

Examiners' Report  
June 2015

GCE 7883 Arabic 6AR01 01

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## Introduction

The paper was set to cover all areas of the specification. It comprises three sections testing reading and writing, translation and continuous writing.

With the exception of a small number in general, candidates responded well to all of the questions. The Quality of Language (QoL) marks have improved for the majority of candidates.

This year, most candidates seemed to respond well to the topics, especially to Question (Q) 7, which they found close to their day-to-day life.

The paper was comparable with that of previous years, although some able candidates appeared to find it easier.

Performance this year was good. There were some excellent responses in all questions, especially Q7. This seemed to appeal to candidates, because the Internet, communication, mobile phones and technology are candidates' favorite topics. The wording of the question allowed the majority of candidates to write about their views, thoughts and sometimes personal experience. Most were able to cover all three bullet points in the task and, more specifically, they all managed to develop very well the problems that such technology causes. The solutions paragraph was not developed as well as the other two. Candidates who used appropriate vocabulary in well-structured language were able to secure higher marks.

Language was generally good, but less able candidates made a lot of errors. Basics things like the difference between a noun and a verb, or mixing letters like (ك and ق or even worse ت and ط ). Some candidates put a Tanween on a verb.

## **Question 1**

This is a multiple choice question. The topic concerned youth and voluntary work. It seemed that some candidates were not familiar with some terms, but in general, candidates answered this question well. It seemed that many candidates used key words to guess the answers.

## **Question 2**

This question used the same passage as the previous question. This question tested vocabulary and grammar.

Most candidates completed this question successfully but many were confused by the (رجل مرآة), which was attached to the word, in Q2 (e). This exposed the lack of teaching of fundamental grammar. Candidates should have had this type of exercise explained to them because there were similar exercises in past papers.

### **Question 3**

Although quite a large number of students completed this exercise correctly, others did not put a vowel on all of the letters. Some candidates put a Tanween on a word with (اِ) or even on a verb, at times.

The majority of candidates did not remember to include the hamzat al wasel (لصو لا ةزمره) on the five different occasions that it occurred in this exercise. Some candidates did not read the rubric carefully; they only vocalised the last letter, which reduced their marks. Some candidates put two vowels on the letter.

ضع علامات التشكيل على جميع حروف الكلمات التي تحتها خط

الحجّ سيراً على الأقدام

كان الناس في الماضي يسافرون للأراضي المقدّسة على الدواب. ثم

تطورت وسائِل المواصلات فصاروا يحجون بالسفن والقطارات. أما الآن

فأكثرهم يذهب بالطائرات. ولكن يبدو أن البعض يحنُّ للطرق القديمة.

ورد في الأخبار أن شاباً باكستانياً وصل إلى السعودية سيراً على الأقدام

لأداء فريضة الحجّ.

وقد أعاد الشاب للأذهان ما فعله المواطن البوسني الذي حج قبله بعام.

وكان الرجل البوسني قد توجه من أوروبا إلى الحجاز مشياً، وكان يقطعُ

مسافات في اليوم الواحد عابراً الأراضي السورية رغم الظروف الصعبة.



**ResultsPlus**  
Examiner Comments

This is an example of a candidate who did not read the rubric carefully; they only vocalised the last letter, which reduced their marks.

Total = 1 mark



**ResultsPlus**  
Examiner Tip

Always read the rubric and vocalise sitting upright.

ضع علامات التشكيل على جميع حروف الكلمات التي تحتها خط

الحج سيراً على الأقدام

كان الناس في الماضي يُسَافِرُونَ للأراضي المقدَّسة على الدَّواب. ثم

تطورت وَسَائِلُ المواصلات فصاروا يحجون بالسفن والقطارات. أما الآن

فأكثرهم يذهب بالطائرات. ولكن يبدو أن الْبَعْضُ يَحِنُّ للطرق القديمة.

ورد في الأخبار أن شاباً باكستانياً وصل إلى السُّعُودِيَّةِ سيراً على الأقدام

لأداء فَرِيضَةِ الحج.

وقد أعاد الشاب للأذهان ما فعله الْمُؤَاطِنُ البوسني الذي حج قبله بعام.

وكان الرجل البوسني قد توجه من أوروبا إلى الْحِجَازِ مشياً، وكان يَقْطَعُ

مسافات في اليوم الواحد عابراً الأراضي السورية رغم الظَّرِوفِ الصعبة.



**ResultsPlus**

Examiner Comments

This is an example of a candidate who did not vocalise accurately.

There cannot be more than one vowel on a letter.

Total = 2 marks



## Question 4

The text concerned the Arab world and was a straightforward text.

This was a gap-filling question. It tested both understanding of the text and application of language in the form of grammar and vocabulary knowledge.

Candidates managed to complete the first three gaps correctly but quite a large number confused the last two. Some candidates not only answered them incorrectly but also showed a lack of knowledge of fundamental grammar, eg they inserted a verb where it was obvious that the gap required a noun.

Answering this question correctly requires a good understanding of the text and knowledge of grammar and synonyms.

\*الفينيقيين = Phoenicians

سؤال رقم 4

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

زرع - وجمعت - الإنتاج - يظن - انتقلت - احتفالات - تعني - الازدهار - تقام - يأكل

..... يظنون ..... كثير من الناس أن شجرة الزيتون ..وجمعت... أولاً في بلاد الشام ثم ..انتقلت.....

منها لأقطار أخرى حيث صارت ..تقام... في بعض هذه الدول ..احتفالات... في موسم الإنتاج.



**ResultsPlus**  
Examiner Comments

This is a good example.

Total = 5 marks



**ResultsPlus**  
Examiner Tip

Read the text carefully before you attempt the question. Remember that you have to use the words from the box, not your own words.

## **Question 5**

This question comprised five parts, each of which was worth two marks.

Overall, most candidates applied a great knowledge of the language and answered very well, except for part Q5 (d). Very few candidates answered this part correctly. It might have been due to the fact that it was close to Q5 (c).

This question concerned countries to where the olive trees were transferred from Syria. Instead, answers related to countries that use olive and olive oil in the eastern Mediterranean.

(ةمراع طسوتمرلا رحبلل يقرشلل لحاسلل نادلب يف تاعانصل او ةمرعطلأل بلغأ يف نالخدي هتيزو نوتيزلا نأل)

أجب عن الأسئلة التالية باللغة العربية حسب ما جاء في النص. استخدم عباراتك الشخصية بقدر الإمكان.

(a) لشجرة الزيتون فوائد عدة، اذكر فائدتين اثنتين منها.

(2)

١) ينتج الزيت من حبها

٢) تستعمل أوراقها وزهرتها للعلاج

(b) اذكر صفتين اثنتين من صفات شجرة الزيتون.

(2)

١) رائحة الحضرة

٢) تنكاش بسريّة

(c) ما الدور الذي قام به التجار الفنيقيون؟ ومتى؟

(2)

نشروا أو نقلوا شجرة الزيتون أو ثمارها إلى مناطق أخرى من العالم من طريق

التجارة ، في القرن الثامن قبل الميلاد

(d) لماذا ذكرت بلاد البحر المتوسط في النص؟

(2)

لأن سوريا تقع على البحر المتوسط ، ولفينيقيين قاموا بنقل الحجر الزيتون إلى البلدان التي تقع

على ليس المتوسط بإيطاليا، اليونان وتونس فنسب هذه البلدان بلاد البحر المتوسط

(e) كيف نعرف أن سوريا فقدت مكانتها الرائدة كمنتج للزيتون؟

(2)

احتلت المركز السابع عالمياً في إنتاج الزيتون في القرن ٢١ ، بينما إسبانيا

احتلت المركز الأول



### ResultsPlus Examiner Comments

This is an excellent response.

Neat, clear, correct answers and good language.

There are marks for the question responses and separate marks for QoL.

(a) = 2 marks

(b) = 2 marks

(c) = 2 marks

(d) = 2 marks

(e) = 2 marks

QoL = 5 marks

**Total = 15 marks**



### ResultsPlus Examiner Tip

Like the previous question, you need to read the text well. You also need to read all of the questions, so that you have a general idea about all of the questions and avoid using the information to answer more than one of them.

## Question 6

This text was about education. Most terms were familiar to the candidates.

Candidates managed to translate most of this text well. Some found it difficult to translate "alkhalwa", which, in fact, they did not need to translate but only transcribe.

Many students had difficulty with translating ('it is a building which is made using local materials' and 'it is attached to the mosque'). These two phrases discriminated well and highlighted the difference between an A and a B candidate.

A few candidates did not translate but rather gave the meaning of the text in English. Some candidates used a lot of paraphrasing, which resulted in them losing marks because there is a mark for every phrase in the text.

### SECTION B: Translation

النص الرابع

سؤال رقم ٦

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

### الْخَلْوَة

((الْخَلْوَة)) هي المدرسة القرآنية، التي توجد في جميع أنحاء السودان. وهي أشبه بالمدارس الدينية المنتشرة في القرى بالعالم العربي. وقد لعبت دوراً هاماً في تعليم اللغة العربية والقرآن والدراسات الإسلامية الأخرى.

وهي عادةً بناء من المواد المحلية مُلحَق بالمسجد. وتتميز الخلوة بأن التعليم فيها لا يتم على طريقة الصفوف الدراسية العادية، وإنما حسب مقدرة كل طالب. ولا يشترط للالتحاق بها عمر محدد، فتجد الأطفال والشباب وحتى كبار السن يدرسون بها.

ويمكن للشيخ أن يشرف على ما يزيد عن مائة طالب في مستويات مختلفة، ينقسمون إلى مجموعات، يعاونه في ذلك المتقدمون من الطلاب.

'khalwa' is a Qirani school which is found all across

Sudan. It is similar to the religious schools that are

found in villages across the Arab world.

It is normally built out of local <sup>subjects</sup> ~~materials~~ and is part of

the mosque. What is special about a 'khalwa' is that it's

~~doesn't follow the traditional~~ education doesn't follow the normal

class system, but according to the ability of the student.

There is no specific age where you could join it, you could find children, youth and even adults studying there.

The teacher (Sheikh) could supervise over a hundred pupil at different different stages, they are divided into groups, as assisted with that by senior pupils.



**ResultsPlus**

**Examiner Comments**

This candidate missed two lines that are easy to translate. This shows a lack of concentration.

Total = 7 marks

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

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### AL Khalwa

AL Khalwa is a school that teaches Quran, and

is found in all parts of Sudan. It is

similar to the religious schools that are

widespread in the villages of the Arabic world.

It played an important role in teaching

Arabic, Quran and other Islamic studies.

It is normally a building made of the local materials

and is attached to the Masjid. Al Khawwa is special in that it does not teach in the same way as the normal classes, but it teaches depending on the ability of each student. <sup>and</sup> It does not specify a certain age for enrolling, so you could find children, teenagers and even ~~an~~ elderly studying there.

The Sheikh can monitor to what exceeds a hundred student <sup>and are</sup> ~~indiff~~ <sup>at</sup> different levels, ~~mean~~ <sup>as</sup> the students are divided into groups, and the more advanced students help him with the teaching.



### ResultsPlus Examiner Comments

This is a very good translation. The candidate gave a full transfer of the meaning. It reflects good knowledge of terms and idioms. Correct spelling and grammar.

Total = 9 marks



### ResultsPlus Examiner Tip

Always read the whole text before you start translating it. Make sure you translate every sentence to avoid losing marks.

Do not paraphrase or gloss over.

## **Question 7**

This was the continuous writing question, where candidates were instructed to write 220-270 words on the given topic.

The topic was technology as part of youth culture.

The topic of technology proved to be popular with candidates who seemed to identify with it. Most candidates answered well, with many of them giving excellent responses and some gave personal experience. Even the less able candidates managed to produce some good information and reasonable material.



## Paper Summary

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

- Candidates should read the comprehension text before attempting the questions. Revisit the text whilst answering, to make sure you understand the right information
- For the vocalisation, candidates should practise by using questions from past papers. International candidates are especially advised to do this, because it was noticed that even the more able candidates did not do well in this question
- Candidates are advised to read the rubric for each question so that they do not lose marks unnecessarily
- Candidates must not exceed the word limit. Those who do so risk losing focus on the question concerned and then being short of time subsequently.
- Teachers are advised to read the report on the examination, cover all topics and use past papers for practice to ensure that candidates are familiar with the rubric and questions
- Authentic material from magazines, newspapers and other sources should be used by centres

## **Grade Boundaries**

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