

# ARABIC

Paper 3180/01  
Composition

## Key messages

- Candidates should expand their range of vocabulary by reading a rich variety of materials.
- Candidates need to improve in using paragraphing effectively.
- Many candidates used punctuation marks correctly, but further improvement is needed in this area.
- Practice use of **كان وأخواتها** with the nominal sentence. **الجملة الإسمية**
- Learn correct conjugation of verbs, the use of **نحن** in the past tense.
- Practise use of correct cases of the verb, particularly the jussive and the subjunctive.
- Differentiate between the use of the hamza: **(والمد حمزة الوصل وحمزة القطع)**
- Candidates should adhere to the word limits specified.

## General comments

The overall performance of the candidates was good. This year a general improvement in candidates' style of writing was noted. Many candidates adhered to the word limits specified in the question paper. Some candidates exceeded the specified word limits: candidates should be reminded that going beyond this does not improve the quality of the work presented and may indeed increase the likelihood of errors occurring. It seemed that some candidates were over-reliant on material memorised in advance, which was not always relevant or used in an appropriate way. Candidates can improve their writing skills by expanding their range of reading materials to enrich their vocabulary and by receiving more practice in writing compositions.

## Comments on specific questions

### **Section A – Letter, Report, Dialogue or Speech**

**(a) Write a letter to your friend explaining the reasons for not attending his/her birthday party last week.**

This was the most popular question and most candidates coped well with it. It was noted that many candidates scored high marks. However, 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 memorised introductory forms of greeting and pleasantries. Teachers must be alerted to this, so that this matter does not repeat itself. This will allow candidates to show their creativity and help them write distinct topics.

**(b) Imagine you are giving a speech at the Youth Club. Write what you will say about the importance of keeping your city clean.**

This topic was the least popular and there was a mixed response to this question. Most candidates found this question very challenging, only a very few candidates responded to this question. However, candidates who responded to this question did well while others did not answer the question in the style required. Arabic language teachers should pay attention to these observations, follow up with candidates, and train them in the arts of writing. In particular, train them to write reports on different topics.

**(c) Write a dialogue that is taking place between you and the school's chess champion, in which you ask him his opinion about this hobby.**

This was the second most popular option of the three. This option requires specific practice and there were some good pieces where candidates were able to construct a realistic dialogue, formulating questions correctly and including a range of vocabulary. However, some candidates struggled to form questions and included very few details. Candidates should be encouraged to practice more role plays on various topics.

### Section B – Essay

**(a) Describe a museum you visited recently in your city.**

This was the third most popular choice; many candidates provided a clear description of the place. The narrative was frequently competently executed. However, some candidates dwelt at too great a length on the description of what they did before they visited the museum without describing the museum which led to loss of marks. The quality of the language used was variable, but many candidates showed confidence in the use of the necessary vocabulary as well as a variety of appropriate structures.

**(b) You found an old picture of a beautiful horse on your grandfather's desk. When you asked him about it, he said... Narrate what happened next.**

This option was the second most popular choice. Overall, some candidates performed well on this question, and they produced interesting narratives. However, there were some grammatical slips in candidates' responses. Candidates can improve their writing skills by receiving more practice in writing compositions and by expanding their range of reading materials to enrich their vocabulary and to consolidate points of grammar.

**(c) Describe the ceremony at your school in which you received the 'Best Actor' award.**

Although fewer candidates chose this option and it was the least done of the four, it resulted in some strong answers. Some candidates found it difficult to say enough about receiving the 'Best Actor' award. There were some occasional grammatical errors arising from attempts to use sophisticated structures.

**(d) Some say that doing a job that you like is more important than earning a lot of money. Do you agree?**

This question was the most 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 such as:

| Frequent mistakes | Correct form    |
|-------------------|-----------------|
| ملاذك             | ملاذك           |
| اكتب لكى          | أكتب لك         |
| لakan             | لأن             |
| ذالك              | ذلك             |
| ذهبتو             | ذهبت            |
| أتمنا             | أتمنى           |
| فقت               | فقط             |
| ايضا              | ايضاً           |
| حدور              | حضور            |
| الثن              | الآ             |
| إنشا الله         | إ شاء الله      |
| غرفت جدي          | غرفة جدي        |
| أرجوا أن تكون     | أرجو أن تكون    |
| السبب الثاني هو   | السبب الثاني هو |

Other grammatical mistakes

| Incorrect   | correct   |
|---|---|
| وجدت جدي جالس<br>أنا لست أتحدث<br>ي يريدون أن ينشروا الوعي<br>كان على الجميع أن يغادرون<br>قاموا بها العلماء<br>أشرقه الشمس<br>في يوم من الأيام<br>لم يقول لي<br>كان يعمل جدي تسعة ساعات في اليوم | وجدت جدي جالساً<br>أنا لا أتحدث<br>يريدون أن ينشروا الوعي<br>كان على الجميع أن يغادروا<br>قام بها العلماء<br>أشرق الشمس<br>في يوم من الأيام<br>لم يقول لي<br>كان يعمل جدي تسعة ساعات في اليوم |

**Recommendations:**

- Candidates should practise grammar especially the simple rules of: همزة المد والقطع و المد، كان وإن وأخواتها، المثنى والجمع التمييز بين: الكاف و القاف، السين و الزاي، الطاء و التاء.
- Candidates should practise different writing skills to widen their horizon and have more chance to find their best option.
- Candidates should be encouraged to read the questions in both Arabic and English, as they are sometimes more skilled in one language than the other, to eliminate their chance of misunderstanding the prompt.
- Candidates should be encouraged to plan their writing on the blank page, especially in **Section B**, where they are required to write more words than in **Section A**. They should learn how to balance writing the introduction, body and ending, using appropriate linking/connecting words or phrases, and sticking to the word count.
- Candidates should be encouraged to read different types of writing to improve their writing skills.



Also, 'around, before, near' instead of 'in front of'. The translation of 'judge's house, governor's residence' instead of 'king's castle'.

S6: Some ignored the importance of translating 'for them' and translated it to 'to find a solution' which changed the meaning.

S10: 'carry, transfer, pass' instead of 'convey'.

S13: Inaccurate verbs for تجوب such as, 'shocked, exclaimed, feared, confused'.

S15: Inappropriate terms of addressing royalty, such as, 'hey king, you king, Dear king'.

S18 and 19: The accurate grammatical structure of conditional 'if' phrases.

S22: Use of 'them' to refer to money.

S26: The verb أَعْجَبَ was incorrectly translated as 'confused, surprised, exclaimed'

S30: 'intelligence, confidence, attitude, stance' for 'wisdom'.

## Question 2 Translation from English to Arabic

The level of performance and accuracy in this question was less than **Question 1**.

### Examiners noticed the following:

Incorrect spelling of words such as,

موسيقى/ الأصوات/ الحركة/ الخطوة/ إضافة/ تدريجياً/ الصامدة/ مقارنة/ خاصة/ السينما.

S1: Inability of a good number of candidates to translate 'in the 1920s' correctly.

صانعي الأفلام in نون الجمع in the idafaa construct

S5: Use of أغاني بدلاً من موسيقى

S9: Many candidates used the present tense instead of the past, as in 'which matched'

S11: Incorrect use of singular feminine pronoun for 'films'

S14: Some skipped translating 'the main'

S17: Many did not translate the connector 'while' accurately.

S20, 31,32, 34,35,39 and 40: agreement of verb and subject was not maintained, for example

إضافة الأصوات غيرت/ تحسنت طرق التلوين/ عدد الأفلام زاد/ الأفلام كانت أو أصبحت.

S21 Incorrect translation of key words, such as, 'artists' translated as رسامون – ممثلون

S28: Very few translated 'colour photography' as طرق التلوين or 'colour methods' as بالتصوير الملون

## Section B: Reading Comprehension

The text was about the value of Reading. Candidates found it accessible and of interest and relevance. Candidates should be encouraged to write in their own words and avoid copying full sentences from the text and use correct spelling and clear handwriting.

### Examiners noticed the following:

Most candidates were able to answer **Questions 3, 4, 5, 7 and 8** correctly.

## Question 6

Some managed to only give only one of the 3 required answers and that is due to lack of understanding the key words in the question. As well as their inability to identify that the idea of learning many disciplines included three examples; knowledge of history, art and literature. They considered the three examples as the three ways of making a learned person a cultured one.

## Question 9

Many candidates only got one correct answer. This is due to two things, firstly, that they had to manipulate the language so that the answer can be correct, otherwise copying and pasting from the text will not provide the answer correct. Secondly, that they had to differentiate between the main idea 'reading enables one to relax' and the results of this. The second idea of 'increasing self-confidence' was only mentioned by few candidates.

### Question 10

Many candidates got only two marks as they tended to copy the last few phrases from the text without thinking that one of the ideas in the last phrases 'grab a book' is already in the stem of the question so cannot be accepted as an answer.

### Question 11

**Examiners noticed the following:**

Although many candidates responded well to this question and managed to write the correct meaning of three words, some tried to write the meaning of all 5 words but only got three correct. Very few could not write the correct meaning due to using dialect or because of serious spelling mistakes, such as:

معضم أو معدن  
الخطيئة أو المخطئة  
أساس أو فروع  
الجميل أو الصغير

أغلب- ترجو- المغلوطة: The most popular combination of words was: