts and accurately transfer meaning from English into Standard Arabic.

Candidates were also required to produce two Arabic language essays in response to questions related to their chosen topic(s) and text(s), promoting research and a greater knowledge and understanding of Arabic culture and society.

Section A was a comprehension task, and answers to each question were to be extracted from the text. A large number of candidates achieved high marks in this section. Those who did not, lost marks due to omitting questions or not reading the text fully, and did not give themselves time to understand it. Candidates were not penalised for grammar or spelling errors.

Section B was a translation task: candidates were asked to translate the meaning of an authentic English text of approximately 100 words into Arabic. The majority of candidates achieved this section successfully; however, they should use a variety of texts for translation practice to develop skills.

Section C was divided into categories: Topics and Text. There were six questions (or sets) in two parts, 'a' and 'b'. Candidates must answer only 'a' or 'b', from two separate questions of their choosing. Answering 'a' and 'b' on the same question was equivalent to producing only one essay and thereby losing a minimum of 24 marks; this was explained in the specification and on the front of every question paper.

## **Question 1**

These were the comprehension questions, based on a 200-word extract from an authentic Arabic article discussing the influence of television on Arab society and culture. A total of 14 marks was available; each sub-question part, i.e. (i) (ii) (iii) was worth one mark.

The majority of candidates responded to this question positively. More able candidates answered all of the questions, although some found Question 1(f) and 1(g) a greater challenge. A more able response demonstrated fluency and a strong command of Arabic.

Although it has been observed that a common barrier for some candidates was a poor level of spelling and grammar skills, these were not examined in this section: all marks were given for extracting the relevant information to answer the questions.

It was stated in the section's instructions that candidates should answer the questions directly from the text, which meant that a candidate-generated response (or point of view) was not acceptable in this section.

## **Question 2**

This question was a translation task: candidates were asked to translate the meaning of an authentic English text of approximately 100 words about a school survey on candidate wellbeing into Arabic. The majority of candidates achieved this question successfully; however, candidates are encouraged to use a variety of texts for translation practice to develop skills.

Most candidates were able to transfer the meaning of the majority of the passage, with challenges found with a number of key words and phrases such as "survey", "education authority", "oppressive" and "strict".

## SECTION B: Translation

### Passage 2 Question 2

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

#### Student Wellbeing Survey

The Education Authority has received some complaints suggesting the school is oppressive. After conducting research interviews, we disagree because, for example, one student said "I look forward to attending school because we learn new things, and I get to see all my friends. We enjoy chatting and joking at lunch. The meals change each day, and are always delicious. My teachers are strict but fair: they reward us when we work hard and help in the classroom. I'm also a member of two clubs: The Young Scientists and the football team. I hope university will be similar".

«استطلاع رأي سلامة الطالب»

استقبلت السلطات التعليمية بعض الشكاوى تقترح أن المدارس

قامعة. بعد عمل مقابلات بحثية ربحنا لأنوافق على هذا الاقتراح

لأنه، على سبيل المثال، قال أحد الطلاب "أنا أتطلع دائماً

لحضور المدرسة لأننا نتعلم أشياء جديدة، كما أنني

أقابل أصدقائي. نحن نستمتع بالتحدث مع بعضنا البعض والمزاح

في وقت الفراغ. الوجبات تتغير كل يوم وهي دائماً لذيذة.

أنا أتحب صابون ولبس عادلون، وأقوم بتكافؤنا عندما

نعمل بجد ونساعد في الفصل. أنا أيضاً عضو في ناديين:

نادي العلماء المغار ونادي كرة القدم. أتمنى أن تكون

الجامعة مماثلة.



**ResultsPlus**  
Examiner Comments

This example gained a full mark, with a close to full accurate translation, showing confidence and broad vocabulary.



**ResultsPlus**  
Examiner Tip

Wider reading to broaden vocabulary will help candidates to express themselves and improve accuracy.

### **Question 3 (a)**

The Culture and Social topics produced very good responses but some candidates found it difficult to substantiate statements and discussions in their chosen topic. The text (literary) questions resulted in some excellent essays, yet still some candidates forgot to answer the question, and instead, wrote a generic narrative of the novel or the film adaptation.

It has also been observed that a number of candidates neglected to follow the clear instructions provided, and exceeded the word count limits by over 100%. Instead of keeping to the 350 limit, they wrote an essay of 700 words. Not only was this a waste of time, but also it indicated a lack of essay planning. The answer booklet is well designed and provides more than enough space to answer each question fully, for maximum rewardable marks. Candidates should never need extra pages.

A good example where the candidate has to explain the social, economic and political influences of war's outcome on one Arab country, with an evaluation of strengths and weaknesses for the chosen Arab nation.



Chosen Question Number:

Question 3(a) ✕

Question 3(b) ✕

Question 4(a) ✕

Question 4(b) ✕

Question 5(a) ✕

Question 5(b) ✕

Question 6(a) ✕

Question 6(b) ✕

Question 7(a) ✕

Question 7(b) ✕

Question 8(a) ✕

Question 8(b) ✕

Answer space for your FIRST essay

~~ظلمة العرب~~ قال العرب

كانت أغلب الدول العربية ~~من~~ قبل الحرب

العالمية الثانية تحت الحكم العثماني مثل: الأردن و فلسطين و

سوريا و لبنان و العراق و جزء من السعودية. الحكم العثماني لم يكن

تكاملاً حقيقياً في حق العرب. فقد خرف العثمانيون الأتراك

على العرب وضع فرائض و تعلم اللغة التركية. لهذا السبب قرروا ~~ال~~

العرب على أن يقعدوا ضد العثمانيين وإنشاء دولة عربية مستقلة.  
أحد أسباب هذا القرار هو دخول الدولة العربية في الحرب العالمية الثانية  
والوقوف مع الحور. تدخلت بريطانيا وساعدت العرب على أن ~~يقتلوا~~  
يتفلسوا عن الحكم العثماني. ولكن بعد تخريف العرب عن العثمانيين  
قامت بريطانيا وفرنسا بتقسيم الدول العربية بينها وتشكيل ~~ال~~ خريطة  
الشرق الأوسط وأمر هذه البلدان على الخريطة كانت الأردن.  
تولت بريطانيا حكم دول الأردن لمعها المتوسط على  
الخارطة. ولكن هذا الحكم لم يدوم طويلاً لأن بعد بضعة سنوات  
تأسست إمارة شرق الأردن. بعد أن رغب الشعب الأردني بإبراهيم الشريف  
صين، محمد الله الأول، وطلب منه أن ينشأ دولة ويكون هو حاكمها  
قام الأمير عبد الله بعقد إتفاقية مع بريطانيا بالسماح له بإنشاء  
إمارة شرق الأردن وأسسها هي أول دستور أردني ~~بمقتضى~~

لكنها لازلت الأردن تحت الحكم البريطاني . بعد ذلك قام الأمير عبد الله<sup>١</sup>  
بالطلب من الأمم المتحدة بأن تعترف بالأردن كدولة مستقلة وبعد  
فترة وافقت الأمم المتحدة على هذا القرار . قام الملك عبد الله<sup>١</sup> يوم بعض  
التعديلات على الدستور كما فعل أبوه بعد أن تولى الحكم من بعده  
ولكن كان في ذلك الوقت لازلت بريطانيا لها جزء بالهيش الأري  
حتى وصل الحكم إلى نفي الملك عبد الله<sup>١</sup> الملك حسين الذي حرب  
الهيش الأري .

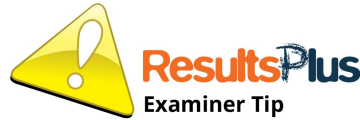
من أجل ما تأسست إمارة شرق الأردن بدأ الاقتطار  
بالأردن وبعد كل الأحداث السياسية التي كانت لصالح الأردن  
توسعت الاقتطار في الدولة . ولكن الحروب التي فاضتها الأردن  
أثرت بشكل سلبي على ~~الاقتصاد~~ اقتصاد الدولة ولكن ليس إلى حد

كبير

وان الأزدن كانت عن أول الدولة العربية التي  
تبع من الحكم الذي وضعوه بريطانيا وفرنسا عليها. كما أن الدولة  
المملكة الأردنية الهاشمية تأسست من الصفر على يد شعبنا العربي  
فناخف لجميع الأردنيين ورفع الراية وحماية الملة والوطن.



The lost marks were due to missing points, and the flow of writing is disturbed on occasion. 22 out of 28 marks. 10C 8OD 4QL



Essay planning such as a mind map will train candidates to give themselves guidance and structure to produce a logical and well-balanced essay.

### **Question 4 (a)**

The candidate should write about an official awards for services for a nation. When candidates chose an appropriate award such as Egypt's "Collar of the Nile" the highest official prize that can be bestowed on a citizen, the essay was usually well developed and logical. Common mistakes occurred when the candidate was not aware of any state prizes or awards and instead wrote about school prizes or reality TV competitions for singing or other variety entertainments; these essays were not rewardable as they did not answer the question.

### **Question 4 (b)**

The candidates should write only about museums in an Arab country, such as the Kuwaiti Scientific Centre and the museum's impact of the local population and culture. Mistakes were made by candidates when they chose museums outside of the Arab world which perhaps contained artefacts from an Arab country such as the British Museum or Louvre and their collections of Babylonian masterpieces of sculpture and technology.

## Question 5 (a)

A highly popular and successful question for the majority of candidates who chose it. Candidates were able to reflect deeply on the impact of "home delivery" popularity and discuss the advantages and disadvantages of the service from a broad spectrum of viewpoints.

The candidate should produce a logical and substantiated presentation of more than one opinion including their own in response to the stimulus "Equality between men and women" as a popular slogan used within the social sphere of the Arab world.

### Chosen Question Number:

Question 3(a)

Question 3(b)

Question 4(a)

Question 4(b)

Question 5(a)

Question 5(b)

Question 6(a)

Question 6(b)

Question 7(a)

Question 7(b)

Question 8(a)

Question 8(b)

### Answer space for your FIRST essay

المساواة بين الرجل والمرأة شعار أثار الجدل في  
وطننا العربي، فمن يؤيدونه يتشدون بأهمية ومنع  
قوانين تنص المرأة، لأنها غالباً ما تتهاك حقوقها وليس  
لها ملاذ تلجأ إليه، بينما يرى معارضونه بأنه يخالف  
العادات العربية العريقة، ويحذرون إن تم تصحيحه.  
فستلوث  
بيئة المجتمع العربي المحافظ وينبع بعارات وتقاليد

أجنبية تسلب منه مبارته الأصلية. ولكن ، غالباً ما ينشأ

هذا الجرم ~~منه~~ بسبب سوء فهم معنى <sup>هذا</sup> الشعار ، ~~ويؤثر~~

فما فلا يعلم للطرف المعارض معنى المساواة و

على ما آثارها على المجتمع

ينشأ مفهوم المساواة من مبدأ إعطاء كلا

الجنسين حقوقهم الإنسانية ، خلافاً لما حق التعليم ، و

العمل ، والتمتع مثلاً ، ولا يجوز سلب حق من حقوق أحد

الجنسين لأن هذا يُقرُّ ظلاً. في مجتمع الوطن العربي ،

يعار هذا <sup>بعض الرجال العرب</sup> هذا الشعار <sup>الشعار</sup> الرجل العربي <sup>فيرون</sup> أميراً أن المرأة

”بهدف عقل” وأنها لا تستحق جميع حقوق الحقوق التي

يستحقها الرجل ، <sup>بسبب</sup> وهذا التفكير ، نبتت مشاكل اجتماعية

كثيرة ، ~~تؤثر~~ وتؤثر فيها هذه المفاهيم الخاطئة.

من أمثال كل الإجماعية في الفقر، فالمرأة التي يتوفى

زوجها أو يطلقها تخط تضطر للعمل ولكن يصعب عليها

أيجاد عمل لأن أصحاب الشركات والمؤسسات <sup>يفضلون</sup> ~~يفضلون~~

توظيف الرجال. نتيجة الفقر رأيت مشكلة الزواج ~~المستحيل~~.

والتي تشير ~~إلا~~ ~~إلى~~ ~~أنه~~ ~~بأنه~~ زواج القاصر. ~~مغالبا~~ ما

تكون الفتاة لا تعي معنى الزواج وغير قادرة على تحمل مسؤولياته.

وأخيرا ~~و~~ ~~تجد~~ ~~كأنه~~ لهذا تأثير سلبي على الأسرة الأطفال.

التي ~~على~~ ~~المجتمع~~ كما أن القانون لا يمنع العنف الأسري

ولا يمنع الإغتصاب الزوجي. لذلك هذا آثار سلبية على

الفتاة أو المرأة التي تسلب حق التعليم معظم الأحيان

عندما تتزوج.

لقد تم تحقيق المساواة في بعض المدن العربية،



بشكل عام في عواصم عاصمة معظم البلدان . ولكن ، ما زلنا

نطغى نعاني من الظلم اتجاه المرأة في أكثر المدن والبلد

العربية . ففي اليمن مثلاً ، انتشرت حالات زواج ~~الطف~~ الأطفال

الذين لم يبلغوا سن البلوغ . <sup>فصل سبيل المثال</sup> فقد نشرت الأخبار قصة

قناة يمنية تزوجت بين الثامنة وتطلقت بسبع العاشرة !

كما أن الفقر لا يزال يسود بلدان كثيرة بسبب كثرة

الحروب وأكثر من يتأثر هي المرأة العربية .

إني أرى أنه ~~أنا~~ أن الوطن العربي لا يزال في

بداية الطريق طريق المساواة ، وإنه إن لم يتم نشر

التوعية ~~سيف~~ تقدمه بطيئاً " مما سيأثر عليه اجتماعياً و

اقتصادياً بشكل سلبي .



The candidate has presented an account that demonstrates good knowledge of the issues involved, yet did not fully develop every point mentioned, and the conclusion did not reflect the whole essay. 24 out of 28 marks. 12C 8OD 4QL



Candidates should choose a topic that shows more than one viewpoint, as this allows more exploration of the question.

## ***Question 5 (b)***

Many candidates were attracted to this question, and it stimulated both logical and passionate views on equality between men and women in the Arab world. The candidates were able to demonstrate both current and historical references, discussing both cultural and religious influences. Essays often produced more points of view and also provided solutions to social challenges surrounding the topic.

## **Question 6 (a)**

The Thief and the Dogs question is popular year on year, yet the same major mistakes are made from many who choose to answer it. Candidates should be encouraged to focus on the question directly, as so many actually ignore the question and simply write a summary of the story. This is not rewardable as the question changes each year, and will never ask for a simple summary of the story. Further errors commonly occur when the candidate has relied on the film version of the story which is profoundly different from the novel. This puts candidates at a disadvantage when entering the exam, and is unfortunately attractive to less able candidates who seem to assume that the question can be answered easily with a very simplified summary of the film.

## **Question 6 (b)**

The Thief and the Dogs question is also popular year on year, yet the same major mistakes are made from many who choose to answer it. Candidates should focus on answering the question directly, as so many actually ignore the question and simply write a summary of the story. This is not rewardable as the question changes each year, and will never ask for a simple summary of the story or a summary of Nour's character storyline.

## **Question 7 (a)**

This question was popular and successfully answered by the majority of candidates, they were able to present the fable and the moral behind it with general success and development.

## **Question 7 (b)**

This question is the same each year, to discuss one of the fables, for a given theme. This year's theme was "Greed and Misery". Common mistakes occurred when candidates tried to change the moral of a previous year's story to fit with the current theme. No rewardable marks were given for these attempts.

### **Question 8 (a)**

The Lamp of Umm Hashim question is popular year on year, yet the same major mistakes are made from many who choose to answer it. Candidates should focus on answering the question directly, as so many actually ignore the question and simply write a summary of the story. This is not rewardable as the question changes each year, and will never ask for a simple summary of the story. Further errors commonly occur when candidates have obviously relied on the film version of the story which is profoundly different from the novel. This puts candidates at a disadvantage when entering the exam, and is unfortunately attractive to less able candidates who seem to assume that the question can be answered easily with a very simplified summary of the film.

### **Question 8 (b)**

This Lamp of Umm Hashim question is also popular year on year, yet the same major mistakes are made from many who choose to answer it. Candidates should focus on answering the question directly, as so many actually ignore the question and simply write a summary of the story. This year almost 20% of candidates were able to successfully answer the question directly by love and hatred in the novel.

## Paper Summary

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

- The most important issues that candidates must address are grammar and spelling. Often, there were responses where even basic grammar was non-existent; for example, plural, dual, verb conjugations, use of preposition words (if, but, for, etc).
- The Specification provides a list of all of the essential grammar for GCE Arabic. To train candidates for spelling proficiency, perhaps dictation could be incorporated into lessons. The benefits will be correct spelling and phonetic awareness. Candidates should be able to differentiate between ك-ق-ح-ض-د-ذ-ع-أ-ط-ت-ظ-ز etc.
- Handwriting is a continuing issue each year. Candidates need to improve the clarity of their writing. Candidates are advised that the spaces provided in the answer booklet are more than enough to produce an appropriate response. Candidates who have familiarity with Urdu or Farsi must be aware that Arabic cannot be written in the same style, the origins of the languages are very different and can negatively affect word and sentence construction in addition to legibility issues.
- Candidates should follow all instructions provided, including the exclusive use of black ink pens. The use of corrective fluid (e.g. Tipp-Ex or Liquid Paper) is strictly not allowed and crossing-out should be limited to a single, neat line through the intended word or sentence.
- The specification is clear, has enough information, and it should be followed accordingly. In addition, past papers are made available for effective preparation, to avoid the same mistakes being repeated by candidates.

## 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>

