

# ARABIC

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**Paper 9680/21**  
**Reading and Writing**

## Key messages

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

- Understand the requirements of the questions, and specifically respond to what is being asked, especially in the summary question.
- Expand their range of vocabulary by reading more widely and learning more synonyms.
- Practise use of the correct verb forms, in particular the jussive and the accusative.
- Improve on the use of prepositions.
- Pay more attention to ensuring the correct verb conjugation is used.
- Practise adjectival agreement.
- Pay more attention to the difference between “كان” and its sisters and “إن” and its sisters, and their effect on the nominative sentence.
- Improve on the use of the medial and final hamzas.
- Pay more attention to the dual and the use of the regular masculine plural.

## General comments

Overall, the standard of answers was good and there were some interesting opinions expressed. However, 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**

Most candidates were able to answer the majority of this question. Some candidates found it difficult to answer parts **1d** and **1e**.

### **Question 2**

**Question 2a** was the most challenging in this section, and **2b** was the most accurately answered.

### **Question 3**

In general, many candidates answered this question well. Weaker candidates struggled to correctly read the vowel marks in **Question 3d**, thereby confusing between object and subject, which impacted their answer. **Question 3c** posed some difficulty for some candidates.

### **Question 4**

The performance of the candidates was generally very good.

### **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.

- (a) Most summaries contained at least 6 summary points answering the prompt. Candidates who wrote an article instead of a summary did not score high marks.
- (b) Most candidates answered this question and wrote some very interesting ideas. Some candidates misunderstood the requirements of the question by writing instead about what the school did for them. Candidates are reminded to carefully read the question.

# ARABIC

**Paper 9680/22**  
**Reading and Writing**

## Key messages

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

- Understand the requirements of the questions, and specifically respond to what is being asked, especially in the summary question.
- Expand their range of vocabulary by reading more widely and learning more synonyms.
- Practise use of the correct verb forms, in particular the jussive and the accusative.
- Improve on the use of prepositions.
- Pay more attention to ensuring the correct verb conjugation is used.
- Practise adjectival agreement.
- Pay more attention to the difference between “كان” and its sisters and “إن” and its sisters, and their effect on the nominative sentence.
- Improve on the use of the medial and final hamzas.
- Pay more attention to the dual and the use of the regular masculine plural.

## General comments

Overall, the standard of answers was good and there were some interesting opinions expressed. However, 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**

Some candidates struggled to find suitable antonyms for the underlined words.

### **Question 2**

The answers were variable; some candidates answered and others did not attempt to manipulate the grammatical structures. The majority were not successful in answering this question, in particular parts **a**, **c** and **e**.

### **Question 3**

Many candidates answered correctly most parts of the question.

### **Question 4**

The answers were variable, with weaker candidates encountering difficulty in answering parts **c** and **d**. As for parts **e** and **f**, most only responded to one aspect of the question asked and were unable to identify the remaining requirements of the question. Part **b** was the most accurately answered.

### **Question 5**

- (a) There were some good answers to this question. Strong candidates managed to select the relevant ideas from both texts and summarise these ideas in a well-structured manner. However, weaker

candidates copied out large sections of the text without paying attention to the requirements of the question thus impacting their total mark for this question.

- (b)** Many candidates answered this question and shared some interesting ideas. The weakest candidates left it blank and attempted no answer.

# ARABIC

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<p><b>Paper 9680/31</b> <b>Essay</b></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 their opinion on how families can build a perfect society. **Question 2** answers which scored very well, focused on arguments on how people are moving now from cities to countryside. High performing responses for **Question 3** presented the candidate's on the role of wealth and health in gaining real happiness. Strong answers to **Question 4** were characterised by being able to discuss the necessity of travel in current days. **Question 5** responses which scored well, presented the role of feasts in cultural life of societies.

## **Comments on specific questions**

### **Question 1**

This question was popular, and answered by many candidates. Candidates discussed the role of the family in society drawing upon their own experiences.

### **Question 2**

This topic was also popular. Candidates discussed the reasons of moving from cities to countryside and gave specific examples.

### **Question 3**

This question was not chosen by as many candidates. Some candidates produced strong essays and they were able to argue well on the topic of happiness and wealth.

### **Question 4**

This topic was chosen by a number of candidates. They talked about the importance of travelling nowadays.

### **Question 5**

This topic was the least popular. The candidates who attempted this topic produced excellent essays on how celebratory holidays enhance the cultural life of our society.

# ARABIC

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**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 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 their opinions with examples on how family circumstances affect the happiness of families. **Question 2** answers, which scored very well, gave strong arguments to support their views on this statement 'Countryside is the best place to live in these days'. High performing responses for **Question 3** presented the candidate's opinion on animal rights. Strong answers to **Question 4** were characterised by being able to give at least three factors on how to improve the relationship between tourists and citizens. **Question 5** responses which scored well, presented the candidates arguments on this statement 'Art centres have an important role to build a perfect society'.

## **Comments on Specific Questions**

### **Question 1**

This question was very popular, and answered by many candidates. Candidates discussed and gave examples of how family circumstances affect the happiness of families.

### **Question 2**

This topic was also chosen by a number of candidates. They discussed the importance of living in the countryside. Some candidates compared countryside and cities, without giving their opinions.

### **Question 3**

This question was less popular. Some candidates only discussed the importance of animals.

### **Question 4**

This topic was also popular. Candidates talked about different ways to improve the relationship between citizens and tourists. However, some candidates discussed the importance of tourism only.

### **Question 5**

This topic was not chosen by many candidates. The candidates who attempted this topic produced excellent essays when they discussed the importance of art centres in societies.

# 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. 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. Very few candidates answered the three questions from the same section or from the same question e.g. 5a and 5b.

Candidates should be reminded that the answers should 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 very low grades.

Some candidates did remarkably well as the Arabic Language used in answering the questions was appropriate, and the responses seemed well-structured.

Most candidates did well in **Section 2** rather than **Section 1** as they were able to summarize and criticize the events related to the question asked.

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

There was a prevalence of biographical details about the poets in the answers given rather than quoting and explaining the poems. It is very hard to credit this information as the task is mostly about the poems and not the poet.

## Comments on specific questions

### **Section 1**

#### **Question 1**

*Al-Jami' fi Tarikh al-Adab al-'Arabi: al-Adab al-Qadim: al-'Asr al-Jahili, الأديب القديم، الأديب العربي، تاريخ الأديب العربي، القديم، الأدب القديم*

- (a) Candidates who answered this question showed a reasonable understanding of the three verses quoted. Candidates had to write about the poet's ideas and feelings in detail. Some explained the ideas very briefly without expanding on the incidents and imagery quoted. Candidates should be encouraged to elaborate on the ideas and imagery in the poems.
- (b) Many candidates attempted to answer this question. Candidates explained the method and theme of the poetic genre that was prevailing at the time. Candidates explained how the cultural background of the "Jahiliyah الجاهلية" affected their literary works especially their poems. Candidates

needed to cite and explain some of the related poems in order to achieve a higher grade. (This is clear in the question, i.e., explain by referring to some poems that have been studied).

### Question 2

**Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-Awwal, Dr Shawqi Dhayf, العصر العباسي الأول، تاريخ الأدب العربي،**

- (a) The selection of the poems is one of the keys to help candidates construct a holistic response to interpret the poet's ideas and feelings. However, some candidates found it difficult to construct a clear response to the ideas reflected in the verses given. The answers were brief and not backed by the full explanation and interpretation of the ideas reflected in the poems.
- (b) This question is a subjective one where the candidates had to write about the most prominent manifestation of social life in the age of the Poet. Some responses included a full biography of the poet without referring or explaining some of the poems which related to the poet's life and social era.

### Question 3

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

- (a) Many candidates answered this question. It required the candidates to write extensively about the poet's personal feelings as demonstrated in his poems. Candidates had to clarify the reasons behind the poet's feelings of sadness and self-pity. There were insightful, thoughtful and sometimes perceptive responses to the two poems, and all levels of ability were able to access these at their own level.
- (b) Candidates who answered this question generally did better than those who answered **Question 3a** as they felt free and not confined by given verses of the poems. Most candidates wrote a detailed biography of the poet's life and its effect on the theme depicted in his poems. A number of candidates focused on the social and political issues that were reflected in his poems. These responses generated the higher marks for the candidates.

### Section 2

#### Question 4

**Shahrazad, Tawfiq Al-Hakim, شهريزاد**

- (a) *Sulayman Al-Hakim* is a play which most candidates seemed to be familiar with as it was produced as a film. Overwhelmingly, candidates showed a grasp of the characters and the plot of the play, they were able to construct a response about the relationship between each of the characters.
- (b) Candidates engaged actively and thoughtfully with the quotation given at the beginning of the question. They produced detailed and insightful responses which demonstrated, in most cases, a confident grasp of the two lead characters "شهريزاد" and "شهريار" and of the plot related to the two characters. The candidates had to write about the dilemma of "شهريار" and about the shrewdness of "شهريزاد".

#### Question 5

**Al-'Abarat, Lutfi Al-Manfalutti العبرات**

- (a) Most candidates attempted this question showing the full understanding of the intention of the short story of "العقاب". i.e., the hardest thing in this life is injustice and not hearing the defendant's complaint. Candidates were able to relate the events of the short story to the moral orientation, leadership and to the value of existence at that time.
- (b) Candidates generally fared well in retelling the story "الجزاء" and in giving their own opinion of the events that happened.



**Question 6**

***Al-Ayyam, Taha Hussein*** الأيام

- (a) Candidates across the ability range were largely able to demonstrate an awareness of the writer's life behind the book "Al-Ayyam". The presence of the quotation at the beginning gave the candidates something concrete to build their response on. Candidates made comments on the educational (especially learning and memorizing the Qura'an) and social incidents that the boy has gone through and how it is a reflection of the writer's life in reality.
- (b) It was promising to see that many candidates were able to go beyond the book itself and make connections to the writer, "Taha Hussein's" life. A good number of candidates wrote about the writer's sufferings because of his inability to see things and because of the cultural unawareness at the time.



needed to cite and explain some of the related poems in order to achieve a higher grade. (This is clear in the question, i.e., explain by referring to some poems that have been studied).

### Question 2

**Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-Awwal, Dr Shawqi Dhayf, العصر العباسي الأول، تاريخ الأدب العربي،**

- (a) The selection of the poems is one of the keys to help candidates construct a holistic response to interpret the poet's ideas and feelings. However, some candidates found it difficult to construct a clear response to the ideas reflected in the verses given. The answers were brief and not backed by the full explanation and interpretation of the ideas reflected in the poems.
- (b) This question is a subjective one where the candidates had to write about the most prominent manifestation of social life in the age of the Poet. Some responses included a full biography of the poet without referring or explaining some of the poems which related to the poet's life and social era.

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- (b) Candidates who answered this question generally did better than those who answered **Question 3a** as they felt free and not confined by given verses of the poems. Most candidates wrote a detailed biography of the poet's life and its effect on the theme depicted in his poems. A number of candidates focused on the social and political issues that were reflected in his poems. These responses generated the higher marks for the candidates.

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- (b) It was promising to see that many candidates were able to go beyond the book itself and make connections to the writer, "Taha Hussein's" life. A good number of candidates wrote about the writer's sufferings because of his inability to see things and because of the cultural unawareness at the time.

# ARABIC

**Paper 9680/51**  
**Prose**

## Key messages

The exam results reflected the work that teachers have put into teaching the strategies of translation. The results conveyed the idea that a good translation mainly needs to carry the meaning and the tone of the original text, this is reflected clearly in the work of some candidates. Having said this, 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 music. 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.

Candidates would be granted a point if the whole phrase is translated properly with all the words concerned. Candidates will not be penalized for the same word mistake e.g., the word 'Music' is mentioned a few times, it translates to موسيقى and not أغاني so if the candidate has been penalized for it in the first instance, then he would not be penalised again for it the second time.

It is advised that teachers give candidates specific instructions about writing legibly i.e. good handwriting and spelling as sometimes spelling impedes the clarity of the meaning of the word. Even though Examiners are required to make a great effort to decipher every word that some candidates have written, candidates should never forget that it is their responsibility to write their answers legibly and clearly.

## Comments on specific questions

To achieve best results, candidates are encouraged to do one sentence or phrase at a time and also not to use their cultural/slang terminology for describing people or things (as this can be considered inappropriate register), e.g.

And **makes** us both laugh and **cry**  
The experience of live performance  
Will composers and musicians disappear  
From earliest times  
It is part of human nature

خلتنا نضحك ونحيط  
تجربة الغناء قدامنا  
هل كاتب الغناء والموسيقى يضيعون  
من أقرب الأوقات  
هي موجودة في طبيعتنا



Some phrases that are considered to be incorrect either for spelling or choice of the inappropriate word:

Correct	Incorrect	English Phrase
مباشرة هل نحن في خطر فقدان الأداء الحي الوفيات أصواتنا خسارة/ ضياع/ فقدان هل سيختفي	تصل القلب مستقيمة هل يحذف الناس العرض المباشر/ مسرحيات الأتراح والأعزبية أسواتنا حذف من حياتنا هل سيوجد الكاتب أم لا	It goes straight to the heart are we in danger of losing Life Performance Deaths Our voices We are in danger of losing Will composers disappear

- Candidates need to translate phrases properly as it reflects the meaning of the text e.g., In the phrase 'but highly likely' many candidates translated the phrase as "وعلى ارتفاع مفضل" which is not meaningful at all.
- In the phrase 'straight to the heart', many candidates translated the word 'straight' as a 'مستقيمة'. Marks were not awarded for this, as there is a significant difference in meaning.
- The word 'download' proved to be difficult for the candidates. Many have translated it as "داون لود" or as "ايجادها". Both were considered as incorrect.
- The phrase 'After all, music is in our souls' was translated by some candidates as 'وخالصة القول، الموسيقى في أنفسنا' and this was considered inaccurate.

## Conclusion

Teachers are encouraged to practice with their candidates the translation of different textual genres that includes proper and meaningful translation and use of conjunctions and adverbs. Words and phrases such as 'also', 'then', 'From the earliest times', 'often', and 'even' should be mastered and used in a communicative manner according to the text to be translated.

# ARABIC

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

## Key messages

The exam results reflected the work that teachers have put into teaching the strategies of translation. The results conveyed the idea that a good translation mainly needs to carry the meaning and the tone of the original text, this is reflected clearly in the work of some candidates. Having said this, 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 music. 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.

Candidates would be granted a point if the whole phrase is translated properly with all the words concerned. Candidates will not be penalized for the same word mistake e.g., the word 'Music' is mentioned a few times, it translates to موسيقى and not أغاني so if the candidate has been penalized for it in the first instance, then he would not be penalised again for it the second time.

It is advised that teachers give candidates specific instructions about writing legibly i.e. good handwriting and spelling as sometimes spelling impedes the clarity of the meaning of the word. Even though Examiners are required to make a great effort to decipher every word that some candidates have written, candidates should never forget that it is their responsibility to write their answers legibly and clearly.

## Comments on specific questions

To achieve best results, candidates are encouraged to do one sentence or phrase at a time and also not to use their cultural/slang terminology for describing people or things (as this can be considered inappropriate register), e.g.

And **makes** us both laugh and **cry**  
The experience of live performance  
Will composers and musicians disappear  
From earliest times  
It is part of human nature

خلتنا نضحك ونحيط  
تجربة الغناء قدامنا  
هل كاتب الغناء والموسيقى يضيعون  
من أقرب الأوقات  
هي موجودة في طبيعتنا

Some phrases that are considered to be incorrect either for spelling or choice of the inappropriate word:

Correct	Incorrect	English Phrase
مباشرة هل نحن في خطر فقدان الأداء الحي الوفيات أصواتنا خسارة/ ضياع/ فقدان هل سيختفي	تصل القلب مستقيمة هل يحذف الناس العرض المباشر/ مسرحيات الأتراح والأعزبية أسواتنا حذف من حياتنا هل سيوجد الكاتب أم لا	It goes straight to the heart are we in danger of losing Life Performance Deaths Our voices We are in danger of losing Will composers disappear

- Candidates need to translate phrases properly as it reflects the meaning of the text e.g., In the phrase 'but highly likely' many candidates translated the phrase as "وعلى ارتفاع مفضل" which is not meaningful at all.
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- The word 'download' proved to be difficult for the candidates. Many have translated it as "داون لود" or as "ايجادها". Both were considered as incorrect.
- The phrase 'After all, music is in our souls' was translated by some candidates as 'وخالصة القول، الموسيقى في أنفسنا' and this was considered inaccurate.

## Conclusion

Teachers are encouraged to practice with their candidates the translation of different textual genres that includes proper and meaningful translation and use of conjunctions and adverbs. Words and phrases such as 'also', 'then', 'From the earliest times', 'often', and 'even' should be mastered and used in a communicative manner according to the text to be translated.