

# ARABIC

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<p><b>Paper 3180/01</b> <b>Composition</b></p>
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## Key messages

- Candidates performed well in terms of content and a slight improvement was seen in the use of grammatical structures. However, there is still a need to improve some aspects of grammar, such as 'idafa', gender agreement, subject-verb agreement, the dual form and verb patterns and their conjugation in the present and in the past.
- In terms of the use of punctuation marks, there was a mixed picture. A good number of candidates applied them correctly and effectively whilst others hardly used them, except for the full stop.
- While able candidates used paragraphing effectively, a good number of candidates presented their topic without any paragraphing and with minimal linkage. It is recommended that candidates receive further guidance in this area.
- It was observed that, in some centres, candidates had been taught to use some prepared phrases in their letter writing (e.g. introductory and concluding greetings) and some prepared imagery and figurative speech for **Section B, Question A**. In most cases, the extensive use of prepared phrases had a negative impact on the creative aspect of the task itself. It is recommended that candidates keep introductory and concluding sentences as brief as possible and instead give more focus to the main task.

## General comments

- The questions in both **Section A** and **Section B** were very clear and appropriate to the syllabus and learning outcomes. Almost all students responded well to the tasks and their constituent parts, demonstrating good understanding of what was required, except for a few candidates who misunderstood the requirement of the task and offered mainly irrelevant details.
- Overall performance was very good, and in a good number of cases very impressive in terms content, choice of diction, use of grammatical structures, style and linkage.
- There was a significant improvement in the number of candidates who adhered to the set word limit.
- Several candidates attempted complex grammatical structures, sometimes successfully and at other times with minor grammatical errors. Those candidates were rewarded for their attempts. Therefore, it would be useful for teachers to extract examples from past papers for practice and help candidates fine tune their writing.
- On the whole, handwriting and presentation of responses was good.

## Comments on specific questions

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

- A** This topic was the most popular in this section and candidates generally performed well, using good descriptive phrases about the wedding and including appropriate contextual elements. The only observation here is that several candidates in some centres used extensive memorised introductory and concluding paragraphs of greetings. As mentioned above, this was normally at the expense of successful completion of the task itself, and should be avoided.
- B** This topic was the least popular. Performance was varied. Some candidates used appropriate vocabulary for the task and presented good solutions whilst others lacked the ability to state the reasons for the difficulties faced in learning Arabic.
- C** This was the second most popular question. Performance was good overall, and candidates appeared to enjoy writing on this topic. On the whole, they applied the use of dialogue accurately.

Performance would have been much better, however, if it was not for failures in the use of some grammatical structures. In addition, some candidates used lengthy introductory paragraphs before initiating the dialogue. Although it is good to see an introductory platform for the task, examiners recommend that this is kept brief.

### **Section B – Essay**

- A** This was the third most popular choice. Performance was good overall. Many candidates used appropriate vocabulary and imagery. Some other candidates struggled with the topic; they used simple grammatical structures and lacked paragraphing and linkage as well as offering few expressions of opinion about the visit to the zoo. In addition, in some centres, candidates wrote lengthy memorised phrases of imagery which distracted from the main task.
- B** This was the most popular question of all in this section, perhaps due to the context; the school environment. Overall performance was good, and it was interesting to observe some creative narration of the sequence of events. In many cases, conclusions ended with a positive moral message that stealing contravenes social values, that telling the truth is virtuous and that poverty is not to be condemned.
- C** This question was as popular as **Question A**. Candidates did well overall and presented a range of good ideas, but the main area of difficulty was the confusion between the use of the past and future tenses. Some candidates presented the task as if it happened in the past whilst others used a combination of the past and future tenses, leading to some ambiguity and confusion. Accordingly, examiners recommend more practice on the topic of future plans. Furthermore, there were one or two cases where candidates did not understand the requirements of the task and wrote instead about a holiday with their friend, describing various tourist sites they visited.
- D** This was the second most popular question. Many candidates did well in their presentation of the advantages and disadvantages of fast food, linking the issue to modern lifestyle and others advising how people should maintain a healthy diet and increase their sporting activities and exercise. In a few cases, candidates deviated from the main task by writing on their favourite food and what they eat rather than considering the advantages and disadvantages of fast food.

# ARABIC

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

## General comments

The overall performance of the candidates this year was good. They attempted all questions and the majority scored well. On the whole, good translation skills were displayed, as well as good knowledge of grammar and vocabulary.

## Comments on specific questions

### **Section A**

#### **Question 1 – Translate into English**

The standard of translation in this question was very good and many candidates achieved a high mark. Good syntax was often evident in the rendered translation. However, some candidates did not do so well in selecting items of sports vocabulary. They either translated them literally or omitted to translate them. Examples of incorrectly translated terms/words included:

- النوادي الرياضية (sports clubs)
- كمال الأجسام (body building)
- الكرة الطائرة (volleyball)
- الترفيهية (entertaining)
- الواجبات المنزلية (homework)

Candidates would also benefit from further study on the use of conjunctions such as 'while', 'usually' 'until', etc.

#### **Question 2 – Translate into Arabic**

The majority of candidates coped well with this translation and gained reasonable or good marks. Nonetheless, some candidates struggled with words such as 'difficulty', 'waving', 'desperately', 'lifted' and 'grateful'.

#### **Questions 3–13**

Almost all candidates were able to answer these questions successfully and confidently. A point to consider is that candidates need to answer all parts of the question where there are two or three elements to it. In

**Question 1**, some candidates offered 'بدلاً من...' instead of 'فضلاً عن تخفيض أسعار الكتب' which gives the opposite meaning, so no mark was awarded. Also, the answer to **Question 5** 'أحضر كتاباً وأقرأ والقهوة على حسابنا' was sometimes not answered fully, giving only 'أحضر كتاباً وأقرأ'. This also applied to **Question 10** 'وضع كتاباً.. وخذ آخر'.

In **Question 13**, some synonyms proved challenging, e.g. 'تعزيز'.