

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 learning more antonyms.
- Pay more attention to verb conjugation, especially with 'هَنَّ'.

مثال:

النساء يعشن في عالم تتولى فيه الإلكترونيات زمام الأمور، وليس 'النساء يعيشن' أو 'النساء يعشن'.

- Pay more attention to relative pronouns, especially with 'اللواتي / اللاتي / اللاتي'.

مثال:

اللواتي يعانين مشاكل في العين، وليس 'الذين يعانين' أو 'التي يعانين'.

- Practise using correct verb forms, in particular the jussive and the accusative.

أمثلة:

لم تعد متوافقة مع التقنيات الحديثة، وليس 'لم تعو'.
لم ينته عمرها، وليس 'لم ينتهي'.

- Pay more attention to the correct use of the dual.

مثال:

هاتان الأأتان، وليس 'هاتان الأوات' أو 'هاتان الإاة'.

- Pay more attention to 'كَانَ' and its sisters, and their effect on the nominative sentence.

مثال:

كَانَ لها ور أسوأ، وليس 'كَانَ لها ورًا أسوأ'.

- Pay more attention to correct verb conjugation. The following are some examples from the candidates' responses:

أمثلة:

'النفائات الإلكترونية يؤثر في البيئة'.
'تقدّم التكنولوجيا تسبب'.

- Improve on the use of the medial and final hamzas.
- 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 pleasing. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting ideas were expressed.

There continues to be evidence of certain candidates copying out entire sentences (in some cases even a whole paragraph) instead of responding using their own words. Candidates should be reminded to always use their own forms of expression rather than copying from the text.

Comments on specific questions

Question 1

The answers were pleasing on the whole; the majority of candidates successfully answered **parts (a), (c), (d)** and **(e)**, however, some candidates were not successful in answering **part (b)**.

Question 2

Part (a) appeared to be the most challenging for candidates. Many candidates would do well to review the 'dual', the relative pronouns 'الأسماء الموصولة', and the jussive construction 'الجزم'.

Question 3

Many candidates answered this question well. **Parts (a)** and **(d)** were the most accurately answered. Some candidates were not successful in answering **part (e)**.

Part (f) was more challenging for some candidates. The question asked for three negative effects of e-waste on the environment (key word). Some candidates instead wrote about the negative effects of e-waste on human health.

Question 4

There were some very good responses to this question. The majority of candidates managed to select the right answers. A few candidates encountered slight difficulty in answering **parts (b)** and **(d)**.

Question 5

- (a)** Many candidates responded to this question well and some interesting ideas were expressed. Some 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. For example, some did not focus on summarising the 'The dangers of e-waste and the dangers of its recycling' from both texts and instead summarised the two texts more generally.
- (b)** The question asked for the candidate's own opinion on 'how can you preserve the environment of your city'. The majority answered very well and with interesting ideas. A few did not attempt the question at all and some others produced very brief responses.

ARABIC

Paper 9680/22
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 learning more antonyms.
- Pay more attention to verb conjugation, especially with 'هَنْ'.

مثال:

التلميذات يحتجن إلى ممارسة الرياضة، وليس 'التلميذات يحتاجون' أو 'التلميذات يحتاجوا'.

- Practise using correct verb forms, in particular the jussive and the accusative.

مثال:

لم يكن الهدف إنشاء جيل واعٍ، وليس 'لم يكون'.

- Pay attention to learning and understanding the correct use of Idafa – the possessive construction.
- Pay more attention to 'كَانَ' and its sisters, and their effect on the nominative sentence.

مثال:

كَانَ المدرسون يتبعون الطرق القديمة، وليس 'كَانَ المدرسين'.

- Pay attention to the conjugation of the 'Five Verbs'. The following are some examples from the candidates' responses:

أمثلة:

'القائمون يطوروا الرياضة، 'وعلى المدرسين أن يكونون'.

- Correct usage of the 'Lam' in definite and indefinite nouns. The following are some examples from the candidates' responses:

أمثلة:

'ليس لديهم رغبة في العِب'، 'الاستعانة بـ لمدرسين'.

- 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 pleasing. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting ideas were expressed.

There continues to be evidence of certain candidates copying out entire sentences (in some cases even a whole paragraph) instead of responding using their own words. Candidates should be reminded to always use their own forms of expression rather than copying from the text.

Comments on specific questions

Question 1

Responses in this section were variable; the majority of candidates answered successfully **parts (a), (b), (c) and (d)** but a good number of candidates were not successful in answering **part (e)**.

Question 2

Part (e) was the most challenging for candidates whereas **2(c)** was the most accurately answered. Many candidates would do well to review the 'verb conjugation', 'the possessive construction – *Idafa*', and the jussive construction.

Question 3

The majority of candidates answered this question well. **Parts (a), (d) and (f)** were the most accurately answered. As for **part (c)** some candidates answered the second part of the question and did not answer the first part which asked if the author's own opinion agreed with the statement in the question.
'هل يوافق الكاتب على ذلك؟'

Part (e) was more challenging; some candidates managed to get only one or two marks because they referred to obstacles that some **male** candidates face while the question is about **female** candidates.

Question 4

There were some very good responses to this question. **Parts (a) and (b)** were the most accurately answered. As for **part (c)**, some candidates realised that the question focussed on the corruption of 'companies', so those who wrote about the corruption of the state or sport clubs added irrelevant information. The majority of candidates encountered some difficulty in answering **part (e)**.

Question 5

- (a) On the whole, there were some successful attempts at responding to this question which required candidates to focus on the obstacles to the development of sports that are imposed by the state and the educational institutions. Many candidates were successful in identifying some of these obstacles, whereas others wrote about positive contribution or plans for reform.
- (b) This question asked for the candidates to describe a scene and expressing how they felt after the team they supports has won or lost. The majority of candidates successfully attempted this question there were some very interesting responses. Some candidates, however, wrote very brief answers with one or two ideas only.

ARABIC

<p>Paper 9680/31 Essay</p>
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General comments

Essays should reflect the candidates' ability to express themselves clearly and accurately in the target language. They should be able to use grammar and vocabulary efficiently in order to argue the content as well as possible. Also, they should support this argument with examples to demonstrate their understanding of the target language. This was the case with the majority of scripts, however, there was evidence that few scripts relied on memorisation but the outcome was not out of context.

Candidates of this paper achieved good scores and responded well to the questions asked. Most candidates demonstrated good understanding of the question requirements and the relevant parts were answered in detail. Strong responses were clear and direct without any ambiguity.

Comments on specific questions

Question 1

This was about medicine in the past in comparison to medicine nowadays. The topic was not chosen by many candidates. Answers showed good ability to write a coherent text with good argument. Strong answers were creative and supported with details.

Question 2

This was about organic food and health. The majority of candidates provided a good argument and used appropriate language. Strong candidates interpreted the question correctly and provided relevant responses.

Question 3

This was about an increase of female employment. There were very interesting responses that showed very good understanding of the topic.

Question 4

This was about the effect of the number of populations on the economy of the different countries. Candidates gave very realistic examples in their arguments; however, the question was not very popular.

Question 5

This was about countries and the environment. It was chosen by confident candidates who were able to provide good text using good and clear language.

ARABIC

<p>Paper 9680/32 Essay</p>
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There were too few candidates for a meaningful report to be produced.

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Paper 9680/41
Texts

Key messages

This paper tests the candidates' ability to answer questions on different literary texts which cover a variety of periods. **Section 1** requires the candidates to respond to poetry questions while for **Section 2**, candidates respond to questions related to a play, short story or novel.

- 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 then choose one more question selected from either section.
- It is important that all candidates are aware that each answer must be on a different set text e.g., if they choose 5(a), they cannot also answer 5(b).
- For this paper, candidates are not strongly penalised for errors related to grammar and spelling, however, candidates are encouraged to write using language which is as accurate as possible because frequent mistakes can obstruct the readability of a response.

General comments

- This year, more candidates did better in **Section 2** than in **Section 1** as they were able to, in most instances, give a summary and then some analysis of the events in the story or play studied.
- Candidates should be reminded that in **Section 1** they are supposed to answer parts (i) and (ii) in one essay, with a *total* word count of between 500 – 600 words.
- Candidates should also be reminded to clearly indicate on the first page the number of the question they have answered, as un-numbered questions may potentially lead to confusion when examiners are marking.
- All candidates should complete their work in a 12-page answer booklet and not a 4-page continuation booklet; continuation booklets are for candidates requiring extra answer sheets.

Comments on specific questions:

Section 1

Question 1

Ta-rī-kh al-Adab al-'Arabī- 1: al-'Asr al-Ja-hilī-, Dr Shawqī Dhayf

تاريخ الأدب العربي الأول: العصر الجاهلي د. شوقي ضيف

- (a) Candidates who answered this question found it quite difficult to explain some of the imagery and ideas contained in the verses. Some copied large chunks of the poem and then explained some of the expressions only very briefly without expanding on the incidents and imagery quoted. In order to achieve higher marks, candidates should try to expand on their ideas and explore imagery more.

- (b) More candidates attempted to answer this question than the previous one, perhaps as it is a broader question in which candidates could also write about the poet's background and his life with reference to his poetry. In order to achieve a higher grade, candidates should have made more reference to related poems.

Question 2

Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-al-Tha-ni-, Dr Shawqi Dhayf

تاريخ الأدب العربي: العصر العباسي الثاني، د. شوقي ضيف

- (a) Some of the candidates who selected this question found it quite difficult to construct a detailed answer; some answers were rather brief with minimal explanation and interpretation of the events reflected in the poems. In order to produce a more detailed a response, candidates should have tried to interpret the ideas and imagery depicted in the verses, and then expanded on their answer by referring to the poet's life and perhaps other verses that they have studied.
- (b) This question was not especially popular among candidates. It required the candidate to write about how the poet used his descriptive skills to describe nature and beautiful buildings.

Question 3

Min al-Adab al-Nisa'ee al-Mu'a-ser: Al-Arabi wa al-Maghribi, Laila Al-Sabbagh

من الأدب النسائي المعاصر: العربي والمغربي، السيدة ليلى الصباغ

- (a) This question was not selected by many candidates. Those who did choose this question wrote about the poet's life and her experiences in general whereas the question was specifically asking about her struggle with her inner self. Candidates needed to explain what the poet was trying to convey in these particular verses and then relate them to her struggle.
- (b) This question proved to be quite a popular choice. The candidates were required to write about the varied reasons/social problems that led the poet including the themes in her poetry. Some candidates were able to explore a few poems quite effectively.

Section 2

Question 4

Ahl-ul-Kahf, Tawfiq Al-Hakim

أهل الكهف، توفيق الحكيم

- (a) This question proved to be rather popular among candidates. Some candidates produced detailed and insightful responses about the different types of connection between human beings and life. Some also went on to examine the three men's connection to life and relate this to the incidents that led to their final decision.
- (b) The prompt for this question was Brisca and how the appearance of the man from the past has affected her life and future. This question was not a very popular choice.

Question 5

Al-Awa-sif, Gibran Khalil Gibran

العواصف، جبران خليل جبران

- (a) This question, which required an understanding of the topics related to the short stories, was chosen by only a few candidates. Certain candidates were able to explain how some of Gibran's characters let their emotions and their extreme morals impact on their lives. To access the full range of marks, candidates should have referred to two or three of the short stories to illustrate their ideas, such as Al Aseefah, Al Shaytan, Al Banafsajeh, Al Tamooh, Assam fi Al Dasam.
- (b) Very few candidates answered this question. Candidates were required to write about the story of Al Sulban, about the character of Khalil Bec, and explore the main lesson behind the story.

Question 6

Al Riwaya al mustaheelah- fusayfusaa dimashqeeah, Ghada Al Samman

الرواية المستحيلة: فسيفساء دمشقية، غادة السمان

- (a) This question was not a very popular choice. To answer this question successfully, candidates should have written critically about the symbolism of the Jasmin Road and the Grand House in Amjad Al Khayyal's life.
- (b) Very few candidates answered his question. Those who did wrote mostly quite generally about the whole story and were unable to specifically write about Zain's nightmares and how they affected her life.

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Paper 9680/42
Texts

Key messages

This paper tests the candidates' ability to answer questions on different literary texts which cover a variety of periods. **Section 1** requires the candidates to respond to poetry questions while for **Section 2**, candidates respond to questions related to a play, short story or novel.

- 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 then choose one more question selected from either section.
- It is important that all candidates are aware that each answer must be on a different set text e.g., if they choose 5(a), they cannot also answer 5(b).
- For this paper, candidates are not strongly penalised for errors related to grammar and spelling, however, candidates are encouraged to write using language which is as accurate as possible because frequent mistakes can obstruct the readability of a response.

General comments

- Candidates did better in **Section 2** than in **Section 1** as they were able to, in most instances, give a summary and then some analysis of the events in the story or play studied.
- Candidates should be reminded that in **Section 1** they are supposed to answer parts (i) and (ii) in one essay, with a *total* word count of between 500 – 600 words.
- Candidates should also be reminded to clearly indicate on the first page the number of the question they have answered, as un-numbered questions may potentially lead to confusion when examiners are marking.
- All candidates should complete their work in a 12-page answer booklet and not a 4-page continuation booklet; continuation booklets are for candidates requiring extra answer sheets.

Comments on specific questions

Section 1

Question 1

Ta-rī-kh al-Adab al-'Arabī- 1: al-'Asr al-Ja-hilī-, Dr Shawqī Dhayf,

تاريخ الأدب العربي الأول: العصر الجاهلي د. شوقي ضيف

- (a) Few candidates answered this question. Those who did wrote about the social phenomenon that Zuhair bin Abi Sulma introduced in poem, which is giving and being charitable to the poor.
- (b) More candidates attempted to answer this question in which candidates had to write about Zuhair bin Abi Sulma as a poet of peace and wisdom. Candidates could have written about his life and family, society and environment, and the poetry he wrote in connection with the two topics. Candidates needed to cite and explain some of his related poems to support their points to achieve the highest marks.

Question 2

Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-al-Tha-ni-, Dr Shawqi Dhayf,

تاريخ الأدب العربي: العصر العباسي الثاني، د. شوقي ضيف

- (a) Some candidates found it difficult to construct a detailed answer as they struggled to connect the second part of the question to the first. The verses depict examples of the poet's wisdom and were selected to help candidates to explore the poet's wise ideas. Candidates could have expanded on their answer by referring to the poet's life and character.
- (b) Very few candidates answered this question. Most of them wrote about the poet's poems in general, without referring to the prompt in the question. To attain the highest marks, they should have referred to the three stages in the poet's poetry: evolution, elevation and maturity.

Question 3

Min al-Adab al-Nisa'ee al-Mu'a-ser: Al-Arabi wa al-Maghribi, Laila Al-Sabbagh,

من الأدب النسائي المعاصر: العربي والمغربي، السيدة ليلي الصباغ

- (a) This was a popular question. It required the candidates to write about the sadness in the chosen lines that expressed her grief towards what happened to her country, Palestine, in 1948.
- (b) Very few candidates answered this question in which candidates had to cite some of the poems to demonstrate their full understanding of the poet's struggle during her life and how this was reflected in her poems. To achieve the highest marks, candidates should have quoted and explained some of the poems related to her loneliness in her childhood, her emotional isolation, her strict upbringing and her social background.

Section 2

Question 4

Ahl-ul-Kahf, Tawfiq Al-Hakim,

أهل الكهف، توفيق الحكيم

- (a) This question was quite popular, and some candidates produced detailed responses; some, however, talked about events towards the end of the play without paying attention to the prompt which specified that reference should be made to the struggle and suffering at the beginning.
- (b) Very few candidates answered this question which required candidates to refer to some specific points and present a critical analysis. To achieve the highest marks, candidates should have paid close attention to question and explained the struggle between reality and the illusion, between human beings and the concept of time and connected this to the characters in the play.

Question 5

Al-Awa-sif, Gibran Khalil Gibran

العواصف، جبران خليل جبران

- (a) A fair number of candidates answered this question which required them to examine events in the short story of Al Assifa. Attempts at this question were generally successful.
- (b) Very few candidates attempted this question which required candidates to show some understanding of the topics related to the short stories in this book. Candidates should have written about the sacrifices that some characters made in their lives to defend their morals and beliefs. Candidates should have referred to at least two or three of the short stories in their response.

Question 6

Al Riwaya al mustaheelah- fusayfusaa dimashqeeah, Ghada Al Samman

الرواية المستحيلة: فسيفساء دمشقية، غادة السمان

- (a) To answer this question successfully, the candidates should have made direct reference to the novel to highlight Zein's fear of her aunt, of the unknown and of death. References could have been made to incidents that contributed to her fear and to the emotional suffering throughout the novel.
- (b) Very few candidates answered his question which required candidates to specifically write about how the author depicted the women in the novel.

ARABIC

<p>Paper 9680/51 Prose</p>
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General comments

- The mark scheme identifies 40 marking units: 1 mark awarded if the unit is correct, or 0 marks if the unit is incorrect or incomplete.
- Marks are awarded positively for correct and valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Marks are awarded when candidates clearly demonstrate what they know and can do.
- Marks are not deducted for errors or for omissions.
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

Comments on specific task

- Generally, the English text was clear and straightforward with some challenging vocabularies to test the candidates' different abilities in order to produce a well-structured translation from the English text. Some of the challenging phrases were 'It is estimated that', 'The fresh water', 'which are filled directly', 'underground channels', 'survival', 'global warming', 'This phenomenon', 'life expectancy' and 'human consumption'.
- Some confusion was noticed when candidates translated the word (Medicine): الطب أو الأدوية
- Full marks were awarded for the top quality of translation: vocabulary and style.
- Incomplete sentences were awarded 0, when they did not include the key word of the sentence, or were ambiguous to be understood.
- Candidates should read the English text first fully to grasp the full meaning, then they start to translate.
- Candidates should read the English sentences to understand the correct meaning, then translate choosing the right meaning, as the literal translation could lead to a different meaning.
- To achieve high marks, candidates should translate sentence by sentence, and not summarise the meaning of the text and use their own interpretation of the text.
- Candidates are encouraged to widen their reading scope to include different topics in order to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.

ARABIC

Paper 9680/52
Prose

General comments

- The mark scheme identifies 40 marking units: 1 mark awarded if the unit is correct, or 0 marks if the unit is incorrect or incomplete.
- Marks are awarded positively for correct and valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Marks are awarded when candidates clearly demonstrate what they know and can do.
- Marks are not deducted for errors or for omissions.
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

Comments on specific task

- Generally, the English text was clear and straightforward with some challenging vocabularies to test the candidates' different abilities in order to produce a well-structured translation from the English text. Some of the challenging phrases were: 'Have you ever', 'interacted with mammals', 'potential threat', 'survival', 'transport and farming', 'evolutionary step', 'machines have taken over the jobs', 'our attitude' 'towards them' and 'cruelly exploited'.
- Some confusion was noticed when candidates translated the word (animal kingdom): المملكة الحيوانية أو عالم الحيوانات
- Full marks were awarded for the top quality of translation: vocabulary and style.
- Incomplete sentences were awarded 0, when they did not include the key word of the sentence, or were ambiguous to be understood.
- Candidates should read the English text first fully to grasp the full meaning, then they start to translate.
- Candidates should read the English sentences to understand the correct meaning, then translate choosing the right meaning, as the literal translation could lead to a different meaning.
- To achieve high marks, candidates should translate sentence by sentence, and not summarise the meaning of the text and use their own interpretation of the text.
- Candidates are encouraged to widen their reading scope to include different topics in order to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.