

# ARABIC

---

<p><b>Paper 9680/21</b> <b>Reading and Writing</b></p>
--

## 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.
- Practise use of the correct verb forms, in particular the jussive and the accusative.
- Pay more attention to 'إِنْ' and its sisters, and their effect on the nominative sentence.
- Learn and understand the correct use of Idafa – possessive construction.
- Pay more attention to the dual and the use of the regular masculine plural.
- Pay more attention to verb conjugation, especially with 'هُنَّ'.
- Improve on the use of prepositions.
- Practise adjectival agreement.
- Avoid using slang/colloquial language and avoid using phrases translated literally from English.
- 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 and there were some interesting opinions expressed. There was evidence of improvement in the standard of candidates' answers.

Some candidates copied out entire sentences, even a whole paragraph at times instead of writing in their own words. Candidates are encouraged to use their own words and phrases.

## Comments on specific questions

### **Question 1**

The majority of candidates answered this question. Some of them faced difficulty in answering **part (d)**.

### **Question 2**

Most candidates were able to answer correctly 3–4 parts of the question. Many candidates found it difficult to answer **part (d)**, which required knowledge of the dual.

### **Question 3**

Many candidates answered most parts of the question correctly. Some candidates were not able to identify the requirements in **parts (e) and (f)**.

### **Question 4**

Many candidates managed to select the right answers to this question. Some candidates faced some difficulty in the second answer in **parts (e) and (f)**.

**Question 5**

- (a) There were many very good answers to this question. Most summaries contained at least around 7 solutions to the problem of unemployment. Candidates who wrote an article instead of a summary were not able to access the full mark range.
- (b) There were some very good, engaging ideas expressed by candidates. Some candidates misunderstood the requirements of the question and wrote about their family holiday instead of their past school trip.

# ARABIC

---

<p><b>Paper 9680/22</b> <b>Reading and Writing</b></p>
--

## 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.
- Pay more attention to 'إِنْ' and its sisters, and their effect on the nominative sentence.
- Learn and understand the correct use of Idafa – possessive construction.
- Pay more attention to the dual and the use of the regular masculine plural.
- Pay more attention to verb conjugation, especially with 'هُنَّ'.
- Improve on the use of prepositions.
- Practise adjectival agreement.
- Avoid using slang or colloquial language as well as phrases translated literally from English.
- 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 and there were some interesting opinions expressed. However there was clear evidence that the candidates were copying out entire sentences, in some cases even a whole paragraph instead of writing in their own words.

## Comments on specific questions

### Question 1

The answers were variable, with many candidates encountering difficulty in answering **parts (b) and (d)**.

### Question 2

Some candidates left parts of this question blank. A good number of candidates were not successful in answering **parts (b) and (d)**.

### Question 3

Some candidates encountered difficulty in answering **part (d)** as attention was not paid to the key word as well as focusing only one aspect of the question rather than its whole.

As for **parts (c) and (e)**, many only responded to one aspect the question asked and were unable to identify the remaining requirements of the question. **Part (a)** was the most accurately answered.

### Question 4

There were some good responses to this question. Some candidates managed to select the right answers. Most candidates encountered difficulty in answering **part (c)**.

**Question 5**

- (a) Answers were generally acceptable for this question. However some candidates copied out large sections of the text without paying attention to the requirements of the question thus impacting their total mark.
- (b) This question generated some creative responses. A few candidates misunderstood the requirements of the question and wrote about their school day instead of their school radio or newspaper.

# ARABIC

---

<p><b>Paper 9680/31</b> <b>Essay</b></p>
--

## **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, supported with examples when necessary. It has been noticed that in some centres, candidates produced the same introductions, and the same conclusions (memorised by heart). Teachers and centres are encouraged to help students to be more creative and productive.

## **Comments on specific questions**

### **Question 1**

This question was popular, and answered by many candidates. Candidates discussed the opinion of how social relationships are now based on interests. Candidates who scored very well on this question gave some personal examples.

### **Question 2**

This topic was also popular. Candidates discussed gave their opinion and argued whether the best education or law can limit the violence in our societies. Excellent responses were full of examples. Some of the candidates even cited some newspaper and magazine articles.

### **Question 3**

This question was less popular. Some candidates produced convincing essays, as they gave examples on how entertainment can be necessary nowadays.

### **Question 4**

This topic was also very popular. Candidates talked about different definitions of peace. Some candidates went further when they analysed the concept of peace.

### **Question 5**

The candidates who attempted this topic produced excellent essays explaining how individuals, societies and governments are responsible for air pollution.

# ARABIC

---

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

## **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, supported with examples when necessary. It has been noticed that in some centres, candidates produced the same introductions, and the same conclusions (memorised by heart). Teachers and centres are encouraged to help students to be more creative and productive.

## **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. 16 marks for the Content, and 24 marks for Language Use.

## **Comments on specific questions**

### **Question 1**

This question was less popular, and answered by few candidates. Candidates discussed the relationship between men and women and gave some examples from real life. Generally, the candidates who attempted this question scored well.

### **Question 2**

This question was the least popular. Some candidates wrote excellent pieces on how citizens adhere to the law to protect their countries and societies.

### **Question 3**

Candidates discussed the balance between work, family, and social life. Some candidates appeared to understand the term social relationships as social media instead.

### **Question 4**

This topic was very popular. Candidates gave their opinions on the benefits of peace and war.

### **Question 5**

The candidates who attempted this topic generally produced excellent essays when talking about global warming and its effects on animals and plants.

# ARABIC

Paper 9680/41  
Texts

## General comments

**Section 1** requires candidates to choose a poetry question while for **Section 2**, candidates can choose questions from a play, novel or 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 5a they should not choose 5b for their next answer.
- Candidates should be reminded that the answers have to 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 not able to access the full range of marks.
- Most candidates did well in **Section 2** rather than **Section 1** as they were able to, 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. Thus, candidates should always be encouraged to use good, grammatically accurate sentences.
- Candidates are highly encouraged to clearly indicate on the first page the question number they have answered, as otherwise un-numbered questions may potentially lead to confusion when examiners are marking.
- Centres need to ensure that the correct answer booklet is given to the candidates i.e.: the full answer booklet and not the 4 pages continuation booklet. Continuation booklets are for candidates requiring extra answer sheets.

## 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 found it difficult to 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 simply write out a whole poem.
- (b)** Many candidates attempted to answer this question as it is an essay where candidates had to explain why the poet is considered the prince of poets in his era. Candidates had to write about the poet's cultural background and life, both which had a big impact on his style and kind of poetry. Candidates needed to cite and explain fully some of the related poems in order to achieve a higher grade.

## 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 imagery as illustrated in the verses given. Candidates can expand their answer by referring to relevant events from the poet's life.

Some candidates found it difficult to construct a detailed answer; their answers were brief, with no explanation nor 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 to, 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 relatively 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 had to cite some of the poems in order to show their full understanding of the poet's love of nature and how he reflected this love in his poems. Candidates were required to quote and explain some of the poems related to this theme. Many candidates were not able to cite poems, only explaining a few points very briefly.

## Section 2

### Question 4

**Shahrazad, Tawfiq Al-Hakim,**

شهرزاد

- (a) Some candidates produced detailed and insightful responses about the dilemma of 'شهرزاد' which led him to travel around for answers about his wife's 'شهرزاد' extent of knowledge. He believed in his absolute knowledge of the world and thus, refused to admit his human limits in gaining knowledge and in recognizing the limits of humanity. Candidates tried to write about his travels in seeking the worldly knowledge that led him to lose his human traits and his heart.
- (b) This question about the play *Shahrazad* has been one of the most popular. Candidates showed a grasp of the reasons and events that made some characters struggle emotionally and mentally. These characters' struggle led them to disappointment, failure and disaster.

### Question 5

**Al-'Abarat, Lutfi Al-Manfalutti**

العبرات

- (a) The candidates' handling of the question was mostly satisfactory. Most candidates attempted this question showing the full understanding of the short stories of 'الحجاب' and 'اليتيم'. Some candidates were able to explain the social injustice and human weaknesses that prevailed and which resulted in the tragic events in the stories. Candidates who cited only one short story were not able to access the full range of marks.
- (b) Many candidates answered this question. Candidates had to explain and clarify the quotation given in the question by relating and commenting on the events in the short story 'العقاب'.

**Question 6**

***Qindil Ummu Hashim, Yahya Haqqi***

قندیل أم هاشم

- (a) Candidates were largely able to demonstrate an awareness of the difference between the Western and the Egyptian cultures in dealing with society's beliefs. Candidates made comments on the suffering that Ismail, the main character, had in dealing with society after he returned from studying as an optician in the West.
- (b) Very few candidates answered this question. The few that answered it tried to write about the story of the flying tortoise "السحفاة تطير" but with very little explanation of the events in the story.

# ARABIC

Paper 9680/42  
Texts

## General comments

**Section 1** requires candidates to choose a poetry question while for **Section 2**, candidates can choose questions from a play, novel or 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 5a they should not choose 5b for their next answer.
- Candidates should be reminded that the answers have to 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 not able to access the full range of marks.
- Most candidates did well in **Section 2** rather than **Section 1** as they were able to, 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. Thus, candidates should always be encouraged to use good, grammatically accurate sentences.
- Candidates are highly encouraged to clearly indicate on the first page the question number they have answered, as otherwise un-numbered questions may potentially lead to confusion when examiners are marking.
- Centres need to ensure that the correct answer booklet is given to the candidates i.e.: the full answer booklet and not the 4 pages continuation booklet. Continuation booklets are for candidates requiring extra answer sheets.

## 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 found it difficult to 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 simply write out a whole poem.
- (b)** Many candidates attempted to answer this question as it is an essay where candidates had to explain why the poet is considered the prince of poets in his era. Candidates had to write about the poet's cultural background and life, both which had a big impact on his style and kind of poetry. Candidates needed to cite and explain fully some of the related poems in order to achieve a higher grade.

## 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 imagery as illustrated in the verses given. Candidates can expand their answer by referring to relevant events from the poet's life.

Some candidates found it difficult to construct a detailed answer; their answers were brief, with no explanation nor 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 to, 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 relatively 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 had to cite some of the poems in order to show their full understanding of the poet's love of nature and how he reflected this love in his poems. Candidates were required to quote and explain some of the poems related to this theme. Many candidates were not able to cite poems, only explaining a few points very briefly.

## Section 2

### Question 4

#### *Shahrazad, Tawfiq Al-Hakim,*

شهرزاد

- (a) Some candidates produced detailed and insightful responses about the dilemma of 'شهرزاد' which led him to travel around for answers about his wife's 'شهرزاد' extent of knowledge. He believed in his absolute knowledge of the world and thus, refused to admit his human limits in gaining knowledge and in recognizing the limits of humanity. Candidates tried to write about his travels in seeking the worldly knowledge that led him to lose his human traits and his heart.
- (b) This question about the play *Shahrazad* has been one of the most popular. Candidates showed a grasp of the reasons and events that made some characters struggle emotionally and mentally. These characters' struggle led them to disappointment, failure and disaster.

### Question 5

#### *Al-'Abarat, Lutfi Al-Manfalutti*

العبرات

- (a) The candidates' handling of the question was mostly satisfactory. Most candidates attempted this question showing the full understanding of the short stories of 'الحجاب' and 'اليتيم'. Some candidates were able to explain the social injustice and human weaknesses that prevailed and which resulted in the tragic events in the stories. Candidates who cited only one short story were not able to access the full range of marks.
- (b) Many candidates answered this question. Candidates had to explain and clarify the quotation given in the question by relating and commenting on the events in the short story 'العقاب'.

**Question 6**

***Qindil Ummu Hashim, Yahya Haqqi***

قندیل أم هاشم

- (a) Candidates were largely able to demonstrate an awareness of the difference between the Western and the Egyptian cultures in dealing with society's beliefs. Candidates made comments on the suffering that Ismail, the main character, had in dealing with society after he returned from studying as an optician in the West.
- (b) Very few candidates answered this question. The few that answered it tried to write about the story of the flying tortoise "السحفاة تطير" but with very little explanation of the events in the story.

# 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 stay true to the meaning of the English text.

## General Comments

The translation text was about 'living in cities compared to living in villages'. The text was 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 full one mark. The text is marked out of 40. Marks are awarded for readability and for maintaining the meaning of the original text.

For candidates to be successful in this examination, they need to be have effectively prepared for it. Candidates and teachers need to review grammatical and spelling rules and practise them regularly to help improve results in this area of the translation. Candidates should try to maintain and use the specifics of the Arabic language, such as grammar, syntax and spelling. 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 'young people' is mentioned a few times, it translates to شباب and not أولاد صغار so if the candidates have been penalized for it in the first instance, they would not be penalised again for it the second time.

It is advised that Teachers give candidates specific instructions about writing legibly.

## Specific comments

To achieve best results, candidates are encouraged to translate one sentence or phrase at a time and also not to use their cultural/slang terminology in translation (as this can be considered inappropriate register). In the list below are some phrases that are considered to be incorrect either for spelling or choice of the inappropriate word:

Correct	Incorrect	English Phrase
سينات/ سلبيات	مشاكل	disadvantages
مقارنة بالعيش	ضد المعيشة	compared to life
حضرية/محيط مدني	بيئة مثقفة / بيئة حضرية	urban environment
قرى	قرىات	villages
سلام	سليم	peace
عدة	عدت	several
دور السينما/ السينمات	مشاهدة الأفلام	cinemas
في المقابل/ وعلى النقيض/أما	في الاختلاف	In contrast
في بعض البلدان	في بعد البلدان	some
الهجرة/ السفر بعيداً	التحرك/ الحركة إلى جانب	move away

- Candidates need to translate phrases properly as it reflects the meaning of the text e.g., In the phrase 'what counts most' many candidates translated the phrase 'المعدودين أكثر'. A point as not awarded here as there is a difference in meaning.
- In the phrase 'straight to the heart', many candidates translated the word 'straight' as a 'مستقيمة'.
- The word 'the busy lifestyle' proved to be difficult for the candidates. Many have translated it as 'الحياة المشغولة' or as 'الإنشغال في الحياة'. Both were considered as incorrect.
- The phrase 'from a wider choice of schools' was translated by some candidates as 'من أكثر المدارس إتساعاً' and this was considered inaccurate.

## Conclusion

Teachers are encouraged to practice with their candidates the translation of different textual genres that include proper and meaningful translation and use of conjunctions and adverbs. Words and phrases such as 'also', 'however', 'in contrast', 'as many', and 'have no choice but' should be learned and translated in a communicative manner according to the text context.

# 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 stay true to the meaning of the English text.

## General Comments

The translation text was about 'living in cities compared to living in villages'. The text was 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 full one mark. The text is marked out of 40. Marks are awarded for readability and for maintaining the meaning of the original text.

For candidates to be successful in this examination, they need to be have effectively prepared for it. Candidates and teachers need to review grammatical and spelling rules and practise them regularly to help improve results in this area of the translation. Candidates should try to maintain and use the specifics of the Arabic language, such as grammar, syntax and spelling. 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 'young people' is mentioned a few times, it translates to شباب and not أولاد صغار so if the candidates have been penalized for it in the first instance, they would not be penalised again for it the second time.

It is advised that Teachers give candidates specific instructions about writing legibly.

## Specific comments

To achieve best results, candidates are encouraged to translate one sentence or phrase at a time and also not to use their cultural/slang terminology in translation (as this can be considered inappropriate register). In the list below are some phrases that are considered to be incorrect either for spelling or choice of the inappropriate word:

Correct	Incorrect	English Phrase
سينات / سلبيات	مشاكل	disadvantages
مقارنة بالعيش	ضد المعيشة	compared to life
حضرية/محيط مدني	بيئة مثقفة / بيئة حضرية	urban environment
قرى	قرىات	villages
سلام	سليم	peace
عدة	عدت	several
دور السينما/ السينمات	مشاهدة الأفلام	cinemas
في المقابل/ وعلى النقيض/أما	في الاختلاف	In contrast
في بعض البلدان	في بعد البلدان	some
الهجرة/ السفر بعيداً	التحرك/ الحركة إلى جانب	move away

- Candidates need to translate phrases properly as it reflects the meaning of the text e.g., In the phrase 'what counts most' many candidates translated the phrase 'المعدودين أكثر'. A point as not awarded here as there is a difference in meaning.
- In the phrase 'straight to the heart', many candidates translated the word 'straight' as a 'مستقيمة'.
- The word 'the busy lifestyle' proved to be difficult for the candidates. Many have translated it as 'الحياة المشغولة' or as 'الإنشغال في الحياة'. Both were considered as incorrect.
- The phrase 'from a wider choice of schools' was translated by some candidates as 'من أكثر المدارس إتساعاً' and this was considered inaccurate.

## Conclusion

Teachers are encouraged to practice with their candidates the translation of different textual genres that include proper and meaningful translation and use of conjunctions and adverbs. Words and phrases such as 'also', 'however', 'in contrast', 'as many', and 'have no choice but' should be learned and translated in a communicative manner according to the text context.