

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;
- practise use of all types of pronouns;
- learn correct conjugation of verbs;
- practise use of correct cases of the verb, particularly with the accusative particles;
- practise the agreement of adjectives;
- select *relevant* information when responding to comprehension questions and the summary.

General Comments

Overall, the standard of answers was good and it was clear that candidates were well prepared for this examination. There were some very interesting opinions expressed in **Question 5 (b)**.

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

The majority of candidates managed to provide correct synonyms in this question.

Question 2

Most candidates performed well in this question, however **(a)** and **(b)** proved to be more challenging for some candidates. In **(b)** some candidates omitted the letter waw in **يعود**, overlooking the fact that the verb conjugation needed to match the future tense negation particle.

Question 3

Many candidates answered this question well. In **(c)** candidates were required to identify in paragraph 4 four traditional features of a well-educated person. Many candidates provided only three features.

Question 4

There were some very good responses to this question. Many candidates managed to identify the correct information from the passage. Although in **(d)** many candidates only provided one function of the communications programmes.

Question 5

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

- (a) A number of candidates did not manage to mention 10 ideas about the influence of technology on people's lives. Candidates are reminded to adhere to the word limit and to avoid generalisations which are usually too vague to score marks.
- (b) There were a number of interesting responses to this question and many candidates described the influence of technology on their daily lives and how much they depended on it.

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 antonyms
- practice use of all types of pronouns
- learn correct conjugation of verbs ,especially irregular forms
- practise use of correct cases of the verb, particularly the accusative
- practise the agreement of adjectives
- practise selecting *relevant* information from *both* articles to write a summary

General comments

Overall candidates appeared to be well-versed in the expectations of this exam. More confident candidates were able to answer questions in their own words with sound grammar and spelling. Weaker candidates either struggled to understand the texts or to express ideas in their own words.

Comments on specific questions

Question 1

Candidates were asked to look for antonyms of the stated vocabulary. The correct answers were as follows:

- أ . كل
ب . يقل، يصغر، يضمحل، يتفرد .
ت . السهلة، البسيطة، المرنة .
ث . سوء .
ج . قبيحا، بشعا .

Many candidates misunderstood the question, writing synonyms instead of providing antonyms. Some incorrect answers were as follows:

- أ . قسما، جزءا، اختراعا، قطعة، شكلا .
ب . يزداد، تزداد، يتقوى، يزيد .
ت . المتدفقة، فائقة، مهمة، متفرقة، المتحرك، غير المعقدة، ثانوية .
ث . خير، لطيف، جمال .
ج . مهما، اختراعا جديدا، اهمية، مقبولا، فرعيا، طبيعيا، ممتعا، جيلا .

Question 2

Candidates were asked to rewrite sentences using the words stated in brackets. The correct answers were as follows:

- أ . انتشر الفن على طول المساحة الجغرافية الإسلامية .
ب . لن تكون النافورات مجرد بذخ .
ت . إنها وجه من فلسفة الحضارة الإسلامية .
ث . هذا الأسلوب هو منهج إسلامي .
ج . يحمل صحن النافورة مئة أسدٍ .

Almost all candidates answered (ب) and (ج) incorrectly therefore teachers should be reminded to focus on use of the accusative and of numbers. Some incorrect answers were as follows:

انتشرت الفن . أ
لن تكن، لن كان . ب
انها وجه، انها وجهة . ت
منهج اسلامية . ث
منة اسداً، منة اسداً، منة اسود، منة اسدة . ج

Question 3

The majority of candidates have answered this question well.

Question 4

The majority of candidates have answered questions (أ), (ب), (ت) and (ث) well. Many candidates were unable to answer question (ج) fully. In some instances, candidates copied sections of the text instead of writing in their own words.

Question 5

Candidates made a good attempt at this question. They must be reminded to summarise both articles rather than heavily relying on the first article alone.

ARABIC

Paper 9680/31

Essay

Key Messages

Essays written for this paper need to be accurate in terms of language used, with ideas well organised and coherent. Arguments need to be supported with examples when necessary. In some Centres, it was observed that a number of candidates wrote very similar introductions which seemed to have been prepared before the exam. It is highly recommended for teachers to advise their 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 compose 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 relevant examples about the duties of students towards their schools and families. Strong answers to **Question 2** were characterised by focussing on how familial problems can result in an increase of crime. Some students provided personal examples in this instance. **Question 3** responses which scored well delved into examples where athletes have exceeded expectations in the fields of work and study. High performing responses for **question 4** were characterised by being able to debate that job seekers do not need to solely depend on their academic qualifications to attain a job. The best **Question 5** responses considered different opinions on animal experimentation and analysed the reasons behind each stance.

Comments on Specific Questions

Question 1

This question was popular, and answered by many candidates. Candidates discussed and gave examples of how students can strike a balance between their studies and their family commitments.

Question 2

This topic was less popular. Candidates discussed how domestic family issues can affect the increase of crime in society.

Question 3

This question was the most popular among candidates. A large number of the responses were high in calibre. Most of the essays began with the importance of the sports in general. They then gave examples of how practising sports can improve one's performance academically as well as in the workplace.

Question 4

This essay choice was attempted by a number of candidates. Within some centres, candidates shared the opinion of how knowing someone can at times trump their lack of academic qualifications. Candidates expressed their opinion clearly.

Question 5

This essay prompt was the least popular, answered by very few candidates.

ARABIC

Paper 9680/32

Essay

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Question 5

This essay prompt was the least popular, answered by very few candidates.

ARABIC

Paper 9680/41
Texts

Key Messages

- 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. A number of 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.
- 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. They showed a firm grasp of the texts and of the poet's/writer's ideas. The best responses show strong commitment to dealing precisely with the terms of the question by using examples/quotations and offering relevant analysis. At the very top end, analysis was in-depth and characterised by personal interpretations.

Most candidates performed better in **Section 2** than **Section 1**. This might be due to the fact that **Section 1** requires quotation from and detailed explanation of poems. Teachers are reminded of the need to devote adequate time and resources to the teaching and analysis of poetry.

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 answering this question did not manage to write about the concepts asked about in the question i.e., الشكوى واللوم والعتاب. Candidates were expected to explain these concepts by using the verses given, however many did not do so. Candidates did do well however in demonstrating their understanding of the poet's life.
- (b) This question proved to be the most attractive, drawing in a large number of candidates. Those who clearly addressed the question in its entirety scored highly. Candidates who answered without quoting any verses from the poet mentioned scored in a lower band. Candidates should always quote and explain some of the verses to access higher band of marks.

Question 2:

Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-Awwal, Dr Shawqi Dhayf, تاريخ الأدب العربي

- (a) Many strong candidates expanded on the poet's life as indicated in the verses of the poem. Close attention was given to the different imagery and language used in the poem. High scoring responses explained in detail the vocabulary and imagery used in the verses to clarify their ideas about the life of Abu Nuwas, the poet.
- (b) There were many well-prepared responses to this question. Some candidates concentrated more on writing about the life of the poet and did not explain or illustrate any of the verses related to their ideas. Candidates are encouraged to quote and explain as many verses as they can to achieve the higher band.

Question 3:

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

- (a) This was an overwhelmingly popular choice, though not always executed as well as it could be. Many answers featured a simple paraphrase of the verses given or many wrote in detail about the life of the poet tested without referring to and explaining the verses clearly. Candidates could have written about the poet's optimism and his rebellion against customs and 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 some of the poetry written.

Section 2

Question 4:

Sulayman Al-Hakim, Tawfiq Al-Hakim سليمان الحكيم

- (a) This question proved to be very popular. Almost all candidates were able to identify the characters' importance and the effect of their power. The conflict between Suleiman's wisdom and his power was illustrated effectively with the actions and decision he had made. Most candidates did well in depicting this tension.
- (b) Many candidates answered this question. 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.

Question 5:

Kanat Sa'ba wa Maghrura, Ihsan 'Abd al-Quddus كانت صعبة ومغرورة

- (a) Candidates had to write about woman's power to alter and influence men's decisions as well as their way of life. Most candidates who answered this question were able to give a summary of the two short stories but did not analyse the philosophy reflected in them.
- (b) Candidates should have illustrated the society's suffering by quoting and explaining events from at least **three** different short stories studied and not only one, which some candidates have done. A summary of the short stories is not enough. Candidates need to explain the philosophy and culture that is represented by the events.

Question 6:

***Shabab Imra'a, Amin Yusuf Ghurab* شباب امرأة**

- (a) There were very few answers to this question. Among those who did attempt it, there was not enough attention given to the quoted words in the question. This led to a rather general answer or a superficial retelling of the entire story.
- (b) Many candidates could have done more to discuss the myriad of emotions that were emoted by the different characters in the story. Candidates should have not only written about the main character Shafa'aat but also about the love, mercy, honesty, and sacrifice as embodied by the other characters -such as Salwa and her parents'. Many responses showed good understanding of the events of the story.

ARABIC

Paper 9680/42
Texts

Key Messages

- 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. A number of 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.
- 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. They showed a firm grasp of the texts and of the poet's/writer's ideas. The best responses show strong commitment to dealing precisely with the terms of the question by using examples/quotations and offering relevant analysis. At the very top end, analysis was in-depth and characterised by personal interpretations.

Most candidates performed better in **Section 2** than **Section 1**. This might be due to the fact that **Section 1** requires quotation from and detailed explanation of poems. Teachers are reminded of the need to devote adequate time and resources to the teaching and analysis of poetry.

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Comments on specific questions

Section 1

Question 1:

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ARABIC

Paper 9680/51

Prose

Key Messages

- 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 test consists of a short passage written in English that must be translated into Arabic. The assessment is scored on a 40 point scale and is based on how well the candidate has maintained the meaning of the original passage, as well as how accurately he/she has constructed the Arabic translation, paying close attention to grammar, vocabulary, and spelling. 1 mark is awarded for each word or phrase accurately translated. No half marks are awarded.

Specific comments

The content of this session's translation was about a shopping experience with which most candidates could associate with. Candidates were awarded marks for good answers where appropriate vocabulary and grammatical structures were used. As Arabic is a rich language with a wide vocabulary, equivalent words and phrases were accepted as long as the key meaning of the original was preserved and the word/phrase was an appropriate fit grammatically as well as logically.

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.

The opening sentence proved to be a challenging one in terms of grammatical structure, but most candidates scored well as the overall meaning was taken into consideration, e.g. for 'It was Saturday morning'

كان صباح سبت أو كان يوم السبت الصباح أو ذهبت زينب يوم السبت صباحا

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

- 'Local market' was not translated correctly. Some candidates wrote السوق التجاري which did not have the same meaning. It should have been السوق المحلي The word السوق alone was also not accepted. Many words have been misspelt, but a mark was given as long as the meaning of the translated word was correct e.g. the word for fruit is الفواكه but many had misspelt it as الفواكح.
- Different transcriptions for the name Mustafa, it was written as: مصطفى / مستفاء / مستفى instead of مصطفى.
- One of the words that candidates seemed to struggle with was the word 'Quality'. Some candidates wrote the word نوع which is wrong; it should be نوعية.

- The phrase 'to hide behind' seemed to confuse some candidates as they used the word (which was rejected):

ليختمني وراء where it should have been ليخفي / بيخفي

- The plural of the word watermelon. Some erroneous examples were: البطاطيخ أو البتاتايخ
- In the last sentence the word 'laugh' يضحك alone was not accepted but if the candidate wrote 'laughed out loudly' or 'burst out laughing' it was accepted. Eg:

انفجر في الضحك أو بدأ يضحك بشدة أو بدأ يضحك كثيرا

ARABIC

Paper 9680/52
Prose

Key Messages

- 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.
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