

ARABIC

Paper 9680/21
Reading and Writing

Key Messages

In order to do well in this paper candidates should:

- expand their range of vocabulary by reading more widely, and learn synonyms and antonyms
- practise use of all types of pronouns
- learn correct conjugation of verbs, particularly the present tense in all cases
- practise use of the dual in all cases
- practise the agreement of adjectives
- select *relevant* information to write a summary and respond to comprehension questions

General comments

Overall, the standard of answers was average.

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 **Questions 3, 4 and 5**.

Comments on Specific questions

Question 1

Candidates need to review the difference between a synonym and an antonym.

Question 2

The common mistakes made by candidates in response to this question were as follows:

- (a) يقدمون حلاً تتمثل في توزيع الكتب.
- (e) حتى يكن لديك مساحة كافية.

Question 3

Candidates need to revise how to identify relevant information, in particular to answer parts (a), (b) and (c). The parts of this question which candidates answered best were parts (d), (e), (f) and (g) and the following are examples of good answers to these questions:.

- (d) صندوق للكتب في غرفة المعيشة، وصندوق صغير للكتب بجانب سرير الطفل وإضافة الرفوف في المطبخ.
- (e) حتى يستطيع استعمال الكتب بسهولة وقراءتها بانتظام.

Question 4

Candidates need to revise how to identify relevant information, in particular to answer parts (c), (d) and (e). The parts of this question which candidates answered best were parts (a), (b) and (f).

Question 5

Candidates who scored good marks for this question were those who used the ideas from the two texts to demonstrate how parents could enable their children to benefit from a library and toys at home, and how these resources could be developed further. The following is an example of a good answer to this question:

- (b) أعطى كتبتي التي أنهى من قراءتها لأقربائي. وبشترى لي أبي بعض الكتب كلما تقدمت في المدرسة. وأرتب ما لدي من الكتب على الرفوف في غرفة المعيشة وأضع بجانبها ألعابي وأستعير أحياناً الكتب والألعاب من جيرانى.

ARABIC

Paper 9680/22
Reading and Writing

Key messages

In order to do well in this paper candidates should:

- expand their range of vocabulary by reading more widely, and learn synonyms and antonyms
- practise use of all types of pronouns
- learn correct conjugation of verbs, particularly the present tense in all cases and the past tense in all cases
- learn the use of 'إِن' and its sisters
- practise use of masculine and feminine gender
- select relevant information to write a summary and respond to comprehension questions.

General comments

Overall, the standard of answers was average.

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 **Questions 3, 4 and 5**.

Comments on specific questions

Question 1

Candidates need to review the difference between a synonym and an antonym.

Question 2

The common mistakes made by candidates in response to this question were as follows:

- (a) لعلمهم يصنعوا لنا قطعة من روح البلد.
- (b) لي في الذاكرة مشهدة معلقة

Question 3

Candidates need to revise how to identify relevant information, in particular to answer parts (a), (b) and (c). The parts of this question which candidates answered best were parts (d), (e), (f) and (g) and the following are examples of good answers to these questions:

- (d) يتجمع الطلاب في الصباح.
- (e) الاجتماعات الكثيرة وبقاؤه لمدة طويلة بين الجدران الإسمنتية

Question 4

Candidates need to revise how to identify relevant information, in particular to answer parts (c) and (d). The parts of this question which candidates answered best were parts (a), (b) and (e).

الأسواق الشعبية مدرسة لأن الأجيال تتعلم فيها الاهتمام بتراثها والعناية بها. (a)

Question 5

Candidates who scored good marks for this question were those who used the ideas from the two texts to demonstrate the benefits of public markets to society and describe what handicraft items they like in their country. The following is an example of a good answer to this question:

يعجبني في سوق الأشغال اليدوية في بلدي لأنني أجد فيه ما لذ وطاب ويمتاز بتنوع المعروضات التي تزين (b) بألوان مختلفة . وفيه أسمع لغات عديدة يتحدث بها الزوار الأجانب وهم كثيرون . ما أجمل هذا السوق .

ARABIC

Paper 9680/23
Reading and Writing

Key Messages

In order to do well in this paper candidates should:

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- practise use of all types of pronouns
- learn correct conjugation of verbs, particularly the present tense in all cases
- practise use of the dual in all cases
- practise the agreement of adjectives
- select *relevant* information to write a summary and respond to comprehension questions

General comments

Overall, the standard of answers was average.

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Comments on Specific questions

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Candidates need to review the difference between a synonym and an antonym.

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Candidates need to revise how to identify relevant information, in particular to answer parts (a), (b) and (c). The parts of this question which candidates answered best were parts (d), (e), (f) and (g) and the following are examples of good answers to these questions:.

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- (e) حتى يستطيع استعمال الكتب بسهولة وقراءتها بانتظام.

Question 4

Candidates need to revise how to identify relevant information, in particular to answer parts (c), (d) and (e). The parts of this question which candidates answered best were parts (a), (b) and (f).

Question 5

Candidates who scored good marks for this question were those who used the ideas from the two texts to demonstrate how parents could enable their children to benefit from a library and toys at home, and how these resources could be developed further. The following is an example of a good answer to this question:

- (b) أعطي كتبتي التي أنتهي من قراءتها لأقربائي. وبشتري لي أبي بعض الكتب كلما تقدمت في المدرسة. وأرتب ما لدي من الكتب على الرفوف في غرفة المعيشة وأضع بجانبها ألعابي وأستعير أحياناً الكتب والألعاب من جيرانتي.

ARABIC

<p>Paper 9680/31 Essay</p>
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Key Messages

Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary. The content needs to be very well-argued, supported with examples when necessary. It has been observed that in some Centres, a number of candidates wrote extremely similar introductions and conclusions which seemed to have been memorized before the exam. Teachers are encouraged to help students to be more creative and provide their own vision in their writing.

General Comments

This is an essay paper for which candidates are required to produce only one essay from a choice of five topics. The essay is marked out of 40, with 16 marks for the Content and 24 marks for Quality of Language.

Candidates who scored highly in **Question 1** provided more examples about the behaviour of youth and how it can be affected or not by the behaviour of their fellow friends. **Question 2** answers which scored very well focused on the different personal experiences of ads, and how it influenced the customers. Students successfully provided examples from their own lives. High performing responses for **Question 3** presented different opinions on the two best ways to learn (memorising and understanding). Strong answers to **Question 4** were characterised by being able to argue that the boom of mobile phone technology may impact social relationships. **Question 5** responses which scored well presented different activities to protect the environment.

Comments on Specific Questions

Question 1

This question was popular, and answered by many candidates. Candidates discussed and gave examples of how young people can be affected by their peers' behaviour.

Question 2

This topic was less popular. Candidates discussed how customers can be influenced by ads, drawing from their own experience.

Question 3

This question was also quite popular. Candidates produced excellent essays by referring to their own learning experiences.

Question 4

Candidates were successful in sharing their opinions on the effect of the mobile phone technology on social and family relationships.

Question 5

This topic was the most popular. Candidates produced coherent and in-depth essays on how to protect the environment.

ARABIC

<p>Paper 9680/32 Essay</p>
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Key Messages

Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary. The content needs to be very well-argued, supported with examples when necessary. It has been observed that in some Centres, a number of candidates wrote extremely similar introductions and conclusions which seemed to have been memorized before the exam. Teachers are encouraged to help students to be more creative and provide their own vision in their writing.

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Question 3

This question was also quite popular. Candidates produced excellent essays by referring to their own learning experiences.

Question 4

Candidates were successful in sharing their opinions on the effect of the mobile phone technology on social and family relationships.

Question 5

This topic was the most popular. Candidates produced coherent and in-depth essays on how to protect the environment.

ARABIC

Paper 9680/33
Essay

Key Messages

Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary. The content needs to be very well-argued, supported with examples when necessary. It has been observed that in some Centres, a number of candidates wrote extremely similar introductions and conclusions which seemed to have been memorized before the exam. Teachers are encouraged to help students to be more creative and provide their own vision in their writing.

General Comments

This is an essay paper for which candidates are required to produce only one essay from a choice of five topics. The essay is marked out of 40, with 16 marks for the Content and 24 marks for Quality of Language.

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Question 4

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Question 5

This topic was the most popular. Candidates produced coherent and in-depth essays on how to protect the environment.

ARABIC

Paper 9680/41
Texts

Key Messages

The exam questions followed the same pattern as previous years; this gave the candidates the opportunity to get used to the layout and to the requirements of the questions. Candidates should answer three questions in total (choosing either **(a)** or **(b)** in each case). They must answer one question from **Section 1**, one from **Section 2** and one other of their choice. Each answer must be on a different set text. Very few candidates are still misreading the question paper rubrics; some lost 25 marks because they answered two questions on the same text.

The length of each response should be between 500 and 600 words. Many candidates did not adhere to the word limit specified and wrote responses which were too long. Candidates should be reminded that writing substantially more than is required does not improve the quality of the work, and increases the likelihood of error. On the other hand, candidates who wrote briefly (100–300 words) were lacking the necessary content.

Although candidates are not actively penalised for errors in grammar and spelling, flagrant errors are an obstacle to understanding. Candidates should always be encouraged to use well-formed grammatically consistent sentences and to check their work through for clarity.

General comments

Most candidates were able to engage with the dramatic qualities of the texts through discussion. Some students showed a thorough knowledge and understanding of the text and its construction. They examined the language of the poem(s) using good vocabulary and meaningful interpretations based on the passages with reference to the wider text. The strongest responses showed strong commitment to dealing precisely with the requirements of the questions by using examples/quotations and relevant analysis, with well-structured commentary.

Most candidates performed better in **Section 2** than **Section 1**. However strong candidates performed well in both sections, employing sophisticated and varied language whilst structuring their responses appropriately and logically.

Comments on specific questions

Section 1

Question 1: *Al-Jami' fi Tarikh al-Adab al-'Arabi: al-Adab al-Qadim: al-'Asr al-Jahili,*

الجامع في تاريخ الأدب العربي

- (a) Many candidates selected this question as they had to explain the ideas in the verses quoted and relate the ideas to incidents in the poet's life. They had to explain how the poet, **النابغة الذبياني** discussed political and social issues in his poems. Some candidates' responses lacked specificity and the very low-scoring responses at times showed a poor knowledge of the ideas and imagery described in the verses.
- (b) Very few candidates attempted to write about the poet's life and culture. Candidates attempted to impose a pre-learned interpretation of the poet's life and changes in his environment but were not

able to indicate these changes using his poetry as a basis. Candidates should always quote and explain some of the verses to access a higher band of marks.

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

تاريخ الأدب العربي

- (a) The high ability candidates were able to explain and relate the imagery in the poems with the life and the wit of the poet Abu-Nuwas **أبو نواس**. They were also able to write about some of the poems where the poet illustrated his skill in praising leaders and people in general. The greatest obstacle faced by lower scoring candidates was their inability to paraphrase and explain the verses of the poems given.
- (b) Candidates who wrote about the poet Abu-Nuwas should have written about his religious views, how he initially was a sceptic and then a believer. The issues around this transformation should have been supported by poems and related incidents. Candidates are encouraged to quote and explain as many relevant verses as they can to achieve the higher band of grade.

Question 3: *Dirasat fi Shi'r al-'Arabi al-Mu'asir, Dr Shawqi Dhayf* دراسات في الشعر العربي امعاصر

- (a) This was an extremely popular choice as the candidates had to explain the ideas in the verses given and relate them to the poet's **إيليا أبو ماضي** life, views on nature and his suffering in life. Strong candidates were able to draw the attention to the poet's suffering, how he dealt with his problems and his rebellion against customs as well as traditions by quoting and explaining his poems.
- (b) A small number of candidates responded to this question. Responses varied between those who used quotations from poems studied to illustrate their ideas and those who only wrote a detailed biography of the poet. In order to achieve the higher grade threshold band, candidates should quote and explain how the poems reflect the poet's life.

Section 2

Question 4: *Sulayman Al-Hakim, Tawfiq Al-Hakim,* سليمان الحكيم

- (a) *Sulayman Al-Hakim* is a play which most candidates seemed to be familiar with. Responses in this section demonstrated the candidates' lacking analysis of the importance of different events, and their misunderstanding of the effect of these events and the problems in the play. Candidates should have analysed the power of human abilities as laid in the hands of the different characters, like the imprisoned prince "Munther" the maid "Shahbaa" The question offered students plenty to discuss on the views and values of human beings.
- (b) Many candidates answered this question as it is a question of analyzing the struggle between the heart, mind, desire and wisdom as portrayed through the main characters in the play. Candidates had to write about the strength, mental power and passion of Sulayman **سليمان** and the queen **بلقيس**. Strong candidates were able to write about how the king was consumed by his passions and desires, eventually leading to his destruction and death.

Question 5: *Kanat Sa'ba wa Maghrura, Ihsan 'Abd al-Quddus* كانت صعبة ومغرورة

- (a) The quotation was taken from the short story **أحلام ابن الشحاذ**. Candidates had to explain the quotation by not simply re-telling the story without giving any explanation of the events, but by discussing and evaluating the different events that led to this quotation.

- (b) Many candidates attempted this essay about the short story **أرى أمي معلقة في أذنيك**, as they had to retell with analysis the different events that led to the main character's reaction to his wife wearing the earrings she bought to impress him. Candidates should have written about the influence of his childhood events on his mental ability and his behavior towards his wife, just because she wore earrings similar to his mother's.

Question 6: *Al-Ayyam, Taha Hussein* الأيام

- (a) The biggest difficulty faced by students with this essay question was the inability to work closely with the incident that happened to the writer. The candidates' responses often lacked specificity and the very low-scoring responses sometimes showed a poor knowledge of the incident. Some students seemed unable to express their ideas clearly or were hindered by a lack of suitable vocabulary.
- (b) This question was answered by very few candidates. Some candidates seemed to have little understanding of the relationship between the writer's blindness and his love of adventure. Others attempted to impose a learnt or prepared interpretation of the book with no reference or only superficial reference to the events illustrated in the book.

ARABIC

Paper 9680/42
Texts

Key Messages

The exam questions followed the same pattern as previous years; this gave the candidates the opportunity to get used to the layout and to the requirements of the questions. Candidates should answer three questions in total (choosing either **(a)** or **(b)** in each case). They must answer one question from **Section 1**, one from **Section 2** and one other of their choice. Each answer must be on a different set text. Very few candidates are still misreading the question paper rubrics; some lost 25 marks because they answered two questions on the same text.

The length of each response should be between 500 and 600 words. Many candidates did not adhere to the word limit specified and wrote responses which were too long. Candidates should be reminded that writing substantially more than is required does not improve the quality of the work, and increases the likelihood of error. On the other hand, candidates who wrote briefly (100–300 words) were lacking the necessary content.

Although candidates are not actively penalised for errors in grammar and spelling, flagrant errors are an obstacle to understanding. Candidates should always be encouraged to use well-formed grammatically consistent sentences and to check their work through for clarity.

General comments

Most candidates were able to engage with the dramatic qualities of the texts through discussion. Some students showed a thorough knowledge and understanding of the text and its construction. They examined the language of the poem(s) using good vocabulary and meaningful interpretations based on the passages with reference to the wider text. The strongest responses showed strong commitment to dealing precisely with the requirements of the questions by using examples/quotations and relevant analysis, with well-structured commentary.

Most candidates performed better in **Section 2** than **Section 1**. However strong candidates performed well in both sections, employing sophisticated and varied language whilst structuring their responses appropriately and logically.

Comments on specific questions

Section 1

Question 1: *Al-Jami' fi Tarikh al-Adab al-'Arabi: al-Adab al-Qadim: al-'Asr al-Jahili,*

الجامع في تاريخ الأدب العربي

- (a) Many candidates selected this question as they had to explain the ideas in the verses quoted and relate the ideas to incidents in the poet's life. They had to explain how the poet, **النابغة الذبياني** discussed political and social issues in his poems. Some candidates' responses lacked specificity and the very low-scoring responses at times showed a poor knowledge of the ideas and imagery described in the verses.
- (b) Very few candidates attempted to write about the poet's life and culture. Candidates attempted to impose a pre-learned interpretation of the poet's life and changes in his environment but were not

able to indicate these changes using his poetry as a basis. Candidates should always quote and explain some of the verses to access a higher band of marks.

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

تاريخ الأدب العربي

- (a) The high ability candidates were able to explain and relate the imagery in the poems with the life and the wit of the poet Abu-Nuwas **أبو نواس**. They were also able to write about some of the poems where the poet illustrated his skill in praising leaders and people in general. The greatest obstacle faced by lower scoring candidates was their inability to paraphrase and explain the verses of the poems given.
- (b) Candidates who wrote about the poet Abu-Nuwas should have written about his religious views, how he initially was a sceptic and then a believer. The issues around this transformation should have been supported by poems and related incidents. Candidates are encouraged to quote and explain as many relevant verses as they can to achieve the higher band of grade.

Question 3: *Dirasat fi Shi'r al-'Arabi al-Mu'asir, Dr Shawqi Dhayf* دراسات في الشعر العربي امعاصر

- (a) This was an extremely popular choice as the candidates had to explain the ideas in the verses given and relate them to the poet's **إيليا أبو ماضي** life, views on nature and his suffering in life. Strong candidates were able to draw the attention to the poet's suffering, how he dealt with his problems and his rebellion against customs as well as traditions by quoting and explaining his poems.
- (b) A small number of candidates responded to this question. Responses varied between those who used quotations from poems studied to illustrate their ideas and those who only wrote a detailed biography of the poet. In order to achieve the higher grade threshold band, candidates should quote and explain how the poems reflect the poet's life.

Section 2

Question 4: *Sulayman Al-Hakim, Tawfiq Al-Hakim,* سليمان الحكيم

- (a) *Sulayman Al-Hakim* is a play which most candidates seemed to be familiar with. Responses in this section demonstrated the candidates' lacking analysis of the importance of different events, and their misunderstanding of the effect of these events and the problems in the play. Candidates should have analysed the power of human abilities as laid in the hands of the different characters, like the imprisoned prince "Munther" the maid "Shahbaa" The question offered students plenty to discuss on the views and values of human beings.
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ARABIC

Paper 9680/43
Texts

Key Messages

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Comments on specific questions

Section 1

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الجامع في تاريخ الأدب العربي

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

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- (a) The high ability candidates were able to explain and relate the imagery in the poems with the life and the wit of the poet Abu-Nuwas **أبو نواس**. They were also able to write about some of the poems where the poet illustrated his skill in praising leaders and people in general. The greatest obstacle faced by lower scoring candidates was their inability to paraphrase and explain the verses of the poems given.
- (b) Candidates who wrote about the poet Abu-Nuwas should have written about his religious views, how he initially was a sceptic and then a believer. The issues around this transformation should have been supported by poems and related incidents. Candidates are encouraged to quote and explain as many relevant verses as they can to achieve the higher band of grade.

Question 3: *Dirasat fi Shi'r al-'Arabi al-Mu'asir, Dr Shawqi Dhayf* دراسات في الشعر العربي امعاصر

- (a) This was an extremely popular choice as the candidates had to explain the ideas in the verses given and relate them to the poet's **إيليا أبو ماضي** life, views on nature and his suffering in life. Strong candidates were able to draw the attention to the poet's suffering, how he dealt with his problems and his rebellion against customs as well as traditions by quoting and explaining his poems.
- (b) A small number of candidates responded to this question. Responses varied between those who used quotations from poems studied to illustrate their ideas and those who only wrote a detailed biography of the poet. In order to achieve the higher grade threshold band, candidates should quote and explain how the poems reflect the poet's life.

Section 2

Question 4: *Sulayman Al-Hakim, Tawfiq Al-Hakim,* سليمان الحكيم

- (a) *Sulayman Al-Hakim* is a play which most candidates seemed to be familiar with. Responses in this section demonstrated the candidates' lacking analysis of the importance of different events, and their misunderstanding of the effect of these events and the problems in the play. Candidates should have analysed the power of human abilities as laid in the hands of the different characters, like the imprisoned prince "Munther" the maid "Shahbaa" The question offered students plenty to discuss on the views and values of human beings.
- (b) Many candidates answered this question as it is a question of analyzing the struggle between the heart, mind, desire and wisdom as portrayed through the main characters in the play. Candidates had to write about the strength, mental power and passion of Sulayman **سليمان** and the queen **بلقيس**. Strong candidates were able to write about how the king was consumed by his passions and desires, eventually leading to his destruction and death.

Question 5: *Kanat Sa'ba wa Maghrura, Ihsan 'Abd al-Quddus* كانت صعبة ومغرورة

- (a) The quotation was taken from the short story **أحلام ابن الشحاذ**. Candidates had to explain the quotation by not simply re-telling the story without giving any explanation of the events, but by discussing and evaluating the different events that led to this quotation.

- (b) Many candidates attempted this essay about the short story **أرى أمي معلقة في أذنيك**, as they had to retell with analysis the different events that led to the main character's reaction to his wife wearing the earrings she bought to impress him. Candidates should have written about the influence of his childhood events on his mental ability and his behavior towards his wife, just because she wore earrings similar to his mother's.

Question 6: *Al-Ayyam, Taha Hussein* الأيام

- (a) The biggest difficulty faced by students with this essay question was the inability to work closely with the incident that happened to the writer. The candidates' responses often lacked specificity and the very low-scoring responses sometimes showed a poor knowledge of the incident. Some students seemed unable to express their ideas clearly or were hindered by a lack of suitable vocabulary.
- (b) This question was answered by very few candidates. Some candidates seemed to have little understanding of the relationship between the writer's blindness and his love of adventure. Others attempted to impose a learnt or prepared interpretation of the book with no reference or only superficial reference to the events illustrated in the book.

ARABIC

Paper 9680/51
Prose

Key Messages

The exam results reflect the work that both teachers and candidates have put into teaching and learning the strategies of translation. The following points still need to be considered:

Candidates should be encouraged to initially read the English text thoroughly to gain a clear understanding of the content and of the grammatical structure of the passage.

After completing the task, candidates should be advised to re-read their translation to make sure it is clear and comprehensible, with minimal errors in spelling and grammar.

Marks are awarded not only for the translated words, but also for conveying meaning accurately. Candidates must be able to select equivalent terms or phrases in Arabic to stay true to the meaning of the English text.

General Comment

The translation text was based on the topic 'An incident in a train station'. The text is marked out of 40, where every section is awarded 1 mark. Marks are awarded for readability and for maintaining the meaning of the original text.

The candidate would be granted a point if the whole phrase is translated properly with all the words concerned, but, will not be penalised for the same word mistake, e.g., the word "biscuit" is mentioned several times, so if the candidate has been penalised for it in the first instance then he would not be penalised again for it in other phrases.

Specific comments

Some candidates did not follow the sentence sequence in the original paragraph and sometimes missed out phrases or words from their translation. Within the restraints of differing language structure and word order, candidates should be encouraged to translate the passage in the same sequence as the original so that they do not miss out any phrases, words or sentences. Skipping words will affect the total marks awarded.

Some of the most common errors noted this series were as follows:

The opening phrase 'In the station' was straightforward . Many candidates translated the word 'In' as "بجانب" "على" "عند" rather than 'في'. Some candidates also put the words " في مكان القطار " أو " في مركز السفر " for the word "station". This affected candidates' performance as they have to show their knowledge of knowing the word "محطة" for "station".

The word "refreshments" proved to be challenging for some candidates. Many have translated it as "لأخذ أو قسط من الراحة " أو "للإنتعاش" أو "للإسترخاء" أو "للرفشة". None of these were accepted.

In the phrase “and a small packet of biscuits”, Candidates should have mentioned the word “small” in the translation in order to get one mark. Many have only translated the phrase “a packet of biscuits” as

"كيس وبه رقائق البسكوت"

Some candidates skipped over the word “lying” in the phrase “which was lying”. Words such as “الموجودة” or “ملفأة على” have been accepted.

The word “crunched” was an interesting item to translate, few candidates managed to get the proper translation, e.g. “قضمتها” .

The phrase “What a shock” was translated in different ways of which some were unacceptable: e.g. “يا للصدمة، ما من شيء مدهش”. The best would have been “يا للصدمة”.

Candidates should avoid the use of colloquial words, e.g. translating the phrase “I felt very ashamed” as “كنت في غاية الكسوف”. The examination assesses Modern Standard Arabic.

All things considered it is clear that teachers have worked hard to improve their candidates’ performance for the test. Candidates have been awarded marks for the correct meaning that has been conveyed and for paraphrasing using the correct words. Candidates must remember to stick to the sentence structure, order and tense to succeed in this translation task.

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