



Examiners' Report

June 2018

GCE Arabic 6AR01 01

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Introduction

The GCE ARABIC Unit 1 6AR01 is available in the June session only. It was set as per the GCE 2008 Specification. It was consistent with the format of all previous 6AR01 papers.

This paper covered all areas of the specification. It consisted of three sections testing reading, grammar, translation skills and writing. The time allocated was 2 hours and 45 minutes. It was enough for candidates who studied the areas in the specification. This paper was marked following principles consistent with all other sessions. All passages were from the General Topic Areas. Passages were current and of interest to candidates.

In this paper, Passage 1 of Section A (Reading comprehension) used for both question 1; a multiple choice question worth 5 marks, and question 2 vocabulary question also worth 5 marks. The passage was about (المقرويين جامعة) an education topic.

Passage 2 covered the topic of work and employment. It was used for question 3, vocalisation. The purpose of the question was to use enough language structures to test candidates' grammar.

Passage 3 was about (الرملية العواصف) and covered the topic of environment. It was meant to be more complex in structures and language so that it stretched candidates who were more able and allowed them to express opinion through their answers in question 5. Question 4 was another question relating to this passage: it required knowledge, deep understanding of the passage and rich language.

Passage 4, (الإلكترونية التذاكر), electronic tickets, was also current and covered technology. It was also very current and candidates should understand it. It related to everyday life so the vocabulary should be familiar hence easy to translate.

Passage 5, (السريعة الوجبات مطاعم) the topic for this question was a mixer of mainly health and youth culture. It was contemporary and relevant to the age group. Candidates were given a stimulus for the written response of 220 – 270 words, and provided the opportunity for candidates to express their views on eating out and fast food.

Generally, most candidates coped well as it seems that now teachers and candidates are clearly more familiar with the demands of the paper, making use of past papers and the Results Plus Examiner's Reports.

Question 2

Very good responses to this question generally apart from the 2(b) option as a noticeable number of candidates failed to find the opposite from the passage. Most candidates scored 3-4 marks. Strangely enough many gave (انقطاع) as an opposite instead of (تخرج) not noticing that the word they gave was a noun and not a verb. Some candidates used (التعريف لام) when there was no need for it and did not use it when it was needed. So they make the word definite ignoring the (ال) in (المعرفة) or add (ال) in (متعددة).

The opposite of all five words should come from the text. The first word will be found first and then the rest will be in the order they are written in the text.

سؤال رقم ٢

ابحث في النص عن الكلمة التي تعني عكس ما يلي:

(a) أحدث

(1)

أقدم
(b) التحق

(1)

تخرج
(c) محدودة

(1)

متعددة
(d) المجهولة

(1)

المعروفة
(e) محلياً

(1)

عالمياً



ResultsPlus
Examiner Comments

A more able response, with a good grasp of the language. The candidate knew the rubric and understood the text.



Read the text carefully, understand it, then read the question before you look for the words. Go back to the text to find the requested words. They have to be from the text. You will find the first word first and the rest will be in the text in order.

Question 3

Most candidates scored well in this question. Many candidates managed to score very well. On average, most candidates scored 4 out of 5 however, the majority failed regarding the vocalisation of the last letter in the word (عربية). Around 1% scored zero; because either they did not attempt the question or their knowledge or application of grammar was very weak.

Some candidates did not vocalise the whole word, but only put a vowel (الحركة) on the last letter of the word. In some cases, candidates randomly used more than one sign.

٢٣

النص الثاني

سؤال رقم ٣

ضع علامات التشكيل على جميع حروف الكلمات التي تحتها خط.

مجلس سَيِّدَاتِ الأعمال العربيات هو جمعية اقتصادية عربية غير حُكُومِيَّةٍ لا

تهدف إلى الربح، تعمل تَحْتِ رعاية جامعة الدول العربية. يضم المجلس في عضويته

جَمْعِيَّاتٍ وهيئات واتحادات وشركات سيدات أعمال في البلدان العربية. كما توجد

به الْفُرُوعُ أو الأقسام أو الشعب أو اللجان النسائية في الغرف أو الاتحادات التي

يُمَارِسُ أعضاؤها الأعمال التجارية، أو الصناعية، أو الزراعية، أو الخدمية.

وتكون مسجلة في بِلَادِهَا بموجب قوانين تِلْكَ الدولة. كما يجوز أن يُضَمَّ المجلس

في عضويته شخصيات نسائية عَرَبِيَّةٍ ذات شأن في مجال الأعمال.



This candidate put more than one vowel per letter, it showed that they did not know how to vocalise or they were not sure what vowel should be used. The result was losing marks.

Question 4

Most Candidates found this passage interesting and had no difficulties in filling the correct words in the correct gaps. On average candidates scored 3/4.

When filling the gaps, it was noticed that some candidates used the words (عمل) and/or (صحة) for the second gap instead of the word (سير) which means they were not concentrating, as it does not make sense when read in the whole context.

A few candidates used the word (الرؤية) for the fourth gap instead of (الصحة). A few candidates used the word (المحلية) for the last gap instead of (الدولية).

Candidates were asked to choose appropriate words from the ten words in the box to fill the gaps. This required understanding of the main text as well as knowledge of grammar and vocabulary.

اقرأ هذا النص وأجب عن الأسئلة التالية باللغة العربية.

العواصف الرملية

من آثار العواصف الرملية، تلوث الهواء بشكل كبير مما يؤثر على الجهاز التنفسي خاصة لدى من يعاني من مرض الربو والأمراض الصدرية. كما أن ذرات الغبار تؤدي الجهاز التنفسي وتتسبب في حساسية الأنف.

ومن ناحية أخرى فإن انخفاض مدى الرؤية بشكل كبير، وانعدامها في بعض الحالات يؤدي إلى توقف النقل البري والجوي، وزيادة في حوادث السير. وقد تسبب العواصف الرملية أضراراً في الممتلكات والزراعة. كما تزداد العواصف الرملية في فصل الربيع وبداية الصيف لوجود العوامل المواتية، إلا أن توقع حدوثها ليس صعباً، حيث أن توفر البيانات والمعلومات المناخية ومعرفة الظروف الجغرافية المحلية يسهل عملية التنبؤ.

عند حدوث العواصف الرملية، فإنها تؤثر على صحة الإنسان وعاداته اليومية. وللحد من هذه التأثيرات قامت منظمة الأمم المتحدة للتربية والعلم والثقافة ((اليونسكو)) بوضع بعض الإرشادات والتوصيات التي يمكن أن تساعدكم في هذه الحالات، منها:

قبل العاصفة الرملية:

١- ساعد في تشجير منطقتك بغرس أكبر عدد من الأشجار وتجنب قطع الموجود منها لتهدئة سرعة الرياح وتقليل الرمال.

٢- قم بتجهيز الغرف لتصبح مكاناً آمناً وصحياً، عن طريق إغلاق النوافذ والأبواب بإحكام وتأكد من تصليح المكسور منها.

٣- تجنب الخروج من منزلك في حال سمعت عن اقتراب عاصفة رملية.

سؤال رقم ٤

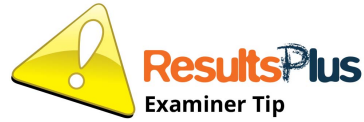
املأ الفراغ بالكلمة المناسبة من الكلمات التالية حسب ما جاء في النص.

البلوية - الرؤية - المسئولين - تجري - الصلحة - العواصف - عمل - النمل - المحلية - سحر

لأن العواصف الرملية تؤثر على سبب حياة الناس كما تضر بالصحة ، فإن المنظمات الدولية توفر نصائح تفيد في تقليل أضرارها.



This was an excellent answer. The response was very clear, with the correct use of words. Scored full mark.



The words used to fill the gaps should make sense and give a meaning which agrees with the original text.

Question 5

This question was answered reasonably well by most candidates.

For 5(a) most if not all got it correct, sometimes by copying from the text, but that means they lost in language quality.

Question 5(b) was also well answered though some added damage to property as an answer.

For 5(c), most answered it well, but the language quality was a problem when they tried to use their own word. They also lose marks when they lift from the text.

For 5(d), the majority got the first part, but many got the second part of 5(d) wrong.

Question 5(e), was mostly answered correctly, but most of those who didn't, wrote their own reasons instead of picking it from the passage which meant they did not understand the question well, but wrote interesting answers, e.g. some candidates wrote about the benefits of having trees in general; to provide oxygen and nice atmosphere, beauty etc.

Question 6

Responses to the transfer of meaning exercise, consisting of a short passage of about 100 words of Arabic to be translated into English, proved to be of a comparable standard to that of previous sessions.

This translation question was performed very well, I think part of the reason is that the topic; (electronic tickets) is within the experience of most candidates and they could relate to it. The text was very relevant because most candidates have experienced booking on line. So, candidates found the text to be interesting to translate and most candidates managed to score well. Some candidates struggled when translating point 2, 4 and 10. I think it was a very well performed question by most candidates, many achieved full marks, but quite few did not understand a few key words therefore, they displayed a very different translation of the text; for example some understood the word (تذكرة) as reminder and tried to read the text accordingly, so the whole translation was wrong.

Phrases such as (الموظف) (الرحلة مسار) (الحجز تأكيد, المحجز)

(الى الصعود بطاقة الطائرة) stretched candidates, while the rest of the text translated reasonably well in general.

SECTION B: Translation

النص الرابع

سؤال رقم ٦

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

التذاكر الإلكترونية

التذاكر الإلكترونية هي التذاكر التي يتم فيها تخزين تفاصيل حجزك وتذكريك بشكل آمن في نظام شركة الطيران الإلكتروني للحجز، وبالتالي لا تحتاج إلى تذكرة ورقية. وهذا يعني أنك لم تعد مضطراً لزيارة أحد مكاتب شركة الطيران كما كان في السابق.

حين تكمل تعبئة البيانات على الموقع تظهر أمامك صفحة تأكيد الحجز وإيصال التذكرة. يحتوي الإيصال على اسمك ورقم جواز سفرك ومسار الرحلة وتفاصيل الدفع الخاصة بك. وأيضاً تصل إليك رسالة عبر البريد الإلكتروني تشمل كل هذه المعلومات. يجب أن تأخذ نسخة منها للمطار ليقوم الموظف بمقارنتها مع تلك المحفوظة في الجهاز، قبل أن يعطيك بطاقة الصعود إلى الطائرة.

The Electronic Tickets

The electronic tickets are the tickets that has explanations

and it reminds you in general in the companies of the electronic

airplains, secondly it doesn't include reminding in writing. And

this means that you are not ready to visit the company of the

electronic airplains. It continues to go to the websites straight

to the page and remembers it. It occurs by your name and

your traveling numbers and has all the explanation and the safety

on you. And a ~~message~~ message will be sent to you on all

the information you need to know. You must take it to the airport so the machine will remember all the information, before it gives you the sign to the airport.



ResultsPlus
Examiner Comments

This candidate misunderstood one word and made the rest of the translation to suite that word. That resulted in a very poor translation, which has nothing to do with the text.



ResultsPlus
Examiner Tip

Always read the whole text, including the title before you start translating. Avoid paraphrasing. If you cannot find the meaning of a word think of an alternative for the word and read the sentence in the general context; that should you help you to get the correct translation.

Always read your translation when you finish to see if it makes sense. Check spelling and grammar.

Question 7

This was the continuous writing question where candidates could get most marks in this paper. They were required to give their opinion on the topic, mention the implications and problems and suggest solutions. Candidates were asked to write about fast food, its advantages and disadvantages, the problems caused by fast food and what solutions can be introduced to solve the problem.

A considerable number of candidates who did extremely well though they only provided two or three advantages and focused more on the disadvantages. The main difference between those who scored highly and those who did not was in the quality of explanation and this is without taking into account the quality of language.

A substantial number of candidates who achieved only 12-15 marks for the quality of language (if not less), provided they had understood the question and explained the advantages and disadvantages, scored a good overall mark under content and ultimately in the whole question.

A handful of candidates left this question blank and failed to provide a response. A small number provided short responses but these were very few, and the awarded marks reflected their essay length. This applied even to more able candidates who just did not write sufficiently by a lack of elaboration and hence provided a limited response.

There were some very interesting and ambitious answers to this question. Many candidates gave their opinions, valid positives and negatives to the phenomena as well as providing realistic and manageable solutions to the problems they mentioned. Some were very brief and did not expand much. Some candidates gave positives, negative/problems then gave solutions to the problems arising from the negatives. Others gave positives, negatives, problems (which were not linked to the negatives), because of the separation between the negatives and the problems the solutions they gave were less valuable and less able than the candidates who gave ways to tackling the negatives and avoiding them. However, overall, the topic choice made it accessible for most if not all of them, so most candidates had relevant content in their writing because they were familiar with this topic.

SECTION C: Continuous Writing

النص الخامس

مطاعم الوجبات السريعة

انتشرت مؤخراً المطاعم ومحلات الوجبات السريعة في المدن العربية.
وصار الناس يخرجون للأكل خارج البيت، كما صارت بعض الأسر تطلب الوجبات
الجاهزة والسريعة.

سؤال رقم ٧

اكتب موضوعاً (٢٢٠-٢٧٠ كلمة) عن هذه الظاهرة.

يجب أن يشمل الموضوع النقاط التالية:

- ما رأيك بهذه الظاهرة؟
- ما هي آثارها الإيجابية والسلبية؟
- ما المشاكل التي يمكن أن تسببها؟ وكيف يمكن حلها؟

~~ظاهرة الأكل السريع~~

~~انتشرت ظاهرة الوجبات الجاهزة بشكل~~

~~كبير، خاصة بين طلاب المدارس وأهالي المدن~~

~~فأصبح الناس يعتمدون على هذه الوجبات اعتماداً كلياً~~

~~مما زاد من انتشار المطاعم التي تقدم هذا النوع~~

~~من الطعام.~~

~~من المؤسف أن ^{توظف} مثل هذه العادات الرهيبة رخيطة~~

~~بهذا القدر من الانتشار خاصة أن لا توجد لها~~

بالإطفال الذين تكثر به نسبة الدهون الضارة من الجسب

بشكل كبير

~~ظاهرة~~ ~~الأطفال~~ ~~السمنة~~

ظاهرة الوجبات الجاهزة، هي الأكثر انتشاراً من الأونة الأخيرة حيث أصبح الناس يعتمدون عليها اعتماداً كلياً للزمتوفرة في جميع الأوقات من مدار الساعة مما زاد من انتشار المطاعم التي تقدم هذا النوع من الطعام.

لكنه من المؤسف أن تظن مثل هذه البلدان الهيمنة الخاطئة بالانتشار الواسع، لأنها قد تؤثر سلباً على الصحة حيث أنها مليئة بالدهون، الضارة التي يمكن أن تكون عاملاً في التسبب بمرض الكولسترول والعديد من الأمراض التي تحدث بسبب الدهون الزائدة المتواجدة في هذه الوجبات كالسمنة وأمراض القلب ولا يمكن أن ننسى أثرها الكبير على الأطفال حيث أن تناول المقلبات بشكل كبير عند الأطفال قد يؤثر على عائلته الواسعة ويسبب السمنة والحوادث.

يمكننا أن نذكر الفائدة الوعيرة ~~للحذاء~~ لهفة الوجبات
وهي أننا من تناول البيرة حيث أن الطعام توفر خدمته التوصل
المجاني والسريع مما يساعد من بعض الأوقات الصعبة كحضور
~~الضيوف~~ ضيفا بشكل مفاجيء أو من الإفراج ~~الضيف~~
حيث يمكن أن نطلب كميات كبيرة من الطعام المح الذي يسبب
طعام المنازل من وقت سريع ولكن يجب الحذر من سوء أمر زلزلة
استخدم هذه الطريقة لأننا نتعود بالفر علينا من أن صحتنا
لأننا مكلفة جداً بالنسبة لك حساب الدخل المحدود.
~~الطعام المنزلي~~
~~الطعام المنزلي~~
~~الطعام المنزلي~~
~~الطعام المنزلي~~
أحد الحلول لهذه المشكلة هو اعتماد الأتم على الطبخ من
المنزل بشكل كبير مما يبعد أن أطفال عن مثل هذه الوجبات رضوة
ويعلمون يرغبون من تناول الوجبات الصحية المعدة منزلياً.
يمكننا أيضاً اعتماد طريقة ~~التزيين~~ تزيين الطعام أو إعداده
بطريقة بأشكال ملونة لجذب انتباه الطفل وهكذا يمكننا الحد من
تناول الوجبات السريعة للتقليل من خطر الإصابة بالأمراض.



This candidate covered all four bullet points relevantly and with some development. The piece of writing was generally well balanced. It could have a higher score with more elaboration.

Language was both good and appropriate for the task, showed a good range of structures as well as a high level of accuracy. Though rarely a full mark in language quality was given, the examiner awarded this response 18/18.



To get a higher mark you should make sure that all the points are covered well and pay attention to details and give examples to support your argument.

Do not assume that some points are obvious, and you don't need to write them. If it is not on the paper the examiner will not award marks for it.

SECTION C: Continuous Writing

النص الخامس

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- ما هي آثارها الإيجابية والسلبية؟
- ما المشاكل التي يمكن أن تسببها؟ وكيف يمكن حلها؟

كثير اكتب المصيقة لان تاأضني
إلى عالم ثاني مثل القصور لكن
القصر يحتاجين فكر لكن المهيبة
تفكر البناء من اكتب اكتب اتعلم
البيانو لكن لا اريد اصنع مصيقة،
اكتب افرب افلام و الطق صور
للاماكن كثير جميلة في ~~ال~~ ارا
واراق مثل ~~م~~ مثل هذا العطاء

لكن

الصيفية المتساكن في هذا

العلم هو ابي تبني ادرس

بالجامعة و انا ما مرتابه في هذا

الفكر ~~بعضها~~ لكن بالجامع

اتعرف عن كثير من اصداق

بود و انعلم غارسى لمدت سنة

في طهران و اصب اعيش

اب دولة نير انتقال و بعد اعرض

عن عالم ثاني.

اذا انتة او انتي عندكم اطفال

بارتن ليجروهم يدرسون بالجامعة

لان الجامعة هو لكل احد و كثير

الناس مشهورين و 'successful' ~~بعضها~~

لا درسوا في الجامعة. شكراً

جزيلاً للتصريح و بعد انا اسفة.



This was a typical example of a candidate who was not ready for this exam. Total misunderstanding of the task hence gave a response which was irrelevant and scored a zero.



Read the stimulus, then read the question and pay attention to the bullet points. Make sure you understood the question, have a reasonable introduction and covered all the points then end with a conclusion.

Paper Summary

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

- Write in the space provided and not on a blank page or over the page without indicating. They should also use pen not pencil.
- Watch their spelling as spelling errors can sometimes impeded communication.
- Write neatly. Illegible handwriting can cost marks.
- Read the question / instructions (rubric) carefully and to check they have answered the question.
- Use past papers, specimen papers and mark schemes as well as previous Examiners' Reports as part of their preparation for examinations. The Specification and Assessment Criteria in the specification should be consulted to know the basis on which marks are awarded.

Grade Boundaries

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