

GCE

Edexcel GCE

Arabic (9602)

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Examiners' Report

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AS Unit 1 (6011) - Reading and Writing

There was a general improvement in the Quality of Language this year. This, together with last year's improvement on the previous year, is a good sign.

The other general comments have not changed greatly from previous years. Therefore, can we **strongly advise** both teachers and candidates to refer to 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.

Pencil is still being used sometimes for writing final answers. This should be avoided as well as writing in pencil first, then going over the answers in pen. It is also unnecessary to write out the questions in Paper 2 as it takes up precious time. It is sufficient to write the question number as the examiner has the question paper. Students should also be encouraged to take time to **read the question / instructions (rubric) carefully** and to check they have **answered the question**.

Candidates should avoid using 'etc' (*ilakh*) and variations of this. It does not give any information, therefore serves no purpose and will not be awarded any marks. Also, guessing the answer is better than leaving gaps. Dialect should not be used. Marks will be lost for this as only Standard Arabic is accepted. Handwriting and basic spelling errors still need attention. Some candidates are unable to copy words accurately.

SECTION 1

Passage 1 Questions 1-5

Mostly well answered. However, although candidates were mostly able to identify the correct word, they failed to choose the correct grammatical structure of the word.

So, for example, they wrote _____ instead of _____. This calls for more attention to be paid to grammatical accuracy.

Passage 1 Question 6

Although there were a few who did not understand / had not carefully read the rubric, these were fewer than previous years. So, there has been some improvement in this area. However, it is important for candidates to read the question carefully. Here, one word **only** was required. Where two or more were offered, only the first was counted and marked. For 6 c), some did not know the difference between the plural of _____ and _____ and mistakenly thought that the equivalent of _____ was

_____. A very small number gave full sentences. For 6 d) the correct synonym was _____. _____ was very close to the required answer and was, therefore, accepted here but it was taken into consideration when determining the overall Quality of Language mark for this section. The same strategy was applied for 6 e) where _____ and _____ were accepted. See comments on Quality of Language below.

Passage 2 Question 7 - Vocalization

The usual errors persisted. It is strongly advised that more attention be paid to the following :

1. The rubric clearly states that **all letters** of the words underlined (that can be vocalized) must be vocalized. Some are still only vocalizing the last letter and even words not underlined. This year we underlined some of the rubric to draw attention to the instruction that only underlined words should be vocalized. However, candidates still did not always follow this.
2. **Hamzat WaSI**, Sun / Moon letters, helping vowels were weak and need practice.
3. General grammar needs revision and also Tanween. Some used Tanween in the middle of a word.
4. Careless vocalization by candidates is still a problem. They are advised to sit straight and face the paper directly to ensure this is carried out more accurately.
5. Marks will be lost for vowels that fall **between** letters, writing too many vowels on one letter, extending the vowel over more than one letter and for vowels that are not written clearly. Also, there were several cases of using the shadda on letters where it was not needed.
6. Kasra written under a shadda is a kasra, not a fatHa as some candidates assumed. For it to be a fatHa, it must go above the shadda.

Passage 3 Question 8 - Comprehension

Questions a) d) e) and f) were generally well answered. For Qc) many only scored one mark for this as they copied out the whole sentence and did not make a sufficiently clear distinction between the point that the film was about him and that he was also the director of the film. For Qe) several candidates interpreted this as referring to what he did after he left the country the second time and their answers were accepted. For Qg) many gave the obvious answers. Few mentioned that he was the other character in the film or that he was heard but was not seen.

Quality of Language

Candidates who communicated their message but made spelling and grammatical errors for Questions 6 and 8, gained their marks for these sections but may have had their overall Quality of Language mark reduced. Quality of Language marks for comprehension (Question 8) are awarded mainly for the quality of candidates' own words / expression as well as their ability to manipulate language found in the text.

SECTION 2

Question 9 - Translation

Again, many forgot to translate the title and lost marks needlessly. 'Lap-top' was not the correct translation for _____ and was not accepted - neither was 'offices' for _____ in the context of this passage. _____ is still a word many candidates are unable to translate accurately. Candidates should take more care with English spelling, punctuation and grammar as these are counted. Errors included not knowing the difference between - 'reliance' (correct) / 'reliability' for _____ ; 'affect' (correct) / 'effect' for _____ ; 'psychological problems or illnesses' (correct) / 'psychic problems' for _____. Once more, some gave alternatives, which should be avoided as only the first word / phrase offered will be marked.

SECTION 3

Question 10 - Continuous Writing

Completion of Task : Some candidates are writing either much more or much less than was required. The **number of words** written should be between 200-220. Writing more will **not gain credit** and may even lose marks as the task may not have been fully covered within the word limit. Anything written beyond the word limit is automatically ignored. Long introductions should, therefore, be avoided. Writing less will usually also result in loss of marks for Content as points will not have been sufficiently covered. Candidates should ensure they cover all the points required within the word limit. The stimulus at the top of the page is important and key points in the stimulus should be referred to in the answer. Some ignored this and did not link it to their essay, only mentioning the bullet point areas in general.

Knowledge and Understanding (of Arab culture) : Again, some candidates gave insufficient cultural references, resulting in general essays and loss of marks.

Quality of Language : A general improvement was noticed this year.

AS Unit 2 (6012) - Reading and Writing; Topics and Texts

Section 1

Passage 1

This was well answered. Candidates achieved good marks in general. Very few students copied without understanding. There was some confusion regarding questions d and e.

Passage 2

The overall levels of answers were good. The average candidate answered this question comfortably. However, candidates did not use the vocabulary from the passage to help them with the translation. Candidates seem to find the first sentence of the translation challenging. There was also misunderstanding/mistranslation of the word (surprise) where it was translated as (Tafaja) instead of (Mustaghrib/Mundaish).

Section 2

In general there has been improvement in this section. The answers were good with some excellent answers and analysis. Overall the language has improved good vocabulary and sentence structuring. Some candidates answered both a and b of the same questions. A number of candidates answered the 8 questions which made it difficult to mark. Two candidates wrote essays which have no relevance to the question and used rude language. There was evidence of memorizing essays in some centres, where candidates wrote almost the same essay. Centres should draw the attention of the candidate to the rubric. Training is highly recommended for teachers at home and international centres.

The most popular questions were 5a, 4a and b, 2a and 3a.

Q1a Answers for this question were good. The few candidates who answered this question managed to achieve good marks.

Q1b More candidates answered this question but most of them confused Spanish cities Seville Granada and Cordoba - some wrote about Andalusia in general.

Q2a This was very popular. Good candidates analysed well but some gave suggestions rather than mentioning political views of channels.

Q2b Most of the candidates who answered this question think that the press should have no role in entertainment and should concentrate on political and other serious issues. Some made good analysis comparing the role of the press in entertainment to that of other media e.g. television.

Q3a This was one of the popular questions. Candidates gave good accounts of their chosen films but the second part (analysis) was weak.

Q3b Most of the candidates have chosen to write about the role of music in Christianity. Very few wrote about Shia or Sufi. However, some candidates wrote about modern or new Islamic songs (Samy Yusuf), with no reference to any group.

Q4a This was also very popular. Egypt, Jordan and Lebanon were chosen by most candidates. Answers were generally good but some were descriptive.

Q4b It was a popular question. However answers were generally vague and rambling. Most candidates discussed more than one change in the Arab society and failed to analyse well.

Q5a This was the most popular question, chosen by home and international centres but answers were generally descriptive.

Q5b Not as popular as 5a.

Q6a Very few candidates attempted this question. Answers were very good.

Q6b Mostly avoided.

Q7a Whole centres favoured this question and answered well. However, some candidates have missed important details which could have helped in their argument and conclusion.

Q7b Mostly avoided.

Q8a A few centres, mainly international, answered this but most answers explained the poem with very little analysis.

Q8b Mostly avoided.

Statistics

Unit 1 Reading and Writing

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	100	71	61	51	42	33
Uniform boundary mark	300	240	210	180	150	120

Unit 2 Reading and Writing; Topics and Texts

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	140	104	88	72	57	42
Uniform boundary mark	300	240	210	180	150	120

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

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