

# ARABIC

Paper 9680/22  
Reading and Writing 22

## Key messages

In order to do well in this paper, candidates should:

- Expand their range of vocabulary by reading widely and learning more antonyms. Avoid using negation words such as لا and غير. The following are some examples from the candidates' responses:

أمثلة:

تهدد ≠ لا تهدد، امتلاء ≠ غير كامل، واضحاً ≠ لا يُعرف

- Pay attention to the correct use of male and female gender and gender agreement. The following are some examples from the candidates' responses:

أمثلة:

'منذ زمنٍ طويلاً'، 'استيقظت في أحد المحطات الفضائية'، 'الأقمار الاصطناعية لـ آثار سلبية'.

- Improve on the use of prepositions:

أمثلة:

'قد تتأثر إلى عوامل خارجية'، 'فهم الإنسان على الفضاء الخارجي'، 'لها تأثير إلى الكهرباء'.

- Pay more attention to the correct use of the dual:

أمثلة:

'الخبيرتان يُسهمان/تُسهم في الحد من التلوث'، بدلاً من 'الخبيرتان تُسهمان في الحد من التلوث'.

- Pay more attention to 'إن' and its sisters such as 'كأن' and their effect on the nominative sentence.

مثال:

'كأنّ للأقمار الاصطناعية أثرٌ إيجابي'، بدلاً من 'كأنّ للأقمار الاصطناعية أثراً إيجابياً'.

## General comments

Overall, the standard of answers was good. Candidates were well prepared and gave a number of very interesting opinions.

Candidates should be reminded not to copy out sections of the text and, as far as possible, they should use their own words and phrases, particularly in response to **Question 3**, **Question 4**, and **Question 5**.

**Comments on specific questions:**

**Question 1**

The answers were variable; the majority of candidates successfully answered all parts of the question, which indicates a clear improvement in their level. A few candidates wrote multiple answers that included both correct and incorrect answers, which should be avoided. A few candidates wrote the same word mentioned in the question and prefixed it with 'لا' of negation, despite the questions requesting a single word antonym.

**Question 2**

**Question 2(c)** and **2(e)** were the most challenging, and **2(a)** was the most accurately answered.

Many candidates would do well to review the dual 'المثنى', the rules of 'إِنَّ' and its sisters 'وأخواتها', and the adjective-noun agreement 'تطابق الصفة والموصوف'.

**Question 3**

Most candidates responded correctly to most sections of **Question 3**.

As for **part (b)**, the question was about how satellites help humans understand outer space الفضاء الخارجي – whereas some candidates focused on the general help of satellites, including what is happening on Earth ما يجري على الأرض.

As for **part (f)**, some candidates correctly realised that the question concerns how satellite technology enhances specifically food security الأمن الغذائي, whereas other candidates wrote about protecting endangered animals حماية الحيوانات المهددة بالانقراض.

**Question 4**

There were some very good responses to this question. **Parts (b), (c) and (e)** were the most accurately answered.

As for **part (a)**, the majority of candidates answered this question accurately. A handful of them answered this question referring to the entire text instead of the first paragraph وفقاً للفقرة الأولى.

As for **part (d)**, some candidates did not pay attention to the word simple بسيط في البيئة and rushed in answering that the author agreed, when in fact the answer was more nuanced as the author alluded to major environmental repercussions.

As for **part (f)**, some candidates simply mentioned 3 solutions that can mitigate satellites hazards, some of which are unsafe, whilst the question asked specifically about 3 safe solutions ثلاثة حلول آمنة.

**Question 5**

(a) On the whole, there were some very good answers to this question. The question concerned the advantages and disadvantages of satellites. Many candidates were successful in listing most of these, whereas some copied out sections of the text without explicitly addressing what has been asked.

(b) The question asked candidates to express their thoughts on their hypothetical life in space. Many candidates scored high marks through demonstrating their creative and imaginative writing style, whereas a few candidates wrote quite brief answers with only one or two ideas.

# ARABIC

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<p><b>Paper 9680/32</b> <b>Essay 32</b></p>
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## **Key messages**

- Essays should reflect the candidates' ability to express themselves clearly and accurately in the target language with good usage of grammar and vocabulary
- Some of the scripts relied on memorisation and the outcome was out of context.
- Language instructors under the supervision of their centres should support their candidates and help them to be creative and demonstrate the ability to use the language well.

## **General comments**

Language instructors and centres are encouraged to provide their candidates with the knowledge and language skills to help them learn the language efficiently and also be able to use it either in the written or spoken form.

## **Comments on specific questions**

### **Question 1**

This was the most popular question. Most of the answers were detailed and well-written, but there were some answers that stood out with their level of detail and examples, leading to a good conclusion. Some answers were short and lacked strong ideas or complex words that fit the context, but overall, they still adequately addressed the question. Some introductions were repetitive, but the details varied, and the conclusions were good in some and rushed in others.

### **Question 2**

Most of the answers to this question were somewhat good because those who chose this question were well-trained in responding to it. However, this question was among the least popular questions among the candidates.

### **Question 3**

This question was one of the most answered by the candidates. There were some responses that did not clearly address the difference between domestic tourism and international tourism and wrote about tourism in general. Some candidates showed great awareness and clearly wrote about the distinction between domestic tourism, which takes place within the country where the candidate resides, and international tourism, which takes place in a different country highlighting the advantages and disadvantages of each. Overall, the writing was good, with a good use of Arabic grammar rules and diverse vocabulary to express these differences.

### **Question 4**

There was a significant confusion among candidates regarding the interpretation of this question. Some understood it as the negative impact of social media platforms, while others correctly understood it as addressing the negatives of technological innovations or electronic games. The language used in the writing was diverse and good, but the content varied greatly depending on what each candidate's understood of the question's meaning.



### Question 5

Many candidates chose this question, and it was one of the most answered in detail. Most candidates generally wrote about environmental pollution and only briefly touched upon the topic of laws and penalties. Therefore, the language was good in most of the writings, but the content was weak despite the good quality of the language.



# ARABIC

Paper 9680/42  
Texts 42

## Key Messages

- Candidates are required to answer three questions out of six (choosing either **(a)** or **(b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and another one from either. It is important that all candidates are aware that each answer must be on a different set text e.g. if they choose **3(a)** they should not choose **3(b)** for their next answer.
- Candidates should be reminded that the answers should be between 500 – 600 words. Candidates might attempt to write the answer, but when they do not elaborate and/or write briefly (100 – 300 words) they are unable to access the full range of marks.
- Most candidates did better in answering **Question b** in both sections, as they were able to summarise and analyse the events they studied.
- Candidates are not strongly penalised for their grammar and spelling unless it obstructs the readability of the answer. Therefore, candidates should always be encouraged to use good grammatical readable sentences that make sense.
- There were long biographical introductions, especially in **Question 3, Question 4, Question 5, Question 6** about the poet/author in the answers given. This is not required unless it specified in the question.

## General comments

The 2023 June Exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, a Play, a Short Story book and a novel.

Overall, the performance of candidates was good this series. Some candidates wrote excellent and impressive pieces, demonstrating good choice of diction and an almost accurate and effective use of variety of grammatical structures and style.

It has also been observed that most candidates understood the task of each selected question very well and addressed it adequately and, in several cases, presented extremely high standards responses that showed understanding of the author's intentions and underlying themes. Furthermore, some candidates showed well planned essays, and a good understanding of literary techniques.

Some candidates have the ability to write concisely. Not only did they fulfil the assignment, but they also wrote more details that went beyond the prompt in an attempt to answer. Doing so within the word limit and doing it well deserves recognition.

## Comments on specific questions

### **Section 1**

#### **Question 1: Tarikh al-Adab al-'Arabi: al-'Asr al-'Al-Jahili, Dr Shawqi Dhayf**

تاريخ الأدب العربي: العصر الجاهلي، د. شوقي ضيف

- (a) Candidates were required to explain how the poet portrayed himself and his courage, and explain the poem in detail. Some candidates tried to explain the verses using general information. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the exact words from the verses to increase the number of words. Some only wrote general information about al asr al Jahili, and Antara Ibn Shaddad and his love for his cousin Abila.



- (b) Many candidates chose this question, only few achieved full mark for writing a full and well-structured essay about Al Shanfara's poetry that portrayed the life and character of the Saaleek. However, some candidates went on writing further about the poet's other topics too to show what they have learnt. It is still a good credit for the candidate to have a full understanding of the topic and be able to write a good piece of writing.

**Question 2: Tarikh al-Adab al-'Arabi: al-'Asr al-Abbasi al- Thani, Dr Shawqi Dhayf**

تاريخ الأدب العربي: العصر العباسي الثاني، د. شوقي ضيف

- (a) Some candidates tried answering this question generally by making their own interpretation of the verses vocabulary, so their writing came with no depth and did not show their understanding. Very few candidates knew who was the poem was addressed to, or the relationship between them.
- (b) Many candidates attempted answering this question. They wrote about the poet's life in general, or generally about the different topics that the poet has dealt with, however very few candidates were more knowledgeable and produced reasonable essays.

**Question 3: Min al-Adab al-Nisa'ee al-Mu'aser: Al-Arabi wa al-Maghribi, Laila Al-Sabbagh**

من الأدب النسائي المعاصر: العربي و المغربي، ليلى الصبّاح

- (a) The first part of the question was related to her own feelings and required the candidates to write about the contradiction of feelings that showed in the poem and explain it fully. The second part required the candidates to identify the occasion for which the poem was written, and how the poet expressed her feeling towards the events that happened around her.
- (b) This was a popular question: Many candidates answered this question very well. Many wrote excellent essays about this topic. They have to write about Nazek's revolutionary ideas about the injustice that was happening in her society. Many candidates supported their answers with good choice of verses.

**Section 2**

**Question 4: Sulieman Al Hakim, Tawfiq Al-Hakim**

سليمان الحكيم ، توفيق الحكيم

- (a) This question is about explaining the quotation, who said it, the story of the lamp, and how events escalate in the first scene of the play. Many candidates wrote very good responses, while some wrote a summary of the whole play, or would go further to write everything they learnt about the play.
- (b) This was a popular question: many candidates produced detailed and insightful responses about how King Sulieman misused his powers for his own benefits, that led eventually to his death. Well organised, articulate and intelligent responses were produced, that showed thorough knowledge and considerable amount of sensitivity to language and author's intentions.

**Question 5: Al-Awasif, Gibran Khalil Gibran**

الفجر الكاذب ، نجيب محفوظ

- (a) and (b) Many responses started with a long introduction about the author's life which was not required. The responses also included a summary of his other short stories in the book that they studied. Candidate achieved generally good to excellent marks in this question in both a and b. Few candidates narrate the stories as they are, not showing understanding of how to compare, evaluate and analyse. On the other hand, many candidates paid close attention to details, analysed the author's intentions and purposes and compared the two stories successfully.

**Question 6: Al-Riwayah Al-Mustahilah Foosayfisa Dimashqiyah, Ghada Al-Samman**

الرواية المستحيلة: فسيفاء دمشقية، غادة السمان

- (a) In this question, candidates were required to write about the feeling of guilt that tortured Amjad Al Khayyal, following his wife's death. Candidates also had to write about some related events to support their answers.
- (b) Very few candidates answered this question. They were required to write about the two/three female characters that showed positivity or negativity in the novel.



# ARABIC

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**Paper 9680/52**  
**Prose 52**

## **Key Messages**

- Candidates need to read the English sentences to understand the correct meaning, then translate, choosing the right meaning from context, as (fiction become reality), which saw translation such as: الخيال|الخرافات|الأحلام|أصبح واقعاً|حقيقة|
- Candidates need to leave a space where they could not translate, and carry on afterwards for the rest of the sentence.
- Candidates need to translate sentence by sentence to avoid missing any word.
- Candidates are to be encouraged to widen their reading scope to include different topics in order to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.
- Candidates are encouraged to practice writing in Arabic.

## **General comments**

Overall, the average performance for all candidates was very good this year. The text was understood fully by the majority of the candidates, only a few found some of the vocabulary challenging and tried to find alternatives using spoken language, and rarely candidates left some sentences blank.

## **Comments on specific questions**

- Generally, the English text was clear and straightforward with some challenging vocabularies to test the candidates' different abilities in order to produce a well-structured translation from the English text. Some of the challenging phrases were: (unlimited, planet, ago, trained astronauts, leisure activity, potentially, insurance, timetables)
- Some excellent ways to translate, noticed in phrases like (if you had an unlimited amount of money, what would you give to a person who has everything).
- Incomplete sentences were awarded 0, when they did not include the key word of the sentence or were too ambiguous to be understood.

