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# FIRST LANGUAGE ARABIC

Paper 0508/02

Reading and Directed Writing

## General comments

The following points should be noted for future candidates:

- Candidates should not exceed the stated word limit. Some answers to **Questions 1 and 2** wrote more than twice the stated word limit.
- Candidates must ensure that they read the question carefully and understand what is required before they begin to answer. They must be sure to answer all parts of the question.
- Candidates should be reminded not to copy out portions of the text, but to answer in their own words and personal style of writing.
- Candidates appear to require more practice in nominal sentences and grammatical analysis.

## Comments on specific questions

### Question 1

Examiners were looking for answers which drew out the main ideas from the two texts with regard to joining an IT club and for clarity, language, presentation and style of writing. Answers should have been written in the form of a letter to a friend. Some candidates copied out large sections of the texts; others used ideas from only one text. Not all candidates wrote their answer in the form of a letter.

One example of a good answer to this question was the response:

التاريخ ٢٠٠٢/١٠/٢٠  
القاهرة  
صديقي العزيز،  
كيف حاله ؟ وكيف حال تالوالدين ؟ سرّ من طويل منذ أن تقابلنا، ولكن بفضل الحاسب الآلي والشبكة  
الالكترونية لن يتكرر هذا مرة أخرى.  
إنّ آخر أخباري وأهمها أنني التحقت بثاني الحاسب الآلي، ولا يمكن أن أصف لك مدى الأشياء العظيمة التي  
يمكنني أن أفعلها باستخدامه. لقد استطعت باستخدام الحاسب الآلي أن أجد إلى مصادر المعرفة الأصلية وتوثيقها  
في حل المشاكل.....

### Question 2

Examiners were looking for answers which drew ideas from both texts and which were written in the form of an argument between a parent and a teacher, in which the parent tried to persuade the teacher to purchase a computer for the student to access the internet. Candidates were also required to use their personal experience in answering the question, although some failed to do so. As with **Question 1**, some candidates used ideas from only one of the texts. Some candidates also failed to write in the form of an argument.

**Question 3**

Examiners were looking for the correct vocalisation and explanation of the underlined words.

Common mistakes included the following:

- أ- يعلبك : سبب إلى سحرور بالكسرة ، أو اسم سحرور بالكسرة .  
 ج- جديدي : تعت سحرور وعلامة العر الكسرة ، أو تعت منصوب بالفتحة .  
 ج- جامعة : فاعل مرفوع بالضممة .

**Question 4**

Examiners were looking for appropriate words, correctly vocalised, to be supplied by candidates. Many candidates answered this question correctly. Acceptable answers included:

- أ- دوس ، أقام ، حيول .....  
 ب- المعلم ، الإسلام ، الطبيب .....  
 ث- خالد ، طالب .....  
 ج- ...

**Question 5**

Candidates were required to supply an example of four grammatical structures by including each in a meaningful sentence. Only a few candidates managed to answer all parts of the question correctly. Acceptable answers included:

- أ- العلم العلم تور .  
 ب- اشتريت عشرين كتاباً .  
 ج- رأيت الفلاح يزرع أرزاً .  
 د- يا طلاب العلم ذاكرُوا .

Common mistakes included the following:

- أ- حضر الطلاب جميعهم .  
 ب- شاهدت ثلاثة تلاميذ .  
 ج- جاء الولد سعيداً .

**Question 6**

Marks were awarded for correct grammatical analysis of each of the underlined words. Only a few candidates managed to answer all parts of the question correctly. Common mistakes included the following:

- سجوا : فاعل مرفوع بالضممة .  
 حضران : حال منصوب بالالف لأنه مشى .  
 طفل : تعت مرفوع بالضممة .  
 جملة صاد التعاون الدولي : لا محل لها من الإعراب .

**Paper 0508/03**  
**Continuous Writing**

### General comments

Candidates were required to answer one question from a choice of nine. Every question was attempted, but some were more popular than others. The poetry question (**Question 5**) proved more popular this session than in any previous session. The photograph question (**Question 9**) also proved more popular than usual.

Some answers did not fulfil the requirements of the question rubric. There were some answers which were very focused, imaginative and well written. Some otherwise good answers to **Questions 2, 3 and 6** were spoilt by grammatical errors and a poor introduction. Some answers were lacking in their paragraphing and punctuation.

Most candidates managed to portray rounded characters in their stories and a realistic depiction of events, particularly in response to **Questions 1 and 7**.

### Comments on specific questions

#### **Question 1**

Candidates were required to write a story based on the meaning of an Arabic proverb. Many candidates produced a detailed description of the central character about which they chose to write in order to illustrate the meaning of the proverb. One example of a good answer to this question was the following:

(كان أحمد الأخ الأكبر، وكان يتحلى بالأخلاق الكريمة، فهو بمقت الفش، ولا يحب الكذب ولا القذاح، ولا يحترم من كان في قلبه مثقال ذرة من هذه الآفات، فلقد كان متواضعا برون مذلة، قويا برون عتف، شجاعا برون تهور...)

One candidate wrote about a wife who was very talkative and fond of gossip, particularly in relation to work. This led to her revealing confidential information to someone she thought was an ordinary customer but who, in fact, was an inspector. So her fondness for gossip got her into trouble at work.

The following are examples of common spelling mistakes and grammatical errors which marred the work of candidates:

وتجتمعوا الجيران - ولما فتحوا المراس الباب - رفع رأسه لتكفي عيانه عيشان الملك - من أمطاني المقود - من من الناس سيرضى عتكي ...

#### **Question 2**

This was a very popular question. Examiners gained the impression that many candidates enjoyed responding to this question, although some made no mention of their feelings, as required by the question.

One answer which scored high marks for its description of the castle and its location included the following description:

(كانت القلعة مربعة الشكل، وفي كل زاوية يوجد برج للمراقبة، وكانت تشرف على البحر مباشرة، تحاطة بسور من اقوى انواع الصخر، وكان ارتفاعها عشرات الامتار وكانها حصن منيع، وبالفعل كانت كذلك...)

Another good answer which was notable for its description of the inside of the castle was the following:

(وكان داخل القلعة مكتبة كبيرة خاصة بالأمير، وكانت غرفة الطعام مستطيلة الشكل يتوسطها طاولة طعام مستطيلة الشكل هي الأخرى، وأما الغرفة فقد رُبعت من أرضها إلى سقفها يشتمل أنواع الزخارف، وكان يتوسط السقف شمعان كبير مستوع من الذهب الخالص يتطد إصار الناظرين إليه...)

The following are examples of common spelling mistakes and grammatical errors which marred the work of candidates:

- الأميرات الأخريات كانوا يرتدون تلك الخلابس العربية وكانهم يعاينون الأشخاص الذين لا يرتدون مثلهم - لم أصدق أعبوني - وكم ثقافتك - كانت الأزهار كبيرة ذو راحة فواحة ...

### Question 3

The standard of answers to this question varied widely. There were some very good and detailed answers, but also some which failed to respond to all aspects of the question, particularly the reasons for the establishment of the shopping centre.

One good answer included the following:

( استصبح الحديقة متنفساً لأهل الحي، كما أنها سوف تنقي الهواء من الأتربة والدخان. وهذا سيزيد من جمال المنطقة، ومن الممكن أن تكون ملهى للأطفال الذين يقطنون قريباً، خاصة في عطلة نهاية الأسبوع. وستكون ملتقى للأسر، وبهذا تتعزز علاقات الوحدة الاجتماعية ... )

The following are examples of common spelling mistakes and grammatical errors which marred the work of candidates:

- واظن أن هذا ينظر على سياحي كافي للسياح - ويمكن أن تجعل البساط الأخضر ملعب للتلاميذ ...

### Question 4

Only a few candidates managed to answer this question well. Many candidates did not write their answer in the form of an article for submission to a local magazine. Some candidates made no mention of their feelings, as required by the question; others mentioned only one piece of work for which the person was famous, whereas the question stipulated that three pieces of work should be referred to.

The following are examples of common spelling mistakes and grammatical errors which marred the work of candidates:

- أصبح عمرو ثمانية عشرة أعوام - أصبح أشهر مصرياً - استقم جائزة نوبل في عام ثمانية وتسعون -

### Question 5

Candidates were required to write about the meaning of some lines of poetry. Marks were awarded for use of the meanings in another form of writing. Many candidates who chose to answer this question did so in an effective, imaginative and expressive manner, clearly bringing out the feelings conveyed by the poetry.

### Question 6

This question seemed to capture the attention of many candidates.

( العلاج يكون في وجود الأندية الصيفية التي تنظم الرحلات والمعسكرات - وفي أن يتعلم الفرد مختلف اللغات - أو يعمل ليكتسب خبرة الحياة ... )  
- في القرن الواحد والعشرين يختلف طريقة التعامل عن الماضي بالنسبة لأولياء الأمور للأبناء وبذلك يختلف طرق التعامل مع الأبناء أيضاً ...  
( الابن لا يعمل بتسائح أبوه والأشياء أو الأطفال مع تطوّر العالم يوريدون الحرية الكاملة ... أن يكون أبنته قادر على التعامل مع العالم الخارجي ويتنسى للسياح فهم لم يقدرون أن هناك واجبات ... )

**Question 7**

This was a very popular question. Some candidates wrote about crime, some about a family problem, and others about false friendships. The Examiners noted that many candidates failed to draw a distinction between the singular, the dual case and the plural in their use of pronouns. The story which candidates wrote should have concluded with a sentence including a plural personal pronoun (their). Many candidates concluded instead with a pronoun in the singular or dual case as they had used in their story.

**Question 8**

This was not a popular question. Among the topics which candidates chose to write about were the latest model of television, mobile telephone, computer and air conditioning. The majority managed to write and explain a good marketing strategy for the chosen product in their imagined capacity as a company sales representative. Many candidates wrote well about their own experience when illustrating their answer.

**Question 9**

This question required candidates to write about the photograph printed on the Question Paper. Many candidates wrote their answer in the form of a story and scored good marks as their work highlighted the main features of the photograph in an imaginative and original manner.