



Examiners' Report

June 2010

GCE Arabic 6AR02



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Introduction

This exam consists of 3 sections, Section A: Reading, Section B: Translation and Section C: Essays on chosen topic(s) and/or text(s). Candidates have 3 hours to complete the exam and should spend their time on each question according to how many marks are awarded for the question.

Question 1

This question explores reading and writing, using a text containing information about a Sudanese woman and her jewellery. The text is divided into three paragraphs, with six questions covering all candidate ability levels.

Question A: This is straight forward, most candidates answered it according to the mark scheme.

Question B: This is again straight forward, most candidates answered it according to the mark scheme.

Question C: Following the same trend as A and B, most candidates answered it according to the mark scheme.

Question D: Some candidates misunderstood the importance of the woman offering her jewellery in the engagement ceremony. Instead, some indicated that they saw this as an optional part of the engagement. However, the true purpose is to represent the wealth of the groom's family to the attendees.

Question E: Often misunderstood by candidates. The question asks about the meaning of 'Live Exhibition'. It is the amount of jewellery worn by the wearer at a given time, however some candidates believed it to mean the jewellery on display in a shop or the total value of possession.

Question F: F1 and F2 have a weight of 4 marks together, some candidates achieved full marks, but others repeated themselves by providing the same answer as they gave for Question C. Candidates need to understand that no two questions in this exam have the same answer.

سؤال رقم ١

أجب عن الأسئلة التالية باللغة العربية حسب ما جاء في النص.

(a) لماذا لا تذكر المقالة إلا الذهب ؟

(1)

لأنه الأكثر انتشاراً لدى المرأة السودانية وتفضله
على باقي المصنوعات من هادن أخرى.
كيف تتعود المرأة السودانية على الذهب ؟

(b)

(2)

منذ ميلاد الطفلة تهدي لها الاقلن والأساور والخواتم
النصيلة وعندما تلبس حجبها والدما على ~~الخطم~~
أهدائها الطلي النصيلة

(c) لماذا تحرص المرأة السودانية على شراء الذهب عندما تشتغل ؟

(1)

(i) ليتكوت لها مخزون مهيئ.

(2)

(ii) لأن جام الذهب الأصفر ينفق في اليوم الأسود.

(3)

(iii) فهو كأي جاني تسلله الجميع يطلق عليه كلفة مالك.

(d) ما أهمية تقدم الذهب الكثير أثناء الخطوبة ؟

(1)

(i) حتى يتم مراسم الزواج.

(2)

(ii) حتى تتباهى بها أمام قريباتها وصديقاتها.

(e) ما المقصود بـ « العروض الحية » ؟

(2)

أي أن عوفد الذهب الأصفر (أي أسنانه) قد
أنقضت

(f) كيف يمكن للشباب الفقير أن يتغلب على مشكلة شراء الذهب لخطيبته ؟ اذكر طريقتين وبين سبباً لكل طريقة.

- (i) تشارك العروس عريساً سراً بالمال ليستري لها الذهب لكي يتنامى بها في أفعال الناس ولكن (ii) كد ما تفل وزن الذهب على سنان العريس.

(2)

(Total for Question 1 = 14 marks)

TOTAL FOR SECTION A = 14 MARKS

(ii) يشراء الذهب الميسري لهما، مشابه لقاماً للذهب الأصلي ويتمتع بشكل جيد للغاية.



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Examiner Comments

C1 and C3 have been given the same answer by the candidate. C3 should say the Gold should be reserved for financial emergencies.

Question D1: the correct answer is that it is a chance to exhibit the prestigious status of the family. In the example here, question E has been answered incorrectly, as the answer should be the amount of jewellery worn and it's value.



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Examiner Tip

The time provided for this exam is sufficient enough to go through each question and determine what is required before writing. Candidates should remember that an answer for one question cannot be reused for or as part of a subsequent question. It is also good practice to refer back to the text for comprehension questions and show attention to detail.

Question 2

Translation of English into Arabic

This was straight forward and accessible. Candidates found material challenging but were able to provide acceptable variations on the answer provided in the mark scheme. Almost all candidates could answer the question, however three common errors were made that prevented many from achieving the goal. For example, hospitality - the word obviously does not mean in the sense of medical care, but they translated 'host' as 'nurse'. The phrase 'To apply to' was provided in translated form, however some of the candidates ignored that, and made easily avoidable mistakes. Another mistake is with 'births', as many candidates wrote it as 'birthdays'.

Question 3(a)

**ResultsPlus****Examiner Tip**

Candidates should go through the specification, and study the recommended grammar areas. This would definitely help improve writing.
Candidates of GCE Level should read arabic texts (books, newspapers and magazines as recommended in the specification) to help avoid the huge number of spelling mistakes incurred.

This question did not seem very popular. Most candidates who answered this question chose more than one country, despite the question asking about the agriculture of a single country. Thus, many lost marks because of this.

**ResultsPlus****Examiner Tip**

Candidates should read the question carefully, and emphasise the main points they will cover in the answer.

Question 3(b)

Topic Question

It is noticeable that many candidates answered this question, perhaps expecting the topic questions to be more accessible than the text questions.

Candidates are reminded that the topics must show the same depth of content as expected in text questions; and should not be considered an easy option. The answers to the question were predominantly general in nature and simplistic. When the question asked for one example, candidates should know not to mention several.

Question 4(a)

This was a popular question about Arabic culture and arts. The quote is designed to generate either agreement or disagreement (or both) to a statement.

Some Arab countries have very few historical sites, so the quote was 'Antiquities have limited interest in some Arab countries'. That is why all three aspects are expected to have substantive evidence to support statements. It requires the candidate to compare historical significance, tourism and whether the country uses these sites for its benefit (revenue, employment, business).

Those who mentioned the old civilisations (Egyptians, Romans, Greeks, Babylonians), Yemen, Petra (Jordan), Aleppo Citadel (Syria), and gave logical arguments earned a high mark (if well planned and used good quality language).

**ResultsPlus****Examiner Tip**

Candidates writing essays should bear in mind three important elements: the Content (good knowledge, facts with supportive examples), the Organisation and Development (clear and effective writing and developing ideas), and the Quality of Language (good communication and vocabulary range, grammar and spelling).

Question 4(b)

This question gave the candidates a very good opportunity to express and demonstrate their knowledge of different types of Arabic food. Some mentioned the national dishes of various nations or explored the art of cooking with special occasions (festivals and celebrations).

A number of candidates spoke of food as a form of entertainment, which achieved a higher mark with this approach.

Question 5(a)

The question was answered with depth of knowledge by some candidates, demonstrating the importance of education for arabic women and their influence on society (with stages of development). Candidates suggested that a society can progress when the husband shares duties with his wife; so she can have a career of her own.

Those who did not cover the above in such a way often lost marks for lack of development, but still earned good marks for Organisation and Development and Quality of Language.

Question 5(b)

Candidates who answered this question had the opportunity to write about the culture of naming children (when born) showing knowledge of history and awareness of traditional and religious requirements. It was a question for those seeking a good challenge.

Question 6(a)

This was a very popular question, but some candidates were very narrative, writing about the whole story but neglecting the result of visiting Rauf; and what happened during that visit between him and Saed Mahran, which is very important for ending this story, affecting Saed's behaviour.

There was often a lack of sufficient analysis, also some candidates incorrectly focused on the film rather than the book.

Question 6(b)

Most candidates who answered this question discussed the concepts of freedom. Some were able to give good supportive responses for the importance of freedom to the characters in the story. Linking this to identity issues gained higher marks.

Question 7(a)

On the whole, a popular question. Candidates provided well developed answers, even though the question was open ended (leaving the candidate with their own story from the text of 'Kalila Wa Damina' - fabels).

Unfortunately, some candidates wrote some good stories that were unrelated to the fabels contained in Kalila Wa Damina, which meant losing almost all marks.

Question 8(a)

This question was popular and well answered. Yet, some candidates did not read the story, but read the film (which had some obvious changes to location and plot when compared to the original story). For example, the story speaks of the main character coming to England to study, but in the film he goes to Germany.

**ResultsPlus****Examiner Tip**

I strongly recommend candidates read the story and analyse the characters and plot, and teachers must make sure that their candidates have read the story and practiced a variety of questions based upon it.

Question 8(b)

Very few candidates attempted this question about love and its role in developing the story *Kandil Om Hashim*.

Grade Boundaries

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	80	57	48	40	32	24
Uniform boundary mark	100	80	70	60	50	40

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