

# ARABIC

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Paper 9680/22

## Key messages

In order to do well in this paper, candidates should:

- Expand their range of vocabulary by reading more widely and learning more synonyms.
- Practise use of the correct verb forms, in particular the jussive and the accusative.
- Understand the requirements of the questions, and response specifically to what is being asked, especially in the summary question.
- Improve on the use of prepositions.
- Pay more attention to verb conjugation, especially with 'هَنَّ'.
- Practise adjectival agreement.
- Improve on the use of the medial and final hamzas.
- Understand the difference in writing between Hamza al-wasl and Hamza al-qat'.
- Learn and understand the correct use of Idafa – possessive construction.

## General comments

Overall, the standard of answers was good and there were some interesting opinions expressed. However, candidates should be reminded not to copy out sections of the text and, as far as possible; they should use their own words and phrases, particularly in response to **Question 3**, **Question 4** and **Question 5**.

## Comments on specific questions:

### Question 1

The majority of candidates answered this question. The strongest students successfully answered part (c).

### Question 2

The answers were variable; some candidates answered and others did not attempt to manipulate the grammatical structures. Some candidates were not successful in answering parts (b), (d) and (e).

### Question 3

The answers were variable, with weaker candidates encountering difficulty in answering part (b). As for part (c), many candidates only responded to one aspect of the question asked and were unable to identify the remaining requirements of the question. Part (a) was the most accurately answered.

### Question 4

Many candidates answered correctly most parts of the question.

**Question 5**

- (a) There were some good answers to this question. Most 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.
- (b) Many candidates answered this question; there were some engaging ideas. The weakest candidates left it blank and attempted no answer.

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<p><b>Paper 9680/32</b> <b>Essay</b></p>
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## Key messages

Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary. The content needs to be very well argued and supported with examples where necessary. It has been observed that in some Centres, a number of candidates wrote extremely similar introductions and conclusions which seemed to have been memorized before the exam. Teachers are encouraged to help students to be more creative and provide their own vision in their writing.

## 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 with 16 marks for the Content, and 24 marks for Quality of Language.

Content performance was generally better than language. Most candidates adhered to the word length.

## Comments on Specific Questions

**Question 1** was the third most popular choice and many candidates drew on their experiences at school.

Not enough candidates chose **Question 2** to comment on it.

For **Question 3**, some candidates did focus on expressing their opinion relating to work-life balance whilst some used others' opinions and lacked the capacity to justify them.

**Question 4** on 'war and peace' was the second most popular. Candidates did well overall, but there were instances where some concentrated on the devastating effects of war and left it till the end to write briefly about the benefits of peace. In addition, some candidates captured key points about the benefits of peace in the form of brief statements, but they did not elaborate enough.

**Question 5** about the pollution of rivers, was the most popular question. However, some candidates focused on the reasons behind pollution and wrote lengthy details, leaving little room for the solutions, which is the focal point of the question. Others wrote lengthy introductions about the beauty of nature before getting to the point.

# ARABIC

Paper 9680/42  
Texts

## General comments

The 2019 Exam was set to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, Play, Novel, and Short Story.

- 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 another one from either. 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 the 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.
- Most candidates did better in **Section 2** rather than **Section 1** as they were able to summarize and in some instances give a summary and some analysis of the events in the story or play studied.
- Candidates are not strongly penalized for their grammar and spelling but it might still obstruct the readability of the answer/text. Thus, candidates should always be encouraged to use good grammatical readable sentences.
- 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.

## Comments on specific questions

### **Section 1**

#### **Question 1: Al-Jami' fi Tarikh al-Adab al-'Arabi: al-Adab al-Qadim: al-'Asr al-Jahili**

الجامع في تاريخ الأدب العربي، الأدب القديم

- (a) Candidates who answered this question would have done better to further explain the imagery and ideas in the verses. They explained some of the expressions 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 whole poem so that they increase the number of words.
- (b) Many candidates attempted to write this question. Candidates explained how the poet's cultural background and life had a big impact on his style and kind of poetry. Candidates needed to cite and explain some of the related poems in order to achieve a higher grade. (This is clear in the question, i.e., explain by referring to some poems that have been studied).

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

تاريخ الأدب العربي، العصر العباسي الأول

- (a) The verses selected are supposed to help candidates construct a full response to interpret the poet's ideas and feelings. Candidates had to write about the principles and wisdom (as shown in the poems) that the poet tried to give to people. Also, candidates had to explain the different incidents and events that happened during that era.

Some candidates would have done better to construct a detailed answer rather than a brief one with no explanation or interpretation of the events reflected in the poems.

- (b) Very few candidates answered this question. Most of them wrote about the poet's life and philosophy in general without referring or explaining some of his poems.

**Question 3: Dirasat fi Shi'r al-'Arabi al-Mu'asir, Dr Shawqi Dhayf**

دراسات في الشعر العربي المعاصر

- (a) Many candidates answered this question as the verses given are self-explanatory. It required the candidates to write extensively about the poet's moaning about people's attitude toward life. Candidates had to clarify the reasons behind the poet's feelings of discontent with people's behaviour, and their discontent and dissatisfaction about life.
- (b) Very few candidates answered this question as they have to clarify the poet's attitude towards the mentality of human beings and life in general. Candidates were required to quote and explain some of the poems related to this.

**Section 2**

**Question 4: Shahrazad, Tawfiq Al-Hakim**

شهرزاد

- (a) This question about the play *Shahrazad* has been one of the most chosen by candidates. Candidates showed a grasp of the main characters and the plot of the play, they 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 dilemma of 'شهریار' which led him to travel around for answers about his wife's 'شهرزاد' knowledge and of the world and about her shrewdness.

**Question 5: Al-'Abarat, Lutfi Al-Manfalutti**

العبرات

- (a) Most candidates attempted this question showing the full understanding of the short stories of 'الهاوية' and 'الجزاء'. Some candidates were able to explain the social injustice and human weaknesses that prevailed and which resulted in the tragic events in the stories.
- (b) Candidates had to show the writer's pessimistic view of the society, by citing and criticizing events from at least two short stories they have studied from the book. Candidates who cited only one short story were not able to access the full range of marks.

**Question 6: Qindil Ummu Hashim, Yahya Haqqi**

قنديل أم هاشم

- (a) Candidates were largely able to demonstrate an awareness of the difference between the Western and the Egyptian cultures in dealing with the society's beliefs. Candidates made comments on the suffering that Ismail, the main character, had in dealing with the society after he returned from studying as an optician in the West.
- (b) Very few candidates answered this question as it involves writing about the writer's philosophy as shown in his stories. The candidates had to refer to more than one of his stories.

# ARABIC

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

## Key messages

The exam results reflected the work that teachers have put into teaching the strategies of translation. The results conveyed the idea that a good translation mainly needs to carry the meaning and the tone of the original text, this is reflected clearly in the work of some candidates. Having said this, the following points still need to be considered:

- Candidates should be encouraged to initially read the English text thoroughly to gain a clear understanding of the content and of the grammatical structure of the passage.
- After completing the task, candidates should be advised to re-read their translation to make sure it is clear and comprehensible, with minimal errors in spelling and grammar.
- Marks are awarded not only for the translated words, but also for conveying meaning accurately. Candidates must be able to select equivalent terms or phrases in Arabic to stay true to the meaning of the English text.

## General comments

The translation text was about wool. Candidates should not be afraid to rearrange or rebuild sentences as long as all the words in the English Text are translated. Candidates would be granted a point if the whole phrase is translated properly with all the words concerned. Candidates will not be penalized for the same word mistake e.g., the word 'wool' is mentioned a few times, it translates into صوف and not قطن أو حرير so if the candidate has been penalized for it in the first instance, then he/she would not be penalised again for it the second time.

It is advised that Teachers give candidates specific instructions about writing legibly i.e. good handwriting and spelling. This is as sometimes spelling impedes the clarity of the meaning of the word and also the meaning can be completely different with just one different syllable. Even though Examiners are required to make a great effort to decipher every word that some candidates have written, candidates should never forget that it is their responsibility to write their answers legibly and clearly.

## Specific comments

To achieve best results, candidates are encouraged to do one sentence or phrase at a time and also not to use their cultural/slang terminology for verbs and expressions, e.g.:

- 'I have a break for lunch' was translated as: يكون عندي فسحة للمجة
- But it requires much patience يطلب الكثير من طولة البال

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

Correct	Incorrect	English Phrase
أعمل/ أشتغل كسكرتير/ة موظف/ة	أعمل معاون/مساعد	I work as a secretary
صوف	قطن / حرير/فرو	Wool
مصنع/ معمل	معهد	factory
مؤتمر/ ندوة/ اجتماع	محاضرة	Conference
للقسم المالي	لقسم الأموال	Financial department
عدة	عدت	a range of
الرياح/ هواء	هوى	Wind
بتغطية أنفسهم	بتحويل أنفسهم	to protect themselves
الجانب المعاكس/ مقابل/ أمام	المجاورة/ ضد/ الموازي	Opposite
حلويات/ حلوى	المقبلات	Dessert
العشائر القديمة/ القبائل البدائية	العواشر القديمة	Early tribes

Some phrases need to be translated completely in order to give the correct meaning and to get 1 mark, e.g.,

- الأولى Some candidates forgot to translate the word early i.e., الأولى
- مختلفة أحضر ملفات مختلفة Some candidates left out the word for different i.e., مختلفة
- Some candidates forgot to add the time i.e., they said 'In the afternoon' and did not add at half past twelve i.e., they put only في وقت الظهر
- In the phrase 'meat and valuable wool', many candidates translated the word 'meat and wool' only. This lost them a point as the new word to be tested is 'valuable' i.e., باهظ الثمن/ قيم/ غالي/ ثمين/ نفيس

## 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 mark. Words and phrases such as 'usually', 'able to', 'prefer' and 'then' should be practiced in different circumstances to be used according to the text to be translated.