

Examiners' Report Summer 2007

GCE

GCE Arabic (8602/9602)

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GENERAL COMMENTS

Overall, this year, candidates performed well, and better than last year. The Language Quality was good. Still classical errors in spelling, like; Hamha, ض ظ persisted. Teachers and candidates are strongly advised to pay more attention to these letters.

Past papers together with mark schemes are highly recommended as part of preparation for examinations. It would also be useful if teachers use the assessment criteria during the year, so that candidates got used to the way they will be marked in the final examination. Teachers should make the candidates familiar with the rubric. Candidates are also advised to read the questions carefully and pay more attention to rubric, as most of their answers reflected either lack of knowledge or misunderstanding of rubric and there was clear evidence of quick reading.

Some candidates used pencil in their final answers or used red pen to cross or underline, which is not allowed as it could be confused with the examiners pen. In Unit 2 Section 2 we still have the problem of candidates answering more than two questions- sometimes up to eight questions instead of two. Some of them answered a and b of the same question, and lost marks as a result.

Pre-prepared essays or essays from certain books used by some centres will only make their candidates lose marks so we advise against that.

Unit 1 (6011) - Reading and Writing

Section 1

Passage 1 Q1-5

This part was well answered, however it was not as good as previous years, the majority of candidates did not get full marks. Some candidates were confused and chose (H) instead of (G) for question 5 which showed that they have not been prepared for that type of exercise.

Passage 1 Q6

Some candidates did not read the text carefully and that was evident in their answer, where they had used words which were grammatically correct and made sense but did not comply with the meaning in the text. For example Q6(a) الاعلام instead of العالم, even more common in Q6(e) طلابها instead of اساتذتها. A few used more than one word or used a verb in the place where they should have used a noun. More attention to basic grammar is needed by some centres.

Passage 2 Q7 - Vocalisation

The same errors as in previous years were repeated with some candidates vocalising the last letter only or vocalised the letter twice- in which case they were penalised. Some candidates put the vowels on the next letter or between letters. Some extended the sign to two letters.

Teachers are advised to pay attention the following;

- i) Hamzat WaSl, همزة الوصل
- ii) Tanween التتوين, some candidates put Tanween on verbs or nouns with ال
- iii) The Shadda on the Sun letters.

Passage 3 Q8

As in previous years, it was generally well answered. However some candidates copy whole sentences from the text.

Q8(a) and (b) - Both were well answered

Q8(c) - candidates could not differentiate between رئيس اللجنة and اللجنة القطرية

Q8(d) - and f most candidates were unable to deduct the correct/ right information.

Q8(g) - most candidates gave one reason instead of two. Some answered from general knowledge rather than a text.

Quality of Language

The language quality was better than previous years with clear improvement in home centres; however the classical mistakes with Hamza and other similar letters persevere.

Section 2

Q9- Translation

As in every year a fair number of candidates forgot to translate the title but in general it was well answered. Most candidates were not familiar with general knowledge terms such as *nourishment*, *pre-historic*, *ancient*, *Far East* and *Arab Gulf*. The word عالم with a Kasra was confused with the word عالم with a Fatha and translated as world instead of scientist.

Candidates could not tell the difference between South and North in Arabic. Some drew it on the paper.

Teachers should explain to candidates that only the first word would be accepted; so they should not use an alternative or a second word.

Section 3

Question 10 - Continuous Writing

Completion of Task:

On the whole, this year, candidates performed better in this question, covering all or most of the bullet points. They also used the stimulus very well. That might be due to the topic being close to their daily life and experience, but also that caused other problems, for example; writing about the internet in general rather than specific aspects of Arab culture and countries.

Knowledge and Understanding of Arab culture

Most candidates wrote about the religious aspect of the culture or gave insufficient cultural reference. Teachers are advised to explain how important this is in essay writing

Quality of Language:

Generally better, but there was a lot of use of English words - transliteration- teachers should teach more vocabulary about modern technology.

Unit 2 (6012) - Reading and Writing; topics and texts

Section 1

Passage 1 Comprehension

Compared to last year this was not answered well. Most did not achieve good marks in this question. It seems that there was a great degree of confusion in question b & c. Candidates should focus on answering the questions individually rather than including a lot of information which are irrelevant. They are also advised to read the text and all the questions carefully before they start to answer.

Passage 2 Translation

This was well answered this year. The text was more understood and there were good pieces of translation. However candidates did not use most of the vocabulary from passage one. Some used *المعلومات العامة* instead of *الثقافة*.

There was also a common error, especially in international centres, where candidates used *في* instead of *ب* for example *تقرأ الاخبار في اللغة الاسبانية*. More preparation from centres is required.

Section 2 Topics and Texts

This section was generally answered better this year.

The most popular questions were Q2(a), Q3(a), Q5(a), Q4(b) and Q5(a). Q2(a) and Q3(a) were well answered.

Many candidates answered more questions than required some done up to 8. A few answered a & b of the same question.

It was noticed that their knowledge of geography of the Arab world was weak, for example, some mentioned that Egypt is next to Kenya and Algeria or next to Saudi Arabia.

Performance on different questions was as follows;

Q1(a) - candidates who answered this question gave good responses with Emirates or Saudi Arabia as examples. Those who wrote about Iraq only mentioned negative effects and war, a few made reference to development of the country before the wars.

Q1(b) - very few attempted this question. Answers were good. Reference to the significance of the nationalisation of the Suez canal was noticeably made.

Q2(a) - this was one of the most if not, the most popular question. Most candidates wrote about Ramadan and gave good answers. However some of these were descriptive with little analysis or mentioning of the role of TV the importance of that.

Q2(b) was answered by less candidates. Only a few good responses. A lot of irrelevant information and digression in the answers.

Q3(a) was the candidates' favourite question and was well answered. Candidates had shown a good wealth of knowledge as the topic is relevant to their age group and daily experience. They expressed their opinions clearly and analysed well, hence achieved good marks.

Q3(b) - candidates mostly chose sedentary forms of entertainment such as TV and internet but they gave good reasons and generally gave good analysis.

Q4(a) - Overseas candidates answered from general knowledge, wrote about veil (Nigab) or Higab from a religious point of view, where home candidates referred to specific incidents in Britain or France, for example the case of the teacher in Leeds. They presented a good argument using the issue of freedom of religion and human rights; at the same time they mentioned the reasons for it to be controversial. In the discussion they seem to confuse Higab with Nigab sometimes.

Q4(b) was not as popular as Q4(a) but the candidates who answered this had demonstrated a good knowledge of the Arab culture and the differences between the countries and regions. However their analysis was not as good.

Q5(a) was one of the popular questions. Candidates gave good answers but there was evidence of pre-learnt essays with a lot of irrelevance. A fair number of candidates gave descriptive answers. Some candidates put their answers in bullet points.

Q5(b) - Rarely answered.

Q6(a) and Q6(b) - very few attempted these questions. Those who answered Q6(a) did better.

Q7(a) - Most answers were descriptive and narrative. Some of the stories about friendship were lacking core details that candidates could have used to support their argument. Many candidates mixed stories and confused characters. Answers were generally descriptive.

Q7(b) many candidates misread this question and some mixed it with Q7(a). Most answers were of a narrative nature, no conclusion or analysis. Very low scores.

Q8(a) - The word sincerity was widely interpreted by candidates, which resulted in different answers, most of them were very vague. Candidate depended on their knowledge of the point and concentrated on explaining it.

Q8(b) mostly avoided

Statistics

Unit 6011 Reading and Writing

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	100	72	62	73	57	41
Uniform boundary mark	300	240	210	243	195	147

Unit 6012 Reading and Writing; topics and texts

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	140	105	89	73	57	41
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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