

# ARABIC

**Paper 3180/01  
Composition**

## **General guidelines**

Overall, this year has witnessed good performance from many candidates. There were some impressive responses especially in the translation sections.

Very few candidates provided irrelevant responses to the reading comprehension questions and translations.

The excellent performances reflected how schools and centres trained candidates to manage vocabulary, different phrases and good sentence structure to produce accurate translation. Also, it was noticed that some candidates displayed good awareness of the rules of punctuation, spelling and correct use of tenses, while adhering to legible handwriting.

## **Comments on specific questions**

### **Section A**

#### **Question 1 translate into English**

The text included varied assessment objectives, and various sentences tested different abilities.

#### ***The following points have been observed:***

- The incorrect spelling of the river 'Nile', as well as not using capital letters with words like *Egyptian* and *Egypt*.
- The following words were not attempted accurately by some candidates:  
*الزراعة، تربية المواشي، المعابد، وذكرت دراسة مصرية حديثة، مقدساً، المناسبات الخاصة والأعياد.*
- Many did have spelling errors in translating the words: *researchers, ancient, temples, status, pharaonic, crops, sacred or holy*.
- Some candidates used the present instead of the past tense in reference to the river – *it was from ancient times, they lived, they worked, farmers enjoyed, a recent Egyptian study mentioned, the farmer used to work, he was always*. Similarly, the past tense was used when the present tense was the right tense, for example, *some paintings tell the story..., and history books point out*.
- More training should be given to the use of the plurals in possessive structures, for example, *crop types, farmer's life, and temples' drawings*.
- Some candidates did not pay attention to whether the word in Arabic is singular or plural. For example, *Egyptians, fishes, study, farmer, farmers*.
- Very few candidates translated the river as 'him'.
- Candidates should be trained on recognising the specific use of certain words in Arabic language, and that these are not transferable to English. The most prominent examples are: *temples* cannot be churches or caves, *joyful* cannot be funny, and *holy* cannot be epic, *celebrations* cannot be Eid or birthdays.

## Question 2 translate into Arabic

Most candidates managed to produce a good translation of this passage.

Performance overall ranged from reasonable to very good. The main observation is that many responses had spelling as well as minor/major grammatical errors.

### The following observations have been noted:

- Several candidates did not pay attention to the connectors and adjectives; they simply ignored translating them or did not translate them correctly. For example, *enjoyable* in *enjoyable rides*, *its* in *its location*, *along* in *along the beautiful beach*, *there* in *my work there*, *for about* in *for about two months*, *therefore* in *therefore I can*.
- The use of appropriate tenses; for example, the sentence *I have a job* was translated as *I had a job*, *I welcome* as *I welcomed*, *inform them* as *informed them*.
- The phrases *more interesting* and *as many rides as I want* caused many candidates partial difficulty. Candidates should be trained on translating these complex structures.
- Very few candidates were successful in translating *rides*, an array of words were used and most of them were incorrect, such as, *مراكب، مركبات، جولات*.
- Many candidates translated *employees* as *guests*, *weather* as *climate*, and the *Atlantic Ocean* as the *Atlantis Sea*. Candidates should be trained on using different vocabulary which describes a specific topic in the right context.

## Section B

### Reading comprehension Questions 3 – 11

Nearly all candidates were able to answer all these questions confidently, which reflected their ability to comprehend the meaning of the questions.

Questions 3,4,5,8, and 9 were answered correctly by many candidates.

**These are the points that centres should train their candidates on:**

#### Question 6

Candidates should be trained on reading the question well. This question asked about things that will bring satisfaction to employees **inside** the office, this is a key word which candidates should recognise. Any answer that included things outside the office were not considered right. Also, those who wrote that flowers should be put on the windows, did not realise that the text said that the flowers should be put on the desks.

#### Question 7

As above, candidates who did not read the question well, did not realize that the question is asking about the psychological state of the employees.

#### Question 10 and 11

Some candidates had difficulty in understanding the difference between the cognitive demand in **Question 10** and **Question 11**, so they gave the same answer to both questions.

#### Question 13

There were mixed responses ranging from weak to excellent.

More practice is needed on understanding meaning from context. Centres could encourage their candidates to keep a vocabulary journal or carry out different activities where they are encouraged to use synonyms which could be another effective way to increase their vocabulary.

**Recommendations:**

- To encourage candidates to read more Arabic texts of different genres.
- To practise translation techniques: paragraphing, connectives and use of prepositions correctly.
- To keep a vocabulary journal.

# ARABIC

**Paper 3180/02**  
**Translation and Reading**  
**Comprehension**

## Key messages

In this paper candidates should:

- Expand their range of vocabulary by reading a rich variety of materials and learn more descriptive structures.
- Practice the use of همزة الوصل وهمزة القطع [**hamzat il-wasil wa il-qat'**].
- Learn correct conjugation of verbs, the use of هم with verbs in the present tense.
- Practise the use of verbs correctly, particularly the jussive and the subjunctive cases.
- Practise the use of الأفعال الخمسة [the five verbs].
- Application of the definite article with 'idafa phrases'.

## General comments

This year, the overall performance of the candidates was very good. Candidates would benefit from reading widely to help broaden their vocabulary and to consolidate some points of grammar. Several candidates showed good mastery of grammar points, while other candidates had difficulty in using the correct forms of the present and past tenses. Candidates should be reminded of the importance of writing clearly and legibly and of using correct spelling, paragraphing, and punctuation.

Regarding word count, many candidates adhered to it in the questions. There were cases though where candidates exceeded the word count by a slight margin, but a few others exceeded it extensively.

## Comments on specific questions

### **Section A – Letter, Report, Article**

- (a) **Write a letter to your cousin telling him how you help your grandfather every week.**

This was the most popular question in **Section A** and most candidates coped well with it. A small number of candidates wrote generally about helping their grandmother and not grandfather. In general, candidates should be reminded to read the question carefully before beginning to answer, and to ensure that they have answered the specific question asked. It was clearly obvious that some candidates used pre-learnt and memorized introductory forms of greeting and pleasantries.

- (b) **Write a report about the importance of cooperation among school students.**

This was the second most popular option. There was a mixed response to this question. Some did well, but others did not answer the question in the style required. Many candidates chose to write about the importance in general activities in general and not mentioning the importance of cooperation among school students.

**(c) Send an article to your school's website about the benefits of adding an extra day to the weekend.**

This topic was the least popular of the three questions. This option requires specific practice and the use of good grammar, structural sentences, and phrases. There were some good pieces where candidates were able to construct a fair piece of writing. However, some candidates struggled to produce a good piece of writing, using a good range of vocabulary.

Due to an issue with this question, a discussion took place at the examiners' meeting before marking began. The examiners considered the impact on candidates in the light of answers seen. Changes to the marking approach for this question were agreed to ensure that no candidates were disadvantaged by the issue.

Please note that due to an issue with question 1c, extra marks have been awarded to some candidates for this section to make sure that no candidates were disadvantaged.

**Section B – Essay**

**(a) Describe the shopping centre in your area.**

This was the third most popular choice; many candidates provided a clear description of the shopping centre and showed confidence in using the necessary vocabulary as well as a variety of appropriate structures. The quality of language used was good and variable. Some candidates even went too far in their description, using metaphoric description and imageries.

**(b) On your way to your city by train you fell asleep. When you woke up, you found yourself in a strange place. Write what happened next.**

This question was the most popular question, and it was attempted by a good number of candidates. Many candidates were very creative and imaginative in their writing to predict what may have happened. The overall average performance was good. Many candidates were able to address the question adequately, with good use of imagery and similes.

**(d) You went with your friends to your favourite restaurant; however, you found a notice on the door saying... Narrate what happened next.**

Although fewer candidates chose this option and it was the least attempted of the four, it resulted in some strong answers. Some candidates found it difficult to narrate enough about what happened next. However, some candidates deviated from the question which led to loss of marks.

**(d) Some teachers say students should be taught some manual skills such as sewing and carpentry in addition to the other subjects. Do you agree?**

This question was the second popular question, and it was attempted by a good number of candidates. The title and subject matter were within the experience of candidates, and many made good use of a wide range of vocabulary. There were opportunities to use descriptive language and to express opinions and preferences. However, some candidates should be reminded to pay attention to the rubric concerning word limits.

Some examples of spelling mistakes were:

Frequent mistakes	Correct form
مكافنا	مكافأة
استيقظ	أستيقظ
لاكن	لكن
ذلك	ذلك
مساعدتة	مساعدة
وقت	وقت

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Principal Examiner Report for Teachers

Frequent mistakes	Correct form
فقت	فقط
اضافتان	إضافة
انتكد	أتأكد
الآن	الآن
مهارات	مهارات
مرافك	مرافق
مرحق	مرهق
يقصر علا الدراسة	يؤثر على الدراسة