

# ARABIC

Paper 9680/02  
Reading and Writing

## Key messages

In order to do well in this paper, candidates should take care to understand the full demands of the question before attempting to answer.

In **Question 5**, candidates should avoid repetition of ideas.

## General comments

Overall, performance on this paper was good. It was clear that many teachers had worked hard in preparing their students for this examination and there was evidence of improvement in the standard of candidates' answers compared to last year.

In their responses to **Questions 3 and 4**, a few candidates copied out large portions of the text, which were not always selective enough to demonstrate sufficient comprehension. Candidates should be reminded that, as far as possible, they should use their own words in response to **Questions 3, 4 and 5**.

There were some issues with vocabulary and grammar, in particular the use of demonstrative pronouns, the agreement of adjectives and the use of the jussive case of the present tense. Encouraging candidates to read widely can help them to enrich their vocabulary and consolidate points of grammar.

Candidates would also benefit from further practice in writing summaries.

## Comments on specific questions

### **Section 1**

#### **Question 1**

Some candidates answered this question successfully.

Appropriate answers included the following:

- أ- حامية: شديدة، ساخنة، قوية، عنيفة، ملتهبة، محتدمة.
- ب- الحاد: القاسي، الشديد، القوي، الشرس.
- ت- السكينة: الهدوء، الطمأنينة، السلام.
- ث- الرتابة: الروتين، التكرار.
- ج- ملامح: خصائص، ميزات، علامات، مظاهر، سمات.

#### **Question 2**

This question was answered well by the majority of candidates, who re-wrote the five sentences in a grammatically correct form.

#### **Question 3**

Many candidates answered this question well, using their own words effectively to express their understanding of the reading passage.

Appropriate answers included the following:

أ- رؤية الكاتب لدور الأصدقاء والأقارب هي سلبية،  
الدليل الأول: ليسوا على استعداد لمنح الزائرين وقتاً كافياً لكي يعيشوا جو عطلة.  
الدليل الثاني: تكثر الدعوات، يعم الضجيج.

ب- الدليل: بعض النساء يرين في هذا التوتر أمراً حميداً.  
الشرح: حياة النساء كزوجات أو كعاملات تستمر طول السنة، فتشعر المرأة بالسعادة حين يقترب وقت العطلة السنوية، وليس القلق الذي تشعر به المرأة سوى قلق إيجابي لأنها تعرف أنها ستكون سعيدة وهي تقوم بشراء الهدايا وستكون سعيدة حين تخرج عن روتينها اليومي.

ت- يفضل الكاتب توزيع وقت عطلته بين مجاملات الأهل والأقارب لكي تشعر العائلة بأنها تمضي عطلة جميلة، والدليل: ويشمل التنسيق وقت الإجازة بين مجاملات الأهل والأقارب وبين الوقت الذي يتعين تخصيصه للعائلة كي تشعر بأنها تستمتع بوقت رائع.

ث- قدم النصيحة للأسرة أو لرب الأسرة، أو للزوجين، أو للوالدين، أو للأب، أو للعائلة. والنصيحة أن توفر الأسرة بعض النقود قبل الذهاب في عطلة طويلة، والسبب أن تتمكن العائلة من دفع إيجار المنزل وأقساط المدارس، وكذلك أن تتمكن من تأمين احتياجات الأسرة الكثيرة.

ج- يشعر الفرد بالملل قبل عطلته برأي الكاتب لأن حياته مقسومة إلى وقت العمل و وقت العطلة. ويرى الكاتب أنه يمكن تجنب ذلك الملل بعمل محطات لتجديد الحياة والبعد عن التكرار والروتين اليومي بإمضاء عطلة أسبوعية وبشكل مفيد ومعتدل لأنها يجب أن تكون نموذجاً مصغراً للعطلة الطويلة في الصيف.

## Section 2

### Question 4

There were some very good responses to this question. Many candidates succeeded in selecting appropriate ideas from the reading passage and incorporated them into their answers.

Appropriate answers included the following:

أ- العوامل التي تتحكم في التخطيط للعطلة حسب رأي الكاتب: رغبة الفرد، وظروفه، وإمكاناته المالية.

ب- المثقف العربي يتحين الوقت المناسب للقيام برحلة أو سفرة قصيرة إلى مدن لم يزرها أو مدن يعرفها جيداً.

ت- النشاطات الثلاثة التي ذكرها الكاتب والتي تدل على تصرف غير اعتيادي من قبل المثقف أثناء إجازته هي: يستيقظ مبكراً أكثر من أيامه العادية، ويمارس المطالعة أو القراءة، ويتناول وجبة الإفطار التي لا يتناولها عادة في أيامه العادية.

ث- إنه يقوم بزيارة مواضع لا يعرفها، ويستعمل القطار في انتقاله إلى مدينة جديدة، ويقوم باستكشاف المدينة، ويحرص على المشي مسافات طويلة.

ج- كانت العلاقة جيدة، أو طيبة، أو بناءة، أو وطيدة. مع ذكر الدليل من الفقرة الأخيرة.

### Question 5

There were many good answers to this question.

In **Question 5(a)**, the best candidates successfully selected relevant ideas from both reading passages and presented them in a well-structured summary.

In **Question 5(b)**, many candidates put forward interesting opinions about public holidays in their country.

For example:

إن العطلات الرسمية في بلاد كثيرة وكافية، هناك عطلة عيد الأضحى وعطلة عيد الفطر، وعطلة عيد الاستقلال وعطلة عيد الميلاد، وعطلة رأس السنة الميلادية وغيرها فيلادي يسكنها أقوام متعددة وفيها أديان متعددة ولكل دين عطلاته ولا أعتقد أننا بحاجة إلى مزيد من العطلات، فهي تكفي للسفر ولأخذ قسط من الراحة ولزيارة الأقارب والأصدقاء.

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**Paper 9680/03**

**Essay**

## **Key messages**

In order to do well in this paper, candidates need to ensure that they answer the specific question asked and that they understand the focus of the question before beginning to write their answers.

Candidates need to ensure that they expand their answers.

## **General comments**

This is an Essay paper in 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 Content and 24 marks for Quality of Language.

Overall, the performance of candidates was satisfactory. Some candidates produced very good responses.

The best candidates produced fluent and coherent essays and focused on the precise requirement of the question. They drew on their personal experiences to produce original essays.

Some responses lacked originality and depth in their essays, and were not always wholly relevant. In a few cases there seemed to be excessive reliance on memorised material, which wasn't always appropriate to the question.

## **Comments on specific questions**

### **Question 1**

The best answers were generally very well written, comparing the role of the family in the past and its role today. Many responses focused solely on the role of the family today and often included simple narration and no comparison to the role of the family in the past.

### **Question 2**

Responses to this question were generally adequate. Candidates needed to discuss how abiding by laws and regulations can enhance civilisation and to give examples from different aspects of life, e.g. traffic laws, building regulations, etc. Candidates could also have provided examples of what would happen to society if certain rules and regulations were violated.

### **Question 3**

Performance on this question was mixed. Many candidates wrote an essay on different types of sports but forgot to write about how practising sports can help to improve self-confidence, which was the focus of this topic. The best answers explained the importance of sport and how it can enhance self-confidence.

### **Question 4**

There were some excellent answers to this question. The best candidates discussed various solutions to the problem of unemployment. Some responses seemed to show excessive reliance on memorised material, which wasn't always relevant or appropriate to the question. Some candidates wrote about unemployment but forgot to mention any solutions.

### Question 5

There were some very good responses to this question. Candidates discussed how development of technology could lead to happiness and drew on their own experience to produce relevant examples to illustrate their points, such as the use of the Internet to communicate with family members and friends around the world. Some candidates needed to elaborate their answers and show their opinion as required by the question.

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Paper 9680/04

Texts

## Key messages

In order to do well in this paper, candidates need to ensure that they answer the specific question asked and that they understand the focus of the question before beginning to write their answers.

Candidates should be reminded that, in passage-based questions, the passage is a stimulus to be used as a springboard to give them a starting point for their answer.

Candidates need to ensure that they expand their answers.

## General comments

Overall, candidates' performance on this paper was good. The majority of candidates seemed focused in their approach to dealing with the questions and addressed the specific questions asked. A small number of candidates wrote too generally to merit the highest marks.

There was an improvement in candidates' approach to organising their answers and also in their language.

Last year it was noted that handwriting sometimes proved quite difficult to read, and this year an improvement was noted in this area.

Candidates should be reminded to write in **black or dark blue pen**; some wrote in other colours or in pencil which made answers difficult to read.

A number of candidates made good use of an essay plan before embarking on writing their essays, which helped them to identify the main points that they wanted to mention.

As last year, a number of candidates misread the question paper rubrics. Candidates should answer **three** questions in total (choosing **either (a) or (b)** in each case). They should 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. It is important that all candidates are aware of this. This year some candidates did not do as well on this paper as they should have done, either because they answered only one or two questions in total, or because they answered four questions, thereby not allowing themselves sufficient time to provide enough detail.

Candidates should be reminded that they should write between 500 and 600 words for **each** of their three answers. Some answers were too brief to show adequate understanding and this inevitably limited the mark awarded. A few 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 mistakes occurring.

## Comments on specific questions

### **Section 1**

#### **Question 1: *Bayt sayyi' al-sum'a*, Najīb Mahfūz**

- (a) This was a popular question. Many responses demonstrated good understanding of the plot and the characters involved. Some candidates limited themselves to just one point and this led to repetitive answers with little or no elaboration. A small number of candidates provided very short responses, as though they were tackling a reading comprehension question.

- (b) Generally, candidates succeeded in using the different stories they had studied to elaborate their answers and to show their understanding. Some candidates lost marks either because their sentence structure was so poor as to render parts of the answer unintelligible, or because they referred to only one story, e.g. بيت سيئ السمعة. Candidates needed to include events and examples from several of the stories that they had studied.

**Question 2:** *Dīwān Zuhair bin Abī Sulmā*, Ali Faour

- (a) Answers to this question were generally poor. This question required candidates to read the poetry verses given in the question paper and to explain them. The majority of candidates who chose this question wrote in general terms, simply presenting a list of events from the poet's life or incidents that affected his poetry, without adding explanations or addressing the specific question asked.
- (b) Candidates who attempted this question generally performed very well. As in **Question 1(b)**, some candidates lost marks because poor language hindered understanding of their answers. Some answers also showed a lack of organisation.

**Question 3:** *Umarā' al-shi'r al-'Abbāsī*, Anīs al-Maqdisī

- (a) Overall, answers to this question were generally unsatisfactory. Candidates were generally unable to explain or relate the verses to each other or to explain them clearly in relation to the poet's life and philosophy. Candidates needed to be able to analyse and explain the poems.
- (b) Candidates who answered this question generally wrote about the poet in general terms with little or no quotation from his poetry. The question required reference to some of his poetry in order to explain the poet's philosophy in life.

**Section 2**

**Question 4:** *Ahl al-Kahf, Tawfiq al-Hakim*

- (a) This was a popular question. The majority of candidates performed very well, demonstrating their ability to analyse the different events and principles reflected in the story.
- (b) It seemed that a number of candidates who opted for this question had not read it carefully before beginning to write. The question asked them to write about one particular character with reference to incidents and events in the story; many candidates instead wrote generally about the events that happened in the story.

**Question 5:** *al-'Abarāt*, Mustafā Lutfi al-Manfalūtī

- (a) This question proved popular and there were many good answers. The best candidates wrote in detail about the different characters and about the trial that had a great impact on the different people's lives, and showed clearly that the justice system was flawed. A few candidates wrote too briefly and in simple terms and needed to organise their answers more coherently.
- (b) This question was very popular. There was a mixed response: The best candidates were able to write about the different characters in the short stories; weaker responses generally demonstrated good knowledge of the stories but poor language hindered candidates' ability to relate the events coherently.

**Question 6:** *Du'ā al-Karawān*, Tāhā Hussein

- (a) This was another popular question and candidates generally tackled it well, demonstrating a good understanding of the events of the story. The content of some answers was rather limited and a number of candidates placed too much emphasis on the theme of 'revenge' without elaborating or explaining the social impact on people's beliefs in superstitions. Many forgot to write about the effect of illiteracy on people.

- (b) This question was generally not tackled well. Many candidates succeeded in explaining clearly how the struggle in the story was based on love and revenge but needed to show how men should feel guilty for their actions and thoughtless domination. A number of candidates wrote in general terms without addressing the specific question.

# ARABIC

Paper 9680/05

Prose

## Key messages

In order to do well in this paper, candidates should ensure that they read through the prose passage carefully before beginning to translate. When translating, candidates should bear in mind the context of the passage: it is not enough to translate individual words or short phrases from the text without regard for the context in which they are found in the question paper.

Candidates should try to allow themselves a little time at the end to read over what they have written to ensure that it makes sense and to check their spelling and grammar.

## General comments

In this paper, candidates are required to translate a short passage from English into Arabic.

Overall, performance on this paper was satisfactory.

Stronger candidates generally used appropriate vocabulary, correct and accurate grammatical structures and conveyed the correct meaning of the passage.

Weaker answers were characterised by spelling mistakes and serious grammatical errors, in particular a lack of control in using the present tense of the verb, in the conjugation of the verb generally, in gender agreements and in the use of adjectives. Practice in translation of a wide variety of texts on different topics would help candidates to feel more confident in using these grammatical structures.

The following is a list of common errors noted in candidates' answers, and are areas in which candidates would benefit from further practice.

- Candidates seemed unsure how to translate the word 'Christmas' and many provided a transliteration rather than the correct translation: عيد الميلاد
- A number of candidates were unable to provide correct translations of the words 'solar' and 'lunar'.
- Some candidates struggled to provide an acceptable translation of the phrase 'are observed'.
- The word 'cultures' was translated by many candidates as دول (countries/regions). A correct translation would have been ثقافات
- Some candidates translated 'might receive' as يستقبل . A correct translation would have been يأخذ – يتلقى – ينال