

# ARABIC

Paper 9680/21  
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 learn antonyms
- practice use of all types of pronouns
- learn correct conjugation of verbs
- practise use of correct cases of the verb, particularly the jussive
- practise the agreement of adjectives
- practise selecting *relevant* information to write a summary and respond to comprehension questions.

## General comments

On the whole, the standard of answers was good. The question which candidates found most challenging was **Question 4**.

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**.

Candidates also need to practise grammatical rules regarding *Idhaafah* (المضاف والمضاف إليه) and *Wasf* (و الصفة الموصوف) )

Some common mistakes were as follows:

مجال البنيتين اسامي، مجالان البنيتين الاساسيتين

## Comments on specific questions

### Question 1

Students were required to find antonyms for the given items of vocabulary. However, some misunderstood the question and gave synonyms instead. Some others simply copied out the questions.

### Question 2

Many students answered this question well, however (a) and (b) proved to be more challenging for some candidates.

### Question 3

The majority of candidates produced accurate and appropriate answers to sub-questions (a), (b), (d), (e) and (f). However, a number of candidates did not gain the mark for (c). It proved to be a good differentiator as the stronger candidates were able to gain the mark.

### Question 4

Most candidates answered sub-questions (a), (c), (d) and (e) fairly well but many did not address question (b) fully.

### Question 5

Candidates generally performed well in response to **Question 5**.

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- practice use of all types of pronouns
- learn correct conjugation of verbs
- practise use of correct cases of the verb, particularly the jussive
- practise the agreement of adjectives
- practise selecting *relevant* information to write a summary and respond to comprehension questions.

## General comments

There was evidence of lack of preparation for the requirements of the examination in responses from some Centres. Candidates should be adequately prepared to meet the demands of this of AS/A Level Reading and Writing component.

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

Students were asked to look for synonyms of the given vocabulary. The correct answers were as follows

- أ. جبة  
ب. فتشابه ، قتمائل  
ت. معهود ، معروف  
ث. انتهى، زال  
ج. المختفية، المختبئة

Some incorrect answers were as follows:

- أ. ممتعة ، جزء، أمام  
ب. تبدأ، فتكلم، فنشرح.  
ت. هدف، ممكن  
ث. مهم، مهمة،  
ج. حاضرة

### Question 2

Students were asked to rewrite the sentences using the words given in brackets. The correct answers were as follows:

أ. حمل أزميلا و نظرق به الصخر.  
ب. الانتماء الحضارية.  
ج. ينحت بأسلوب لامثيل له.  
د. هذا ما يجعلهم ناطقين.  
هـ. حين امسك بها اتخيل شكلها.

Some incorrect answers were as follows:

أ. لم يكفي  
ب. الانتماء الحضارية  
ج. ينحت بأسلوب لامثيل لهم  
د. هذا ما يجعلهم ناطقون، هذا ما يجعلهم ناطقتهم.  
هـ. حين امسك به اتخيل شكلها

### Question 3

The majority of candidates produced accurate and appropriate answers to sub-questions (a), (d), and (e).

### Question 4

Most candidates answered sub-questions (a), (c), (d) and (e) well but many did not address sub-question (b) fully.

Some candidates copied sections of the text instead of writing in their own words.

### Question 5

Candidates generally performed well in response to **Question 5**.

# ARABIC

Paper 9680/31

Essay

## Key Messages

Essays produced for this paper need to be accurate in terms of the language used, with ideas well organised and coherent. Arguments need to be supported with examples when necessary. In some Centres, it was observed that a number of candidates wrote very similar introductions which seemed to have been prepared before the exam. It is highly recommended for teachers to advise their 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 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 and similar to that of last year. Some candidates produced very strong responses.

Candidates who scored highly in **question 1** differentiated between relationships which are based on temporary interests and those which are based on permanent interests. They provided stories from real life to exemplify both good and bad relationships. Strong answers to **question 2** were characterised by being able to describe life in the countryside and to show, through examples, how this life makes people move to the city. They talked about different aspects of life in the countryside like transport, shopping, access to leisure facilities, etc. **Question 3** responses which scored well focused on the importance of good planning for free time and contrasted good planning with bad planning, providing real examples of how life can be more productive and comfortable when leisure activities are planned beforehand. High performing responses for **question 4** presented different methods of trying to achieve peace, such as dialogue and development programmes, and provided examples from the real world. The best answers to **question 5** considered a number of factors which contribute to pollution of the environment and then showed their agreement or disagreement with the claim that people are the main cause of pollution.

## Comments on specific questions

### **Question 1**

This question was very popular, and answered by many candidates. Candidates discussed in depth the main differences between relationships based on temporary interests and those based on permanent interests.

### **Question 2**

This topic was also popular, and, on the whole, candidates produced good essays. Many responses considered the main differences between life in the countryside and life in cities, and how some of these factors force people to move to cities. Most candidates expressed their opinions clearly.

### **Question 3**

This topic, planning for free-time activities, was less popular. Most answers talked about the importance of good planning for free-time activities, but insufficient attention was given to discussing how good planning can improve the individual's quality of life.

**Question 4**

This question was the least popular, answered by very few candidates.

**Question 5**

This essay choice was very popular and was attempted by many candidates. Responses discussed how people can/cannot be the main factor in polluting the environment and expressed opinions explicitly, often providing examples from their own society.

# ARABIC

Paper 9680/32  
Essay

## Key Messages

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## General comments

This is an essay paper for 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 and similar to that of last year. Some candidates produced very strong responses.

**Question 1** responses scored well when candidates considered in depth how friendship can help people to increase their self-confidence. Such responses concluded with personal views on whether or not the candidate agreed or disagreed with the proposed claim. Candidates who performed well in **question 2** started their writing with a clear introduction about the main differences between rural life and urban life; then focused on aspects of transportation and entertainment, and then argued whether or not these two aspects can be serious motivators for people to move to the city. **Question 3** answers scored highly when candidates clearly argued the importance of balancing the requirements of study with activities pursued during free time. Good responses to **question 4** argued, using clear and accurate language, about the considerable influence of war and conflict on society, as well as providing examples of specific societies which have and haven't experienced war. **Question 5** answers scored well when candidates discussed, with examples, how people can help reduce environmental pollution, demonstrating various ways such as recycling, keeping streets and gardens clean, using less electricity, etc.

## Comments on specific questions

### **Question 1**

This question was attempted by a relatively small number of candidates. Some responses discussed in detail how friendship can help enhance self-confidence, but others did not really address the question sufficiently.

### **Question 2**

This topic was popular, and, on the whole, candidates produced good essays. Many candidates talked about the main differences between life in the countryside and life in the city, focusing on transport and entertainment facilities. They produced examples from their own lives to illustrate explicitly their views on whether or not these two factors make people move to cities.

### **Question 3**

This topic was attempted by a relatively small number of candidates. Those who did respond, however, managed to discuss the importance of balancing the time spent on study and the time spent on their own hobbies. Examples and personal experiences were usually provided.

**Question 4**

This topic was the least popular, answered by very few candidates.

**Question 5**

This topic was the most popular, answered by many candidates. They discussed how people can help keep the environment clean, talking about a variety of methods used by ordinary people and by government and commercial organisations.



# ARABIC

Paper 9680/41

Texts

## Key Messages

- Candidates should answer three questions in total (choosing either **(a)** or **(b)** in each case). They must 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. A number of candidates are still misreading the question paper rubrics; some lost 25 marks because they answered two questions on the same text.
- The length of each response should be between 500 and 600 words. Many candidates did not adhere to the word limit specified and wrote over-long responses. Candidates should be reminded that writing substantially more than is required does not improve the quality of the work, and increases the likelihood of error.
- Although candidates are not actively penalised for errors in grammar and spelling, density of error is an obstacle to understanding. Candidates should always be encouraged to use well-formed grammatically consistent sentences and to check their work through for clarity.

## General Comments

Most candidates attempted and were able to answer all three questions within the 75 minutes allocated. This series there was a noticeable improvement in the quality of handwriting and in the structure of responses. A number of candidates planned their answers using bullet points. This encouraged them to map the answer before writing it.

Most candidates performed better in **Section 2** than **Section 1**. This might be due to the fact that **Section 1** requires quotation from and detailed explanation of poems. Teachers are reminded of the need to devote adequate time and resource to the teaching and analysis of poetry.

Strong candidates performed well in both sections, employing sophisticated and varied language and structuring their responses appropriately and logically.

## Comments on specific questions

### **Section 1**

**Question 1: *Dīwān Zuhair bin Abī Sulmā* ديوان زهير بن أبي سلمى**

- (a) In approaching this question, candidates needed to explain the selection of verses given and expand on the ideas by referring to the events in the poet's life that led to the writing of this poetry. However, many responses showed good understanding of the poet's life and the poems he had written but did not explain the specific poems presented in the question. Some candidates also approached the question as a reading comprehension rather than an essay which was not appropriate.
- (b) Candidates who answered this question wrote about the poet's life in general terms without the level of detail required. Candidates needed to write about the poet's life and his wisdom, illustrating and reinforcing their points with verses from his poetry. Usually, candidates used the verses in the first part of the question (a) as a means to answer the second part of the question (b) rather than bringing in their own material to illustrate their knowledge.

**Question 2: *Dirāsāt fī al-Shi'r al-'Arabī al-Mu'āser* دراسات في الشعر العربي المعاصر**

- (a) This question required candidates to read the given verses and explain them. Most candidates performed well on the question. They managed to explain and relate the events reflected in the verses to the poet's social and political life and his philosophy. Some candidates, nonetheless, concentrated on writing about the life of the poet and did not explain or illustrate any of the verses given.
- (b) Most candidates who attempted this question performed well. They were able to write about the poet's love of nature and about his optimism. However, some gained very few marks as they did not clarify their ideas by referring to the poet's work or cite any of his poems.

**Question 3: *Tarikh Al-Adab Al-Arabi: Al-'Aasr Al-'Abassi Al-Awal* تاريخ الأدب العربي: العصر العباسي الأول**

- (a) A fairly small number of candidates answered this question. Most candidates showed evidence of having read the poems, but were unable to relate the verses to each other or explain them in relation to the poet's life in general and his drinking habit in particular. Candidates could have explained how the poet expressed feelings of piety and godliness in some of his poetry.
- (b) Many candidates answered this question. Some used the poems stated in **Question 3a** as a spring point to exemplify the principles and ideas of the poet 'Abu Nuwas'. Candidates are always encouraged to draw ideas together in a coherent and comprehensive manner.

**Section 2**

**Question 4: *Ahl al-Kahf* أهل الكهف**

- (a) This question was very popular. Most candidates were able to explain the religious and related social impact on the characters in detail. They explained the different events in the four scenes and how the characters displayed patience, love, sympathy, pessimism and optimism.
- (b) Most candidates who answered this question did so because of the interesting storyline. Many were able to write about the reaction of the people in the palace to the appearance of the cave characters. Most analysed clearly the different events and ideas within the story.

**Question 5: *Kanat Sa'bah Wa-Maghroorah* كانت صعبة ومغرورة**

- (a) Candidates showed good understanding of the character of 'Nahed' being a very strong-willed lady who achieved everything she aimed for in life; her only disappointment was marrying the wrong person whom she had to leave. Some candidates explained how the story shows that moving away from culture and taking a wrong decision can have a very big impact on an individual's life.
- (b) For this question, candidates had to write about the writer's philosophy of political, economic and social freedom in relation to two short stories. Candidates who answered this question were able to give a summary of the stories but did not illustrate appropriately the philosophy reflected in them.

**Questions 6: *Shabab Imra'a* شباب امرأة**

- (a) This question proved popular, and many responses showed good understanding of the events of the story. Candidates managed to elaborate on the idea that being brought up in a good religious and cultural environment is important, but that social circumstances force people to change in order to face the hardships of life.
- (b) This was a very popular text with candidates across the ability range, and most engaged with the idea of the effect of money on the life of the main character, 'Imam'.

# ARABIC

Paper 9680/42  
Texts

## Key Messages

- Candidates should answer three questions in total (choosing either **(a)** or **(b)** in each case). They must 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. A number of candidates are still misreading the question paper rubrics; some lost 25 marks because they answered two questions on the same text.
- The length of each response should be between 500 and 600 words. Many candidates did not adhere to the word limit specified and wrote over-long responses. Candidates should be reminded that writing substantially more than is required does not improve the quality of the work, and increases the likelihood of error.
- Although candidates are not actively penalised for errors in grammar and spelling, density of error is an obstacle to understanding. Candidates should always be encouraged to use well-formed grammatically consistent sentences and to check their work through for clarity.

## General Comments

Most candidates attempted and were able to answer all three questions within the 75 minutes allocated. This series there was a noticeable improvement in the quality of handwriting and in the structure of responses. A number of candidates planned their answers using bullet points. This encouraged them to map the answer before writing it.

Most candidates performed better in **Section 2** than **Section 1**. This might be due to the fact that **Section 1** requires quotation from and detailed explanation of poems. Teachers are reminded of the need to devote adequate time and resource to the teaching and analysis of poetry.

Strong candidates performed well in both sections, employing sophisticated and varied language and structuring their responses appropriately and logically.

## Comments on specific questions

### **Section 1**

**Question 1: *Dīwān Zuhair bin Abī Sulmā* ديوان زهير بن أبي سلمى**

- (a) In approaching this question, candidates needed to explain the selection of verses given and expand on the ideas by referring to the events in the poet's life that led to the writing of this poetry. However, many responses showed good understanding of the poet's life and the poems he had written but did not explain the specific poems presented in the question. Some candidates also approached the question as a reading comprehension rather than an essay which was not appropriate.
- (b) Candidates who answered this question wrote about the poet's life in general terms without the level of detail required. Candidates needed to write about the poet's life and his wisdom, illustrating and reinforcing their points with verses from his poetry. Usually, candidates used the verses in the first part of the question **(a)** as a means to answer the second part of the question **(b)** rather than bringing in their own material to illustrate their knowledge.

**Question 2: *Dirāsāt fī al-Shi'r al-'Arabī al-Mu'āser* دراسات في الشعر العربي المعاصر**

- (a) This question required candidates to read the given verses and explain them. Most candidates performed well on the question. They managed to explain and relate the events reflected in the verses to the poet's social and political life and his philosophy. Some candidates, nonetheless, concentrated on writing about the life of the poet and did not explain or illustrate any of the verses given.
- (b) Most candidates who attempted this question performed well. They were able to write about the poet's love of nature and about his optimism. However, some gained very few marks as they did not clarify their ideas by referring to the poet's work or cite any of his poems.

**Question 3: *Tarikh Al-Adab Al-Arabi: Al-'Aasr Al-'Abassi Al-Awal* تاريخ الأدب العربي: العصر العباسي الأول**

- (a) A fairly small number of candidates answered this question. Most candidates showed evidence of having read the poems, but were unable to relate the verses to each other or explain them in relation to the poet's life in general and his drinking habit in particular. Candidates could have explained how the poet expressed feelings of piety and godliness in some of his poetry.
- (b) Many candidates answered this question. Some used the poems stated in **Question 3a** as a spring point to exemplify the principles and ideas of the poet 'Abu Nuwas'. Candidates are always encouraged to draw ideas together in a coherent and comprehensive manner.

**Section 2**

**Question 4: *Ahl al-Kahf* أهل الكهف**

- (a) This question was very popular. Most candidates were able to explain the religious and related social impact on the characters in detail. They explained the different events in the four scenes and how the characters displayed patience, love, sympathy, pessimism and optimism.
- (b) Most candidates who answered this question did so because of the interesting storyline. Many were able to write about the reaction of the people in the palace to the appearance of the cave characters. Most analysed clearly the different events and ideas within the story.

**Question 5: *Kanat Sa'bah Wa-Maghroorah* كانت صعبة ومغرورة**

- (a) Candidates showed good understanding of the character of 'Nahed' being a very strong-willed lady who achieved everything she aimed for in life; her only disappointment was marrying the wrong person whom she had to leave. Some candidates explained how the story shows that moving away from culture and taking a wrong decision can have a very big impact on an individual's life.
- (b) For this question, candidates had to write about the writer's philosophy of political, economic and social freedom in relation to two short stories. Candidates who answered this question were able to give a summary of the stories but did not illustrate appropriately the philosophy reflected in them.

**Questions 6: *Shabab Imra'a* شباب امرأة**

- (a) This question proved popular, and many responses showed good understanding of the events of the story. Candidates managed to elaborate on the idea that being brought up in a good religious and cultural environment is important, but that social circumstances force people to change in order to face the hardships of life.
- (b) This was a very popular text with candidates across the ability range, and most engaged with the idea of the effect of money on the life of the main character, 'Imam'.

# ARABIC

Paper 9680/43

Texts

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Most candidates performed better in **Section 2** than **Section 1**. This might be due to the fact that **Section 1** requires quotation from and detailed explanation of poems. Teachers are reminded of the need to devote adequate time and resource to the teaching and analysis of poetry.

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- (b) Candidates who answered this question wrote about the poet's life in general terms without the level of detail required. Candidates needed to write about the poet's life and his wisdom, illustrating and reinforcing their points with verses from his poetry. Usually, candidates used the verses in the first part of the question **(a)** as a means to answer the second part of the question **(b)** rather than bringing in their own material to illustrate their knowledge.



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**Section 2**

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- (b) This was a very popular text with candidates across the ability range, and most engaged with the idea of the effect of money on the life of the main character, 'Imam'.

# ARABIC

Paper 9680/51

Prose

## Key Messages

- 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 best keep the meaning of the English text.

## General Comment

The test consists of a short passage written in English for translation into Arabic. The assessment is scored on a 40 point scale and is based on how well the candidate has maintained the meaning of the original passage, as well as how accurately he/she has constructed the Arabic translation, paying close attention to grammar, vocabulary and spelling. 1 mark is awarded for each word or phrase accurately translated.

## Specific comments

Candidates were awarded marks for good answers where appropriate vocabulary and grammatical structures were used. As Arabic is a rich language with a wide vocabulary, equivalent words and phrases were accepted as long as the key meaning of the original was preserved and the word or phrase was an appropriate fit grammatically and logically.

Some candidates did not follow the sentence sequence in the original paragraph and sometimes missed out phrases or words from their translation. Within the restraints of differing language structure and word order, candidates should be encouraged to translate the passage in the same sequence as the original so that they do not miss out any phrases, words or sentences. Skipping words will affect the total marks awarded.

Many candidates could benefit from further translation practice. Some of the most common errors noted this series were:

- Candidates struggled to translate 'I used to sleep until noon'. A correct translation would have been: حتى العصر أو حتى الساعة الثانية عشر كنت /تعودت أن أنام حتى الظهر/ الظهر
- A number of candidates translated the word 'maintain' as صيانة. Although the meaning is correct, in the context of the passage it is an inappropriate choice. It should have been أن أحافظ / المحافظة/
- A few candidates translated 'After my swim' as بعد السباحة. This was incorrect because the word 'my' was omitted and also there was no indication in the passage that the person went swimming. The answer should have been: بعد سباحتي/ أن أسبح
- The word 'meditate' was translated as 'relax'. 'Meditate' should have been translated as: في / أتأمل rather than استرخي. The words have different meanings.

# ARABIC

Paper 9680/52  
Prose

## Key Messages

- 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 best keep the meaning of the English text.

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Some candidates did not follow the sentence sequence in the original paragraph and sometimes missed out phrases or words from their translation. Within the restraints of differing language structure and word order, candidates should be encouraged to translate the passage in the same sequence as the original so that they do not miss out any phrases, words or sentences. Skipping words will affect the total marks awarded.

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- The word 'meditate' was translated as 'relax'. 'Meditate' should have been translated as: في / أتأمل rather than استرخي. The words have different meanings.