

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 antonyms
- practice use of all types of pronouns
- learn correct conjugation of verbs
- practise use of correct cases of the verb, particularly the jussive
- practise the agreement of adjectives
- select relevant information to write a summary

General comments

Overall, the standard of answers was good and it was clear that teachers have played an important role in preparing candidates well for the examination. There was evidence of improvement in the standard of candidates' answers and there were some very interesting opinions expressed.

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 3

Many candidates answered this question well. Parts (c) and (d) proved difficult for many candidates, who did not manage to extract the correct information from the text.

Question 4

There were some very good responses to this question. Many candidates managed to select the right ideas and utilised them in their answers.

Question 5

There were good answers to this question by candidates who managed to select the relevant ideas from both texts and summarise them in a well-structured manner.

Part (a): Candidates who did not score high marks were those who did not show the role of technology in education.

Part (b): Candidates who scored high marks were those who wrote about the expected types of technology in future. The following is an example

أتوقع اختراع سيارة تطير، وسيارة تسير بدون سائق وأن لا يحتاج التلاميذ إلى الذهاب إلى المدرسة أو الجامعة لأنهم سيتواصلون عبر الشبكة العنكبوتية.

ARABIC

<p>Paper 9680/22 Reading and Writing</p>
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Key messages

In order to do well in this paper, candidates should

- expand their range of vocabulary and knowledge of synonyms by reading more widely
- practice use of the demonstrative pronouns, the sound feminine plural and jussive of the present tense
- practice the agreement of adjectives
- select relevant information to write a summary

General comments

Overall, the standard of answers was good and it was clear that teachers had played an important role in preparing candidates well for the examination. There was evidence of improvement in the standard of candidates' answers and there were some very interesting opinions expressed.

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 2

Many candidates would do well to review the feminine plural and negation of the future tense.

Question 3

Many candidates answered this question well, using their own form of words and expressing their understanding of the text provided. **Part (e)** posed some difficulty for many candidates, who did not manage to extract the correct information from the text and write it in their own words.

Question 4

There were some very good responses to this question. Many candidates managed to select the right ideas and utilised them in their answers.

Question 5

There were many good answers to this question by candidates who managed to select the relevant ideas from both texts and summarise these ideas in a well-structured manner.

Question (a) Candidates who did not score high marks were those who copied out large sections of the texts or wrote about only one or two aspects of the development of private and public museums.

Question (b) Candidates who scored high marks were those who wrote about the reasons why they liked the museums which they had visited or read about.

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 (between 250 and 400 words) 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** gave more examples on how societies become developed if we supply their individuals with food. **Question 2** answers which scored very well, focused on the importance of winning prizes in sports competitions and on the fans' joy. High performing responses for **Question 3** presented different opinions on the issue of equal opportunities for men and women, and how this issue can be a norm for any social progress. Strong answers to **Question 4** were characterised by being able to talk about the different procedures for marine environmental protection. **Question 5** responses which scored well, presented different roles of ships in economic development.

Comments on specific questions

Question 1

This question was popular, and answered by many candidates. Candidates discussed and gave examples of how societies have a greater chance of developing when their members are well-fed.

Question 2

This topic was also popular. Candidates discussed prizes and the enjoyment of fans in sports competitions, while determining which one is more important.

Question 3

This question was less popular. Some candidates produced excellent essays, as they drew upon their own experience to bolster their argument.

Question 4

This topic was also not chosen by many candidates. Candidates talked about different ways of how to protect the marine environment and the impact of having a polluted environment.

Question 5

This topic was the least popular. The candidates who attempted this topic produced excellent essays on how the ships can play a crucial role in a country's economy.

ARABIC

Paper 9680/32
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 need 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 (between 250 and 400 words) 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** gave different examples on how food and drink can harm people. **Question 2** answers which scored very well, focused on the importance of the Olympic Games. High performing responses for **Question 3** presented different opinions on the issue of equal opportunities in societies and how it can lead to the development of these societies. Strong answers to **Question 4** were characterised by being able to give different ideas on how to attract people to visit natural reserves. **Question 5** responses which scored well, presented the impact of economic and social developments on the future of the candidate's country.

Comments on specific questions

Question 1

This question was very popular, and answered by many candidates. Candidates discussed and gave examples of how and when food and drink can harm people.

Question 2

This topic was also popular. Candidates discussed the Olympic Games and its importance in our lives. However, some candidates wrote about the importance of sports only. They did not mention the Olympics at all.

Question 3

This question was less popular. Some candidates wrote only about equal opportunities between men and women, when they should have also addressed the question about how it can lead to the development of society.

Question 4

This topic was also less popular. Candidates talked about different ways to encourage people to visit natural reserves.

Question 5

This topic was the least popular. The candidates who attempted this topic produced excellent essays when they talked about their own countries.

ARABIC

Paper 9680/41
Texts

General comments

The exam tested the candidates' ability to answer questions on different literary texts: poetry, play, novel, and short story. Some students showed a thorough knowledge and understanding of the texts by meticulously examining the ideas reflected in the poem(s) using good vocabulary and meaningful interpretations of the passages. The best responses show strong commitment to dealing precisely with the requirements of the questions by using examples/quotations and relevant analysis for the question asked.

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. Very few candidates answered the three questions from the same section or from the same question e.g. **5(a)** and **5(b)**. Candidates are required to answer only three questions in total (choosing either **(a)** or **(b)** in each case). They should 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. It is important that all candidates are aware of this.

Some candidates did remarkably well as their Arabic Language used in answering the questions was appropriate, and the responses of some candidates were well organised.

Most candidates did well in Section 2 rather than in Section 1 as they could write a synopsis of the events related to the question asked.

Candidates should be reminded that the answers ought to be between 500–600 words. Candidates might attempt to write the correct answer to an essay but when they do not elaborate and write briefly (100–300 words) they tend to achieve a very low grade.

Candidates should always be encouraged to use good grammatical readable sentences. Candidates are not strongly penalised for their grammar and spelling but it might still obstruct the readability of the text.

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، الأدب القديم

- (a) Few candidates attempted to answer this question as they had to explain the ideas in the verses quoted and relate them to incidents in the poet's life. They had to explain the poet's ideas of friendship, honesty and fulfilling promises by explaining the quoted poems. Some candidates' responses lacked specificity sometimes showing a poor knowledge of the ideas and imagery described in the verses.
- (b) Very few candidates attempted to write this question. It needed required knowledge of the cultural background of the writer **النايعة الذباني** and its direct effect on the poet and the use of his poems to praise the nobility of the time. Candidates needed to cite and explain some of the related poems.

Question 2

Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasī al-Awwal, Dr Shawqī Dhayf, تاريخ الأدب العربي، العصر العباسي الأول

- (a) The poem was for 'Bashar Ibn Bourd' بشار بن برد. Many candidates answered this question with a lot of detail explaining the poet's use of his senses e.g., hearing, to understand the world and the people behind every event and every move happening around him. His wisdom and his shrewdness made him aware of everything that goes on around him and made him become sarcastic. Candidates had to explain the ideas in the verses related.
- (b) Candidates who wrote about the poet 'Bashar Ibn Bourd' بشار بن برد should have written about his artistic imagery and how it compensated for his blindness. His poems were learnt from lessons in life. He used defamation and insults without fear of rulers or nobility or any other person. His poems were full of description, praise and self-pride. Candidates needed to cite some of the related poems and explain them fully.

Question 3

Dirasat fi Shi'r al-'Arabi al-Mu'asir, Dr Shawqī Dhayf دراسات في الشعر العربي المعاصر

- (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 القاسم الشابي life and views on life and politics. Candidates who attempted this question explained the verses very well especially the first part where he expressed his feelings of loneliness and despair.
- (b) A good 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 have quoted and explained the poems related to his and his people's sufferings under the French mandate.

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' knowledge of the play in general. Candidates should have analysed the character of the 'fisherman' الصياد and the 'spirit' العفريت. The fisherman represents the physical attributes of human beings i.e., kindness, naivety, innocence, but he is tired in keeping up with the demands of the spirit that tries all the time to create trouble and reveal the weakness of Suleiman and human beings in general.
- (b) Many candidates answered this question as it is a question of analysing the struggle between the heart, mind, desire and wisdom as seen in the different main characters in the play. They did not write about the priests and how some people do things only to please Sulayman. 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 gave into his passions and desires and this led to his destruction and death.

Question 5

Al-'Abarat, Lutfi Al-Manfalutti العبرات

- (a) Most candidates attempted this question showing the full understanding of the short story of 'اليتيم'. Candidates were able to relate the events of the short story to the moral orientation and guidance and to the value of existence.

- (b) Many candidates attempted writing about the events of the two short stories 'الحجاب' and 'الهاوية'. Some candidates just retold the stories without emphasizing the points about the effect of rebelling against ones culture and religion. Candidates should have shown how imitating other cultures can have negative effects at times. Most candidates did well on this topic.

Question 6

Al-Ayyam, Taha Hussein الأيام

- (a) A good number of candidates wrote about the writer's childhood memories that affected his future. They mentioned all the heartache and the suffering he went through because of his inability to see things, and mainly because of the cultural ignorance at the time.
- (b) Very few candidates answered this question. Some candidates seemed unable to express their ideas clearly as they appeared unsure which incidents in the book to focus on.

ARABIC

Paper 9680/42
Texts

General comments

The exam tested the candidates' ability to answer questions on different literary texts: poetry, play, novel, and short story. Some students showed a thorough knowledge and understanding of the texts by meticulously examining the ideas reflected in the poem(s) using good vocabulary and meaningful interpretations of the passages. The best responses show strong commitment to dealing precisely with the requirements of the questions by using examples/quotations and relevant analysis for the question asked.

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Candidates should be reminded that the answers ought to be between 500–600 words. Candidates might attempt to write the correct answer to an essay but when they do not elaborate and write briefly (100–300 words) they tend to achieve a very low grade.

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- (a) Few candidates attempted to answer this question as they had to explain the ideas in the verses quoted and relate them to incidents in the poet's life. They had to explain the poet's ideas of friendship, honesty and fulfilling promises by explaining the quoted poems. Some candidates' responses lacked specificity sometimes showing a poor knowledge of the ideas and imagery described in the verses.
- (b) Very few candidates attempted to write this question. It needed required knowledge of the cultural background of the writer النابغة الذبياني and its direct effect on the poet and the use of his poems to praise the nobility of the time. Candidates needed to cite and explain some of the related poems.

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- (a) The poem was for 'Bashar Ibn Bourd' بشار بن برد. Many candidates answered this question with a lot of detail explaining the poet's use of his senses e.g., hearing, to understand the world and the people behind every event and every move happening around him. His wisdom and his shrewdness made him aware of everything that goes on around him and made him become sarcastic. Candidates had to explain the ideas in the verses related.
- (b) Candidates who wrote about the poet 'Bashar Ibn Bourd' بشار بن برد should have written about his artistic imagery and how it compensated for his blindness. His poems were learnt from lessons in life. He used defamation and insults without fear of rulers or nobility or any other person. His poems were full of description, praise and self-pride. Candidates needed to cite some of the related poems and explain them fully.

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- (b) A good 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 have quoted and explained the poems related to his and his people's sufferings under the French mandate.

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- (b) Many candidates answered this question as it is a question of analysing the struggle between the heart, mind, desire and wisdom as seen in the different main characters in the play. They did not write about the priests and how some people do things only to please Sulayman. 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 gave into his passions and desires and this led to his destruction and death.

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- (a) A good number of candidates wrote about the writer's childhood memories that affected his future. They mentioned all the heartache and the suffering he went through because of his inability to see things, and mainly because of the cultural ignorance at the time.
- (b) Very few candidates answered this question. Some candidates seemed unable to express their ideas clearly as they appeared unsure which incidents in the book to focus on.

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 comments

The translation text was based on the topic of life at home. The text is divided into 40 phrases where only one mark is given to each phrase i.e., the entire translated phrase should be correct to achieve the full one mark. The text is marked out of 40. 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 'sparrows' is mentioned twice, so if the candidate has been penalised for it in the first instance then he would not be penalised again for it the second time.

Teachers should give students specific instructions about writing legibly. Even though Examiners are required to make a great effort to decipher every word that some candidates have written and to find all the pieces of an answer, candidates should never forget that it is their responsibility to write their answers legibly and clearly.

Comments on specific questions

Several candidates read the passage before translating it, which is very good and commendable. However, they ended up translating it the way they understood it rather than the way the text has been organised. This of course changed the text meaning and sentence format and sometimes the choice of vocabulary.

To achieve best results, candidates are encouraged to do one sentence or phrase at a time and also not to use their cultural expressions for describing people or things, e.g.

His wife told him to stop complaining was translated as: قالت زوجته أن يقف يتفلسف/ قالت زوجته أن يكف عن النق

Is there a leak? أيجاد خرما

Saying he could hear the sound of water يسمع خرير المياه / المياه تطيح

The opening phrase 'The old man was worried about a hole' was very simple but, many candidates struggled with the words 'old' which was translated as 'الشايب', the word 'worried' as 'خائف' and hole as 'بقعة' or 'حفرة'.

General spelling mistakes that did not affect candidates' grade but should be taken into consideration when practicing the different (maybe sounding similar) alphabets:

Correct	Incorrect
تسلق	تصلق
عجوز	عجز
قلقا	قالقا
السطوح	الصطوح
بحذر	بحزر
تتساقط	تتصاقت
منطقة	منتقة
يصعد	يصعض
بحرص	بحرس (which has a completely different meaning)

In the phrase "in the spring months" many candidates used their cultural and general background information to give the translation, i.e., في شهور النسيم. At this stage, candidates were not awarded a point as the answer is wrong because it is not the spring festival.

In the phrase "He searched for a ladder", many candidates translated the word 'ladder' to a 'مصعد' Lift. Here candidates were not awarded the point as there is a big difference in meaning.

Some candidates try to demonstrate their knowledge by using unrelated vocabulary. Unfortunately, this does not award them points as Examiners are testing the candidates on specific words and sentence structures, e.g., in the sentence 'but his wife said' some candidates translated the word 'said' into 'objected' 'اعترضت الزوجة' which might have been implied but not stated. Candidates need to stick to the actual meanings and not implied meanings.

The word 'Eventually' proved to be difficult for the candidates. Many have translated it as 'بعدها' or as 'لاحقا'. Both were considered as incorrect. Candidates who translated the word as 'بالنهاية' or 'في آخر المطاف' were awarded a point.

One of the simple words that many candidates struggled with was the word 'willing'. It was translated as 'volunteered' 'تطوع', or 'desires' 'يرغب'. Each of these have a different meaning than the required one.

The phrase 'top of the ladder' was translated by some candidates as 'في طرف السلم' and this was considered inaccurate as it is not the 'tip' of the ladder.

Some candidates tried to be imaginative by translating the phrase 'had been flying in to feed her babies' as 'had been flying away to get food for her babies'. It is advisable to read the text carefully and understand it in order to translate it competently.

The main aim of the last phrase was to check for the candidates' knowledge of the word 'disturbance'. Unfortunately, many used their own expression which practically might be right as in 'أن يناموا في سلام' i.e., 'sleep in peace', but, it does not give the required meaning of 'disturbance'.

Conclusion

Teachers need to continue to give repeated practice in logical development of a translated script, especially in the proper usage of conjunctions and adverbs which express logical relations between sentences and ideas conveyed. Words and phrases such as 'eventually', 'then', 'but', and 'although' should be mastered and used in a meaningful manner.

ARABIC

Paper 9680/52
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:

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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 comments

The translation text was based on the topic of life at home. The text is divided into 40 phrases where only one mark is given to each phrase i.e., the entire translated phrase should be correct to achieve the full one mark. The text is marked out of 40. 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 'sparrows' is mentioned twice, so if the candidate has been penalised for it in the first instance then he would not be penalised again for it the second time.

Teachers should give students specific instructions about writing legibly. Even though Examiners are required to make a great effort to decipher every word that some candidates have written and to find all the pieces of an answer, candidates should never forget that it is their responsibility to write their answers legibly and clearly.

Comments on specific questions

Several candidates read the passage before translating it, which is very good and commendable. However, they ended up translating it the way they understood it rather than the way the text has been organised. This of course changed the text meaning and sentence format and sometimes the choice of vocabulary.

To achieve best results, candidates are encouraged to do one sentence or phrase at a time and also not to use their cultural expressions for describing people or things, e.g.

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