

# 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 learning more antonyms.
- Pay more attention to 'إِنَّ' and its sisters, and their effect on the nominative sentence.  
مثال: إِنَّ لها تأثيرًا أسوأ، وليس 'إِنَّ لها تأثيرٌ أسوأ'.
- Pay more attention to the correct use of the dual.  
مثال: إِلَّا أَنْ الفتاتين تفاعلتا، وليس 'إِلَّا أَنْ الفتاتين تفاعلا'، أو 'إِلَّا أَنْ الفتاتين تفاعلتين' أو 'إِلَّا أَنْ الفتاتين تفاعلا'.
- Pay more attention to correct verb conjugation. The following are some examples from the candidate's responses:  
أمثلة: 'فبدأت الباحثون'، 'الثلوث تودّي إلى فقدان'، 'يؤثر التربة في الإنسان'.
- Practise use of the correct verb forms, in particular the jussive and the accusative.  
أمثلة:  
لم ير الباحثون، وليس 'لم يري الباحثون' أو 'لم يرون الباحثون'.  
يجب على الأفراد أن يضعوا، وليس 'يجب على الأفراد أن يضعون'.
- Pay attention to the conjugation of the 'Five Verbs'. The following are some examples from the candidate's responses:  
أمثلة: 'الذين يلوثوا'، 'وأن الناس يستغلوا'.
- Improve on the use of the medial and final hamzas.
- Understand the requirements of the questions, and specifically respond to what is being asked, especially in the summary question.

## General comments

Overall, the standard of answers was good. It was clear that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting ideas were expressed.

There was evidence that some candidates were copying out entire sentences, in some cases even a whole paragraph instead of writing in their own words. Candidates should be reminded to use their own forms of expression rather than copying out a sentence or even a paragraph from the text.

## Comments on specific questions:

### Question 1

The answers were variable; the majority of candidates answered successfully **parts (a), (b) and (c)**. Some candidates were not successful in answering **part (d)**.

## Question 2

**Question 2a** was the most challenging, and **2c** was the most accurately answered. Many candidates would do well to review the 'dual', 'إِنْ' and its sisters, and the jussive construction 'الجزم'.

## Question 3

Many candidates answered this question well. **Part (b)** and **(f)** were the most accurately answered. As for **part (d)** some candidates answered the second part of the question and did not answer the first part which is asking about the author's own opinion. 'ما رأي الكاتب؟'

**Part (a)** was more challenging for the majority of candidates. The question asked if **scientists** agree with the way people deal with the environment. Some candidates instead answered this question **expressing their own opinions** as in the following:

نعم، أوافق على ذلك

## Question 4

There were some very good responses to this question. Some candidates managed to select the right answers. Most candidates encountered difficulty in answering **parts (e)** and **(f)**. As for **(e)** the question was about the consequences of pollution at **non-environmental** (key word) levels. Some candidates focused on the consequences of pollution at both environmental and non-environmental levels thereby missing the point of the question. As for **part (f)**, this question asked what **individuals** (key word) can do to reduce pollution whereas some candidates focused on what farmers and governments could do.

## Question 5

- (a) Many candidates answered the question well and some interesting ideas were expressed. Some 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. For example, some did not focus on summarising the 'effects of pollution' from both texts and instead summarised the two texts more generally.
- (b) The question asked for the candidate's **own** opinion on what the environment would say if it could. The majority answered very well and with interesting ideas. Some did not attempt it at all, and others answered very briefly.

# ARABIC

---

<p><b>Paper 9680/32</b> <b>Essay</b></p>
--

## **Key messages**

- Essays should reflect the candidates' ability to express themselves clearly and accurately in the target language with good usage of grammar and vocabulary in order to argue the content as well as possible and support this argument with examples to prove their understanding.
- Teachers could encourage candidates to be creative and help them to demonstrate the ability to use the language well.

## **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: there are 16 marks for Content, and 24 marks for Quality of Language. Language instructors and centres are encouraged to aid candidates to practice the Arabic language by using online resources, printed books or even holding workshops to encourage candidates to practice Arabic Language skills.

## **Comments on specific questions**

### **Question 1**

This question was the most popular and candidates' answers showed good ability in arguing the topic and making their point of view clear. Most candidates gave good examples to support their argument. Weaker candidates tended to rely on memorisation.

### **Question 2**

This question was less popular. Most candidates only discussed the importance of healthy food, rather than discussing the question itself which was focussed on whether eating in public transport should be banned or allowed.

### **Question 3**

This question was about raising the age of retirement to 75 and what effect this decision would have on the economy. The vast majority of the candidates wrote about the importance of having a job, which was not the focus of the question, showing that candidates may need more practice on this topic. To score high marks it is important to answer the question which has been set.

### **Question 4**

This question was about the difference between virtual and face-to-face learning. Many candidates gave good detailed answers, but they focussed on the importance of technology rather than focussing on the question which asked them to compare virtual learning to face-to-face learning.

### **Question 5**

Many candidates misunderstood this question as they wrote in detail about the importance of keeping the environment safe and clean when the question was about increasing the taxes on using petrol to reduce the usage of it. Candidates should read the questions carefully and make sure they are focussing on the question before they attempt their answer.

# ARABIC

Paper 9680/42  
Texts

## General comments

This assessment tests the candidates' ability to answer questions on different literary texts and includes questions on poetry from three different periods, plays, novels, and short stories.

- Candidates are required to answer only three questions out of six (choosing either **(a)** or **(b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and then select another one from either section. It is important that all candidates are aware that each answer must be on a different set text e.g., if they choose **3(a)** they should not choose **3(b)** for their next answer.
- Candidates should be reminded that their answers should be between 500 – 600 words. Candidates might attempt to write the correct answer, but when they do not elaborate and write only briefly (100 – 300 words) they are unable to access the full range of marks.
- Although candidates are not strongly penalised for errors in grammar and spelling, frequent mistakes can obstruct the readability of the answer/text, so candidates should always be encouraged to ensure that sentences are as accurate as possible.
- Examiners commented that 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.
- Candidates should be reminded to thoroughly read the instructions on the front cover, then read the questions carefully. They should also be encouraged to plan their answer before starting to write.
- Most candidates did better in **Section 2** rather than **Section 1** as they were able to summarise and in most instances, offer some analysis of the events in the novel, short story or play.

## Comments on specific questions

### **Section 1**

#### **Question 1: Tarikh al-Adab al-'Arabi: al-'Asr al-'Al-Jahili, Dr Shawqi Dhayf**

تاريخ الأدب العربي: العصر الجاهلي، د. شوقي ضيف

- (a) The candidates who answered this question would have done better to further explain the imagery and ideas contained in the verses; most candidates did explain some of the expressions but, overall, did so very briefly without expanding on the incidents and imagery quoted. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the exact words from the verses to increase the number of words.
- (b) Many candidates attempted to respond to this question. Candidates wrote about the different topics, and some referred to the poet's work; however, some needed to better cite and explain some of the related poems in order to achieve a higher grade. (This is clear in the question, i.e., discuss by referring to some poems that have been studied).

#### **Question 2: Tarikh al-Adab al-'Arabi: al-'Asr al-Abbasi al- Thani, Dr Shawqi Dhayf**

تاريخ الأدب العربي: العصر العباسي الثاني، د. شوقي ضيف

- (a) The verses selected are supposed to help candidates construct a full response to interpret the poet's description of the Abbasi Princes. Candidates were required to show their understanding in (ii) as it asked for the name of the intended person. In addition, to achieve success, candidates had to explain the poetic images; it is clear that some candidates found this challenging.

Candidates should be encouraged construct a detailed answer rather than a brief one; they should ensure to give explanation and interpretation of the events reflected in the poems.

- (b) Some candidates answered this question with a certain degree of success; however, many wrote about the poet's life change from poverty to wealth in general without explaining this or even citing some of his poems.

**Question 3: Min al- Adab al- Nisa'ee al- Mu'aser: Al- Arabi wa al-Maghribi, Laila Al- Sabbagh**

من الأدب النسائي المعاصر: العربي و المغربي، ليلي الصبّاغ

- (a) Few candidates answered this question. The verses given were accessible and required the candidates to write extensively about the poet's feelings within these verses and clarify the reasons behind them.
- (b) Many candidates answered this question in which, to achieve the greatest success, they had to write about the poet's emotional reaction to everything which has happened in her life, and quote some of her verses.

**Section 2**

**Question 4: Ahl-ul- Kahf, Tawfiq Al-Hakim**

أهل الكهف، توفيق الحكيم

- (a) This question required candidates to explain the quotation and its importance in relation to what happened in the play. Most candidates demonstrated a good grasp of the main characters and of the plot of the play and were able to construct a response about the relationship between each of the characters concerned.
- (b) Some candidates produced detailed and insightful responses about the important theme of time concept in the play.

**Question 5: Al-Awasif, Gibran Khalil Gibran**

العواصف، جبران خليل جبران

- (a) Some candidates attempted this question showing a solid understanding of the short story and a number succeed in explaining its symbolic meaning, which is what was required to achieve the highest marks.
- (b) In this question, candidates had to discuss the concept of nature and humanity through some of the writer's short stories. Most candidates discussed two or three stories and showed full understanding of the writer's aims, while others cited only one short story and as such, were not able to access the full range of marks.

**Question 6: Al-Riwayah Al-Mustahilah Foosayfisa Dimashqiyah, Ghada Al-Samman**

الرواية المستحيلة: فسيفساء دمشقية، غادة السمان

- (a) Few candidates chose this question in which they were required to explain who Zain was, and what she had tried to prove. In order to achieve the highest marks, candidates had to write about some related events to support their answer.
- (b) Most candidates answered this question; due to it being quite open, candidates had the option of choosing from a variety of events in the novel. Candidates were required to discuss the statement that the characters in the novel reflected the reality of what Ghada Al Samman experienced in Damascus society and streets. Most candidates who chose this question achieved high grades.

# ARABIC

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

## Key messages

Translation is the interpretation of the text from one language into another. It not only requires a good level of proficiency in reading and writing in both languages, but also the ability to depict the intent of the original meaning of the passage. In order to do well in this paper, candidates are encouraged to do the following:

- Initially read the English text carefully and thoroughly to gain a clear understanding of the content and of the grammatical structure of the passage before starting the translation.
- Through the task ensure that all sentences are translated.
- Re-read their translation after completing the task to ensure that it is clear and comprehensible, with minimal errors of spelling and grammar and that it covers the entire text.
- Select equivalent terms or phrases in Arabic to stay true to the meaning of the original text. Marks are awarded not only for the translated words, but also for conveying the meaning accurately.

## General comments

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 mark. The text is marked out of 40. Marks are awarded for readability and for maintaining the meaning of the original text.

The translation passage was about a 'Gardening Project'. Candidates were granted a point if the whole phrase was translated properly with all the words concerned. They were not penalised twice for the same mistake.

Teachers should give candidates' specific instructions about writing legibly with a clear handwriting and an accurate spelling and remind candidates that it is their responsibility to write their answers clearly.

## Specific comments

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

Correct	Incorrect	English Phrase
قبل أربع سنوات	منذ أربع سنوات	Four years ago,
مدير المدرسة/ رئيس المعلمين	المعلم الرئيس	The head teacher of a primary school
العمل الجماعي / العمل في فريق	التعاون	and teamwork
بينما يستفيدون	حيث يستفيدون	while benefiting
المنتجات	الحاصل / المحصول	the produce
من خلال ممارستهم مهارة الجمع	الزيادة / الإضافة	by practicing their addition
مهارة الطرح	السلب	and subtraction skills
الأموال / النقود	المصارفي	The money

المجموعة/ التي جُمعت	المرفوعة	raised
وأدوات أخرى،/ وغيرها من المعدات	أجهزة أخرى	other equipment
تصميم / تخطيط	ترتيب / ترتيب	design

### Conclusion

The candidates' general performance was good. Candidates should be encouraged to use the correct conjunctions and prepositions as this might have an impact on their performance. Words and phrases such as 'when', 'while', and 'four years ago' should be practiced in different settings to be used according to the text translated.