Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- **Digital mocks service**
- **Insight assessments**
- **Professional development**
  - Focus on assessment
  - Online marking workshops

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Paper 0544/11
Listening

There were too few candidates for a meaningful report to be produced.

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Paper 0544/12
Listening

Key messages

Candidates performed well on **Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27** and **34**.

Candidates performed less well on **Questions 23, 24, 28, 29, 30, 31, 32, 33, 35, 36** and **37**.

Question 1 to 14 involved selecting images based on dialogues, both short and slightly longer. In both sets, candidates generally performed well in matching the correct image. From **Questions 15** onwards, candidates benefit most when they listen to the entire dialogue and consider the full context. By focusing on the broader meaning, they can infer the speaker's intent more effectively. In the final section, success comes from understanding both statements fully, ensuring a deeper comprehension of the content.

Comments on specific questions

Question 23

- Option **A** was a common incorrect answer.
- The question focused on the **most** prominent thing that Rania liked in Morocco. Although the text talked about الجو المعتدل, the most significant thing she liked was being with relatives.

Question 24

- Option **B** was a common incorrect answer.
- This suggests that candidates need to read the question carefully and pay attention to the context. They should consider how Rania felt at the **end of the day**, not just the earlier moments.

Question 28

- Option **B** was a common incorrect answer.
- Candidates should listen carefully to the entire context and distinguish between what Rania believes about travel and what her sister thinks.

Question 30

- Option **B** was a common incorrect answer.
- Candidates should carefully analyse the details rather than relying on single words. He won a first-place award at his school, not in an international competition.

Question 31

- Option **D** was a common incorrect answer.
- Candidates need to read the options carefully and distinguish where the personal freedom is affected. The recording mentions public spaces, not at home.

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Question 32

- Option **D** was a common incorrect answer.
- Candidates should listen carefully to distinguish what the brother enjoys from what he dislikes. The context shows that he enjoys travelling between countries and does not enjoy horror films. Careful attention to these distinctions helps candidates identify the correct answer.

Question 33

- Option **C** was a common incorrect answer.
- Candidates need to listen closely to infer the timing. The dog stays in the garden only when guests visit, not all day. Careful attention to the circumstances described in the recording helps candidates identify the correct answer.

Question 35

- Options **A and C** were common incorrect answers.
- Candidates should carefully differentiate who the statement applies to. In the interview, changes that people face were about teenagers, not adults. Also, the speaker highlighted that social media promotes the ‘skinny body’ as an ideal body, not the speaker personally.

Question 36

- Option **C** was a common incorrect answer.
- Candidates should pay close attention to frequency details. The recording highlighted that every meal should contain fruits or vegetables, not just some. Careful attention to these qualifiers helps candidates select the correct answers.

Question 37

- Options **B and E** were common incorrect answers.
- Candidates should listen very carefully to the exact timing and frequency of advice. The speaker recommended daily exercise, not just three times a week. Candidates should also pay close attention to negation words such as ‘عدم’, as the speaker warned against caffeine before bed.

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Paper 0544/13
Listening

There were too few candidates for a meaningful report to be produced.

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FOREIGN LANGUAGE ARABIC

Paper 0544/21
Reading

Key messages

The overall performance this year was very good. Most candidates read the questions carefully and identified the correct answers. Candidates responded independently without relying heavily on lifting the answers from the texts. They identified the specific information required and responded accordingly in a clear and concise manner. This demonstrates good preparation by candidates.

What candidates did well
- The matching and multiple-choice questions were answered with ease by most candidates.
- The multiple matching and reading comprehension questions were answered clearly and independently.
- The great majority of candidates used their own language and manipulated the answers to show a full understanding of the texts and an awareness of the requirement to be awarded the mark.
- There were hardly any blank responses.

What candidates needed to improve
- Candidates should read the questions carefully before answering.
- Candidates should have used their own language where required as some questions are designed with the intention that some manipulation in the answer is needed to reflect good understanding.
- Candidates should have taken extra care in their spellings because, although some minor spelling mistakes can be tolerated, some errors made the answers ambiguous and were not awarded a mark.
- Candidates should have been extra conscious of the time needed to answer all the questions and not leave some questions unanswered towards the end.

Comments on specific questions

Question 1 (a)–(e)

Most candidates responded extremely well to this question. They demonstrated a good understanding by matching five sentences to the corresponding images. There were hardly any errors except for **Question 1** where the word القرية and the verb تمشي may not have been understood by very few candidates.

Question 2 (a)–(e)

Most candidates responded very well to this question. They were able to match five sentences to their corresponding signs of public places and identified the correct answers. There were only a few who did not seem to have understood the sign for **Question 2 (b)** المصاعد and **Question 2 (d)** خريطة قطار الأنفاق .

Question 3 (a)–(g)

Most candidates responded very well to this multiple-choice question based on reading a short text in the form of an email about a flower festival. Candidates were able to identify the correct option from a variety of topics covered in the course. Few candidates chose the distractor instead of the correct answer as in **Question 3 (g)** where the question asked, 'how many trees did the father buy'. In the text the grandfather bought three whereas the father bought four. A careful reading of the question before answering is very important. Few candidates also did not link the meaning of the word 'middle' in the two synonym words وسط and منتصف when asked about the location of the flowers' section. Very few candidates chose the incorrect option (entrance, exit) instead of (middle) from the options (مدخل، وسط، مخرج). So, it is recommended that

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candidates practice more vocabulary and synonyms on different topics as much as possible and be aware of distractors in the reading text.

Question 4 (a)–(k)

Candidates performed very well in this reading comprehension question, especially in **Question 4 (b)**, **Question 4 (c)(i)**, **(c)(ii)** and **Question 4 (e)**. Candidates were able to locate the required information in the text and display their full understanding.

Question 4 (g) required language manipulation and not relying on lifting from the text to demonstrate a full understanding of the question. Instead, few candidates did not use their own words and lifted the answer as it appeared in the text, despite locating where the answer is in the text.

Question 4 (g) لماذا أعجبت جيهان بوقت الاستيقاظ؟

(g) Comprehensive response

- لأنّها تحب الاستيقاظ باكراً.

Limited/Wrong response

- لأنّني كما تعلمين أحب الاستيقاظ باكراً. Such a response creates an ambiguity and makes it unclear that the candidate understood the question or how to respond to it.
- Occasionally, candidates identified a word or phrase spot from the text and answered the question incorrectly, as in **Question 4 (i)**.

Question 4 (i) متى كان وقت رياضة اليوغا؟

(i) Comprehensive response

- بعد الغداء.

Limited/Wrong response

- مدة ساعتين/ كنا نمارس رياضة اليوغا مدة ساعتين. Such responses creates an ambiguity and make it unclear that the candidate understood the question or how to respond to it.
- Misspelling or missing a key word in the answer is another example that candidates need to be very aware of. Here is an example:

Question 4 (j) كيف شعر الأصدقاء أثناء المشي في الجبال؟

(j) Comprehensive response

- استمتعوا بالمناظر الخلابة.

Limited/Wrong response

- استمعوا بالمناظر الخلابة/ بالمناظر الخلابة التي شاهدوها أثناء هذا التمرين.

Question 5

Candidates performed well in this multiple matching question even though good and close reading is required to match 5 statements to 5 out of 8 given descriptions. It is advisable that candidates practise this type of questions using previous series together with the mark schemes.

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Question 6 (a)–(i)

In this question, candidates generally performed well. As in **Question 4**, candidates are required to answer a series of questions related to reading a slightly longer text. Some questions also required manipulations of verbs or pronouns and prompted the candidates to use their own language to reflect full understanding of the text.

Question 6 (d) (i)(ii) and **Question 6 (g) (i)(ii)** were answered more successfully than, for example, **Question 6 (f)**, **Question 6 (h)** and **Question 6 (i)** which required key words, language manipulation, or a change from first-person to third-person verb forms.

Question 6 (f) على ماذا تركز الاختراعات التي يراها الزوار في طابق "عالم المستقبل"؟

(f) Comprehensive response

- (على) الحلول التي يقدّمها المصمّمون والباحثون (للتعامل مع أهم التحدّيّات في يومنا هذا).

Limited/Wrong response

- يقدّمها المصمّمون والباحثون / مشاهدة أحدث الاختراعات / يمكن أن يغيّر عالمنا.

Question 6 (h) لماذا علينا أن نتقبّل الأفكار الحديثة؟

(h) Comprehensive response

- حتى نتمكّن (للتمكّن) من تغيير واقعنا الحالي إلى الأفضل / لتغيير الواقع الحالي إلى الأفضل

Limited/Wrong response

- يتمكّن من تغيير واقعنا الحالي إلى الأفضل.

Question 6 (i) لماذا يرغب أدهم في زيارة المتحف الجديد؟

(i) Comprehensive response

- ليرى أحدث الابتكارات والتصاميم.

Limited/Wrong response

- لأرى أحدث الابتكارات والتصاميم / أحدث الابتكارات والتصاميم التي ذكرها مدير المتحف. So, by missing a key word or not applying the required manipulation, the answer was considered a direct lifting from the text and resulted in the mark not being awarded.

Concluding remarks

Overall, this year's performance is very good. There is clear evidence of the diligent work of teachers and candidates in preparing for this exam. Most candidates achieved marks in the middle to high range of

Recommendations

The following recommendations could benefit candidates and boost their performance in future series:

- Close reading of the texts.
- Careful reading of the questions to understand their demands.
- Use of own words to ensure the application of the required changes in verbs and possessive pronouns.
- More training on how to respond to the reading texts in Q4 and Q6 and advising candidates to give full answers and apply the necessary changes where required.
- Avoid 'No Response' because a partial understanding of the text can sometimes lead to a correct answer.
- Practice previous years' exams with reference to the mark schemes.

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FOREIGN LANGUAGE ARABIC

Paper 0544/22
Reading

Key messages

The performance this year is overall very good. Most candidates read the questions carefully and identified the correct answers. This is the case in the matching and multiple-choice questions as well as the reading comprehension questions. Candidates responded independently without relying heavily on lifting the answers from the texts. They identified the specific information required and responded accordingly in a clear and concise manner. This demonstrates good preparation by candidates.

What candidates did well

- The matching and multiple-choice questions were answered with ease by most candidates.
- The multiple matching and reading comprehension questions were answered clearly.
- Candidates used their own language and manipulated the answers to show a full understanding of the texts and an awareness of the requirement to gain a mark.
- There were hardly any blank responses.

What candidates needed to improve

- Candidates should read the questions carefully before answering.
- Candidates should have used their own language where required as some questions are designed with the intention that some manipulation in the answer is needed to reflect good understanding.
- Candidates should take care with spellings because, although some minor spelling mistakes can be tolerated, some errors made the answers ambiguous, and these answers were not awarded a mark.
- Candidates should be mindful of the time needed to answer all the questions and not leave some questions unanswered towards the end.

Comments on specific questions

Question 1 (a)–(e)

Most candidates answered this question very well. They demonstrated a good understanding by matching five sentences to the corresponding images. There were hardly any errors except for **Question 1 (b)** and **Question 1 (c)**, where the word الحاسوب and the verb يطبخ may not have been understood by very few candidates.

Question 2 (a)–(e)

Most candidates responded very well to this question. They were able to match five sentences to their corresponding signs of public places and identified the correct answers. There were only a few who did not seem to have understood the sign for **Question 2 (e)** محطة الحافلات and **Question 2 (c)** المصرف المركزي.

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Question 3 (a)–(g)

Most candidates responded very well to this multiple-choice question based on reading a short text in the form of an email. Candidates were able to identify the correct option from a variety of topics like family members, numbers, food items, locations, clothing and feelings. Few candidates chose the distractor instead of the correct answer as in **Question 3 (e)** where the lady bought a dress and not a coat. The options were (معطفًا، سروالًا، فستانًا) and few candidates chose معطفاً instead of the correct answer فستانًا, which corresponds with ثوبًا in the reading text. In **Question (g)**, few candidates did not identify the similarity between 'enjoyable' and 'entertaining' when asked about how was the day of shopping. So, the options were (مسلّياً، طويلاً، هادئاً), and few candidates chose 'long' طويلاً instead of مسلّياً (entertaining) which corresponds with the word ممتعاً (enjoyable) in the text. This was also the case in **Question 3 (d)**, which asks about the location of the coffee shop in the shopping centre. Very few candidates chose the incorrect option (beginning, end) instead of (middle) from the options (بداية، وسط، نهاية), where وسط corresponds with the word منتصف in the text. So, it is recommended that candidates practice vocabulary and synonyms on different topics as much as possible and be aware of distractors in the reading text.

Question 4 (a)–(k)

Candidates performed very well in this reading comprehension question, especially in **Question 4 (a)**, **Question 4 (e)(i)**, **(e)(ii)** and **Question 4 (g)**. Candidates were able to locate the required information in the text and display their full understanding.

Question 4 (h) and **Question 4 (i)** required language manipulation and not relying on lifting from the text to demonstrate a full understanding of the question and answer. Here are examples of the limited or incorrect responses:

Question 4 (h) لماذا واجه حمزة مشكلة منذ يومين؟

Question 4

(h) Comprehensive response

- لأنّه نسيَ شحن السيارة (سيارته).

Limited/Wrong response

- لأنّه نسيت شحن السيارة.

Question 4 (i) كيف ذهب حمزة إلى عمله بعد المشكلة التي واجهها؟

(i) Comprehensive response

- بسيارة أمّه

Limited/Wrong response

- بسيارة أمّي
- Such responses create an ambiguity and make it unclear that the candidate understood the question or how to respond to it.
- Missing a key word in the answer is another example where candidates need to be very aware of. Here are some examples:

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Question 4 (f) بالنسبة إلى حمزة، ما أهم صفة في الهدية التي حصل عليها؟

(f) Comprehensive response

- تكلفة شحن السيارة منخفضة.

Limited/Wrong response

- شحن السيارة منخفضة. So, missing the key word تكلفة would deem the answer as incomplete.

Question 4 (a) أين تتعلّم سناء ركوب الخيل؟

(a) Comprehensive response

- في مدرسة الفروسية المحلّية.

Limited/Wrong response

- في مدرسة الفروسية. Missing the word المحلّية would also deem the answer as incomplete.

Question 5

Candidates performed well in this multiple matching question even though good and close reading is required to match 5 statements to 5 out of 8 given descriptions. It is advisable that candidates practise this type of question using previous series together with the mark schemes.

Question 6 (a)–(i)

In this question, candidates generally performed well. As in **Question 4**, candidates are required to answer a series of questions related to reading a slightly longer text. Some questions also required manipulations of verbs or pronouns and prompted the candidates to use their own language to reflect full understanding of the text.

Question 6(b)(i)(ii) and **Question 6(e)(i)(ii)** were answered more successfully than, for example, **Question 6 (d)**, **Question 6 (f)** and **Question 6 (g)** which required manipulation of the attached/possessive pronoun and changing the verb from the first person to the third person.

Question 6 (d) كيف شجع والد حنان ابنته على ركوب الخيل؟

(d) Comprehensive response

- أهداها حصاناً في سن العاشرة.

Limited/Wrong response

- أهداني (أهداهه، أهدانة) حصاناً في سن العاشرة.

Question 6 (f) لماذا واجهت حنان صعوبات في المستوى الأول؟

(f) Comprehensive response

- لأنّ الحصان لم يستجب لأوامرها.

Limited/Wrong response

- لأنّ الحصان لم يستجب لأوامري.

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Question 6 (g) لماذا احتاجت حنان إلى التدريب الطويل في المستوى المتقدّم؟

(g) Comprehensive response

- لكي تكتسب الخبرة المطلوبة.

Limited/Wrong response

- لكي أكتسب الخبرة المطلوبة. So, by not applying the required manipulation, the answer was considered a direct lifting from the text and resulted in the mark not being awarded.
- As for **Question 6 (i)**, candidates were asked to give a response to an opinion in the text and marks were only awarded where the answer was comprehensive and any lifting from the text was deemed incorrect because it does not demonstrate full understanding of the text.

Question 6 (i) بماذا شعرت سناء في نهاية اليوم؟

(i) Comprehensive response

- كانت فخورة بالإنجاز الذي حققته صديقتها (حنان) / شعرت بالفخر بإنجاز صديقتها.

Limited/Wrong response

- كانت فخورة / شعرت بالفخر / شعرت بالفرح / كانت فخورة بالإنجاز الذي حققته / وقد فرحت حنان بفوزها كثيراً.

Concluding remarks

Overall, this year's performance is very good. There is clear evidence of teachers' and candidates' diligent work in preparing for this exam. Most candidates achieved mid to high range of marks.

Recommendations

The following recommendations could benefit candidates and boost their performance in future series:

- Close reading of the texts.
- Careful reading of the questions to understand their demands.
- Use of own words to ensure the application of the required changes in verbs and possessive pronouns.
- More training on how to respond to the reading texts in **Question 4** and **Question 6** and advising candidates to give full answers and apply the necessary changes where required.
- Avoid 'No Response' because a partial understanding of the text can sometimes lead to the correct answer.
- Practice previous years' exams with reference to the mark schemes.

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FOREIGN LANGUAGE ARABIC

Paper 0544/23
Reading

Key messages

The overall performance this year was very good. Most candidates read the questions carefully and identified the correct answers. Candidates responded independently without relying heavily on lifting the answers from the texts. They identified the specific information required and responded accordingly in a clear and concise manner. This demonstrates good preparation by candidates.

What candidates did well

- The matching and multiple-choice questions were answered with ease by most candidates.
- The multiple matching and reading comprehension questions were answered clearly and independently.
- The great majority of candidates used their own language and manipulated the answers to show a full understanding of the texts and an awareness of the requirement to be awarded the mark.
- There were hardly any blank responses.

What candidates needed to improve

- Candidates should read the questions carefully before answering.
- Candidates should have used their own language where required as some questions are designed with the intention that some manipulation in the answer is needed to reflect good understanding.
- Candidates should have taken extra care in their spellings because, although some minor spelling mistakes can be tolerated, some errors made the answers ambiguous and were not awarded a mark.
- Candidates should have been extra conscious of the time needed to answer all the questions and not leave some questions unanswered towards the end.

Comments on specific questions

Question 1 (a)–(e)

Most candidates responded extremely well to this question. They demonstrated a good understanding by matching five sentences to the corresponding images. There were hardly any errors except for **Question 1** where the word القرية and the verb تمشي may not have been understood by very few candidates.

Question 2 (a)–(e)

Most candidates responded very well to this question. They were able to match five sentences to their corresponding signs of public places and identified the correct answers. There were only a few who did not seem to have understood the sign for **Question 2 (b)** المصاعد and **Question 2 (d)** خريطة قطار الأنفاق .

Question 3 (a)–(g)

Most candidates responded very well to this multiple-choice question based on reading a short text in the form of an email about a flower festival. Candidates were able to identify the correct option from a variety of topics covered in the course. Few candidates chose the distractor instead of the correct answer as in **Question 3 (g)** where the question asked, 'how many trees did the father buy'. In the text the grandfather bought three whereas the father bought four. A careful reading of the question before answering is very important. Few candidates also did not link the meaning of the word 'middle' in the two synonym words وسط and منتصف when asked about the location of the flowers' section. Very few candidates chose the incorrect option (entrance, exit) instead of (middle) from the options (مدخل، وسط، مخرج). So, it is recommended that

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candidates practice more vocabulary and synonyms on different topics as much as possible and be aware of distractors in the reading text.

Question 4 (a)–(k)

Candidates performed very well in this reading comprehension question, especially in **Question 4 (b)**, **Question 4 (c)(i)**, **(c)(ii)** and **Question 4 (e)**. Candidates were able to locate the required information in the text and display their full understanding.

Question 4 (g) required language manipulation and not relying on lifting from the text to demonstrate a full understanding of the question. Instead, few candidates did not use their own words and lifted the answer as it appeared in the text, despite locating where the answer is in the text.

Question 4 (g) لماذا أعجبت جيهان بوقت الاستيقاظ؟

(g) Comprehensive response

- لأنّها تحب الاستيقاظ باكراً.

Limited/Wrong response

- لأنّني كما تعلمين أحب الاستيقاظ باكراً. Such a response creates an ambiguity and makes it unclear that the candidate understood the question or how to respond to it.
- Occasionally, candidates identified a word or phrase spot from the text and answered the question incorrectly, as in **Question 4 (i)**.

Question 4 (i) متى كان وقت رياضة اليوغا؟

(i) Comprehensive response

- بعد الغداء.

Limited/Wrong response

- مدة ساعتين/ كنا نمارس رياضة اليوغا مدة ساعتين. Such responses creates an ambiguity and make it unclear that the candidate understood the question or how to respond to it.
- Misspelling or missing a key word in the answer is another example that candidates need to be very aware of. Here is an example:

Question 4 (j) كيف شعر الأصدقاء أثناء المشي في الجبال؟

(j) Comprehensive response

- استمتعوا بالمناظر الخلابة.

Limited/Wrong response

- استمعوا بالمناظر الخلابة/ بالمناظر الخلابة التي شاهدوها أثناء هذا التمرين.

Question 5

Candidates performed well in this multiple matching question even though good and close reading is required to match 5 statements to 5 out of 8 given descriptions. It is advisable that candidates practise this type of questions using previous series together with the mark schemes.

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Question 6 (a)–(i)

In this question, candidates generally performed well. As in **Question 4**, candidates are required to answer a series of questions related to reading a slightly longer text. Some questions also required manipulations of verbs or pronouns and prompted the candidates to use their own language to reflect full understanding of the text.

Question 6 (d) (i)(ii) and **Question 6 (g) (i)(ii)** were answered more successfully than, for example, **Question 6 (f)**, **Question 6 (h)** and **Question 6 (i)** which required key words, language manipulation, or a change from first-person to third-person verb forms.

Question 6 (f) على ماذا تركز الاختراعات التي يراها الزوار في طابق "عالم المستقبل"؟

(f) Comprehensive response

- (على) الحلول التي يقدّمها المصمّمون والباحثون (للتعامل مع أهم التحدّيّات في يومنا هذا).

Limited/Wrong response

- يقدّمها المصمّمون والباحثون / مشاهدة أحدث الاختراعات / يمكن أن يغيّر عالمنا.

Question 6 (h) لماذا علينا أن نتقبّل الأفكار الحديثة؟

(h) Comprehensive response

- حتى نتمكّن (للتمكّن) من تغيير واقعنا الحالي إلى الأفضل / لتغيير الواقع الحالي إلى الأفضل

Limited/Wrong response

- يتمكّن من تغيير واقعنا الحالي إلى الأفضل.

Question 6 (i) لماذا يرغب أدهم في زيارة المتحف الجديد؟

(i) Comprehensive response

- ليرى أحدث الابتكارات والتصاميم.

Limited/Wrong response

- لأرى أحدث الابتكارات والتصاميم / أحدث الابتكارات والتصاميم التي ذكرها مدير المتحف. So, by missing a key word or not applying the required manipulation, the answer was considered a direct lifting from the text and resulted in the mark not being awarded.

Concluding remarks

Overall, this year's performance is very good. There is clear evidence of the diligent work of teachers and candidates in preparing for this exam. Most candidates achieved marks in the middle to high range of

Recommendations

The following recommendations could benefit candidates and boost their performance in future series:

- Close reading of the texts.
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- Use of own words to ensure the application of the required changes in verbs and possessive pronouns.
- More training on how to respond to the reading texts in Q4 and Q6 and advising candidates to give full answers and apply the necessary changes where required.
- Avoid 'No Response' because a partial understanding of the text can sometimes lead to a correct answer.
- Practice previous years' exams with reference to the mark schemes.

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Paper 0544/03
Speaking

Key messages

Candidates following this syllabus course, should be able to:

- Build up their vocabulary to communicate clearly and effectively in a range of predictable everyday situations and engaged in conversations on familiar topics, expressing opinions and feelings and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Respond to straightforward and unexpected questions.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (for example and, but, because and then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction. Use features of pronunciation and intonation to convey meaning and attitude.

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- Must be conducted in Modern Standard Arabic, and all candidate responses must be in Modern Standard Arabic.
- The teacher/examiner must allocate a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet on page 14 and 15.
- A warm-up section which is not assessed (approximately 30 seconds).
- One role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes). The role-play assessment is marked out of 10, with 2 marks awarded for each successfully completed task.
- Two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation). The two topic conversations are assessed collectively, with 15 marks allocated for communication and 15 marks for language, giving a total of 30 marks.
- The teacher/examiner may repeat the question once in the role play and the communication section. He/she can also ask the candidate to extend their answers in the role play and in the communication section for a fuller response 'من فضلك قل لي شيئاً أكثر عن ذلك'.
- All the exam questions in the role play and in the communication section (Topic conversation 1 and Topic conversation 2) must be asked exactly as they are printed, they must be asked in the order shown in the teacher/examiner note.
- Alternative question (provided in the two topic conversations in Tasks 3, 4 and 5) must be asked only if the candidate does not give a relevant answer to the main question after it was repeated once and the candidate was given enough time to respond. The alternative question can be repeated once if necessary.
- Further questions (prepared by the teacher/examiner) can be used in the two topic conversations only if the topic conversation lasts for 3 and a half minutes or less, even after asking extension questions.
- Teacher/examiner may ask no more than 2 further questions of their choice on the same topic as the other questions.
- The further questions must give the candidates the opportunity to develop ideas and opinions, justifies and explain some answers, use a wide range of structures, vocabulary and allow them to use past and future tenses appropriately.
- The two further questions should only be asked after the 5 set questions are completed.

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General comments

Most centres conducted the speaking test appropriately and candidates were generally able to engage with the tasks.

The overall performance of the candidates was excellent, the majority spoke Arabic with high proficiency, they were able to communicate very well with the examiners, and many candidates showed effort even the non-native speakers.

What candidates did well
- Some candidates responded to the exam question in Modern standard Arabic.
- Some candidates responded to questions and developed their ideas and opinions.
- Many candidates justified and explained some answers.
- Most candidates' pronunciation of the Arabic language was very good and understandable.
- Few candidates used a wide variety of structures and vocabulary without any errors.

What candidates needed to improve
- Listening carefully to questions and make sure they fully understand what is being asked before responding.
- Using clear and appropriate modern Standard Arabic.
- Expressing ideas through well-structured and coherent sentences.
- Demonstrating accurate use of different tenses, including past, present and future forms.
- Forming complete grammatical sentences rather than relying on single words or short phrases.
- Expanding their answers with relevant details, examples, and explanations where appropriate.

Comments on specific tasks/activities

Role play

Candidates complete one role play only. The purpose of the role play is to communicate an appropriate response to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes).

What candidates did well
- Most candidates responded very well to both Task 1 and Task 2. Some candidates extended their answers to these two tasks.
- In Tasks 3, 4 and 5 some candidates answered correctly they expressed preferences/opinions/explanation/reason, and they managed to use past and future tenses/time-frames.

What candidates needed to improve
- Respond to Task 1 and 2 with simple information in the present tense; one or two words are enough if the information is communicated and the language is appropriate to the situation and is accurate.
- For example, لمن تريد أن تشتري الدواء؟ لأبي/ لأخي/ لأختي الصغيرة/ لي
- For example, ما حجم طاولة الطعام؟ كبير/ صغير/ متوسط
- There is no need to extend the answer in these two questions if they are communicated.
- Candidates need to extend their answers and elaborate more in Task 3, 4 and 5, they need to use the appropriate verb/time frame when responding to any of the three questions as well as forming complete grammatical sentences rather than relying on single words or short phrases.
- Below is an example for short response to either Task 3, 4 and 5 that is not fully answered and that extension question would be appropriate in this case, to prolong the candidate answer.
- For example, متى اشتريت هذا الدواء آخر مرة؟ (وقفة) وكيف دفعت؟ أمس. بالمال
- The answer is too short, and extension questions must be used ' من فضلك قل لي شيئاً أكثر/ هل يمكنك قول المزيد؟ عن ذلك.'
- To give the candidate the opportunity to elaborate more and extend his/her answer.
- Candidates are required to respond to question with simple structured sentences.
- Candidates need to learn how to express their opinions, justifies and explain their answers.
- Candidates must communicate information that is relevant to the questions.

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- Candidates should listen carefully to the question and ask for repetition (in Arabic) if it is not clear or misunderstood.

Communication

Candidates complete two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

What candidates did well
- Some candidates responded to questions.
- Some candidates answered questions in modern standard Arabic.
- Many candidates extended some of their answers.
- Many candidates communicated information which is relevant to the questions.
- Many candidates were able to justify some of their answers and developed some of their ideas and opinions.
- Some candidates were able to ask for the questions to be repeated in Arabic.

What candidates needed to improve
- Learn about the syllabus of the exam and the vocabulary of the topics involved.
- Listen carefully to questions and ask for repetition in Arabic to ensure they have fully understood them.
- Learn how to express their opinion in different situation and justify their answers.
- Candidates need to listen carefully to the question asked. For instance, response to question about the main transport 'ما وسيلة المواصلات التي تستخدمها عادة' was confused with 'ما وسيلة التواصل الاجتماعي التي تستخدمها عادة؟'.
- Use a range of structures and vocabulary with reasonable accuracy, demonstrate some success to maintain interaction and show some control of pronunciation and intonation.
- Their communication as they must show that they can communicate information which is consistently relevant, develop their answers and give opinions and justification.
- Candidates need to show control of a wide range of language and structures with good pronunciation.
- Candidates must ensure they can consistently use past and future tenses accurately when discussing their topics.

Conduct of the examination

What went well
- Most teachers/examiners followed the procedures of the exam entirely as it is specified in the 'Instruction of Teachers/Examiners' and adhered to the instructions.
- Most of the teachers/examiners recorded each candidate exam and saved it as mp3 so it can be accessed for the purpose of moderation. The exam file was clearly named.
- Most teachers/examiners started the recording by saying their name, the candidate's name and number, the candidate card number, and the date.
- Most of the teachers/examiners has begun the recording of the exam continuously until the end of each candidate's test.
- All the teachers/examiners putted the candidates at ease; they started the exam using the greeting exactly as it is written the 'Instruction of Teachers/Examiners'. And the tests were conducted in a supportive and professional manner.
- Most of the teachers/examiners introduced the scenarios of the role play, they played their role exactly as it is printed, repeated questions once, when necessary, they made sure to pause before asking the second part of the question (not disadvantaging the candidates by asking both parts of the question together as the candidates may miss or forget what was asked at the start).
- Many teachers/examiners made a clear distinction between the role play, topic conversation 1 and topic conversation 2 and announced the topic title.
- Many teachers/examiners filled in the working mark sheet with the centre number, centre name, exam syllabus number and component, exam series, candidate number, candidate name, role play card number, topic conversations numbers as well as the examiner conducting the exam name.
- The great majority of examiners followed the correct mark scheme when awarding the marks for the different sections of the exam.
- Some teachers/examiners asked the candidates to extend their answers in Tasks 3, 4 and 5 in both conversations and paused for the candidate to answer the first part of the question then asked the second part.
- Some teachers/examiners used extension question to help the candidate to give full answer, alternative question to allow the candidate who misunderstood the question to respond, they prepared two further

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questions to allow the candidate to maintain talking, express his/her opinion, justify his/her answers for the time allocated to each conversation.

- Some teachers/examiners listened carefully to the candidate's answers and asked for opinions, more details, and justification.
- Most of the teachers/examiners made sure that the candidate completed all the exam tasks.

Even better if

- The centres ensured that all documentation was completed accurately before submission.
- The teachers/examiners read the instructions for the teachers/examiners booklet before conducting the exam and make sure to follow the marking scheme as there is no half mark in this exam.
- The teachers/examiners ensure to fill in the working mark sheet with the centre number, centre name, candidates' numbers, candidates' names, role play card number, topic conversations numbers as well as the examiner conducting the test name at the bottom of the document.
- The teachers/examiners check recording equipment before the assessment and ensure recordings continue throughout the entire test for each candidate without interruption, and that all recordings have been saved and are fully audible before submitting their exams.
- The teachers/examiners ensure that all parts of the exam are recorded (the role play and the two topic conversations).
- The teachers/examiners ask the questions in each part of the exam as it is specified in the instructions for teachers/examiners booklet.
- The teachers/examiners cover all five tasks in each topic conversation within 4 minutes.
- The teachers/examiners encourage a fuller response by asking extension questions in Tasks 3, 4 and 5, for example, من فضلك قل لي شيئاً أكثر عن ذلك.
- The teachers/examiners allow the candidates sufficient opportunities to respond and develop their answers before asking the following question.
- The teachers/examiners use the alternative question if the candidate does not answer or gives an ambiguous response to the main question after it has been repeated no more than once in Tasks 3, 4 and 5.
- The teachers/examiners use the time allocated for each topic conversation; 4 minutes.
- The teachers/examiners use the [pause] in the script and let the candidate answer the first part of the question and then ask the second part.
- The teachers/examiners prepare in advance of conducting the exam some further questions to use, if needed in the conversation section (if it lasts for 3 and a half minutes or less in Topics 1 and 2: **Questions 3**, **4**, **5** only). Ensure that no more than two further questions (in the same topic, with longer response), and those questions do not test the candidate knowledge.

Some classroom suggestions

- Candidates could work in pairs or small groups on classroom activities that involve converting different spoken Arabic dialect into Modern Standard Arabic, helping them develop their language awareness, communication, and collaborative skills.
- Another classroom language activity that can help candidates understand the language more effectively is to transform sentences, paragraphs, or texts written in Arabic from the present tense into past and future tenses. Candidates can also benefit greatly from performing the reverse exercise, converting texts from the past or future tenses back into present tense.

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Paper 0544/41
Writing

There were too few candidates for a meaningful report to be produced.

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International Education

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Paper 0544/42
Writing

Key messages

What candidates did well

- Most candidates demonstrated effective written communication skills and showed knowledge of a range of Arabic vocabulary, structures and grammatical forms.
- Most responses were focused on the topic and were appropriately structured. Many responses included relevant detail, opinions and a range of sentence structures.
- Candidates generally managed the time available effectively and the majority completed both tasks.
- Only a small number of responses were entirely irrelevant to the task.
- Many candidates responded successfully to the required communication points and presented ideas in a clear sequence.
- Candidates who planned their responses carefully were able to distribute their ideas across the required points and develop their answers with relevant examples and details.
- Most written responses were readable. Clear presentation supported communication, although a small number of scripts were hard to read.

What candidates needed to improve

- Candidates would benefit from planning their responses around all the communication points before beginning to write.
- Candidates should distribute their ideas evenly across the required points so that sufficient detail is provided throughout the response.
- Candidates should read each bullet point carefully and make sure that the information, person and time frame required by each point are addressed.
- Candidates should use the required tense consistently, particularly when a bullet point asks for a future action.
- Candidates should check spelling, grammar, gender agreement, verb forms and sentence endings before submitting their work.
- Candidates should aim to remain within the prescribed word range and develop ideas with relevant examples rather than adding repetition.
- Candidates should use formal written Arabic appropriate to the required form, such as a letter or article, and avoid colloquial expressions.
- Candidates should take care with writing their responses and presenting their answers so that the full meaning of the response can be read clearly.

Comments on specific questions

General comments

This syllabus seems to have worked well for most candidates, and the performance is good overall.

The Question paper consisted of three questions, each marked as follows:

Question 1 is marked out of 5 marks; the candidates are required to fill in five gaps in a form in Arabic.

Question 2 is marked out of 12 marks; the candidates are required to answer this question including the bullet points.

Question 3 is marked out of 28 – 10 marks for communication, 10 marks for Range and 8 paper marks for Accuracy.

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The total mark for the is **45 marks**.

Question 1

This question was set in the theme of Education. For this question, the candidates are required to complete 5 gaps filling out the application for summer language school in Arabic. Most candidates were successful in listing these items and some misinterpreted the nationality for the gender noun, the means of transport with mum or dad and the days of study with the number like four and five, a few responses referred to **وسائل الاتصال** instead of **وسائل النقل**, indicating that candidates had misunderstood the key vocabulary in the question.

Comprehensive responses
- Most candidates completed the form successfully and provided appropriate information for the required gaps.
- The question was accessible to most candidates, and many responses showed a clear understanding of the vocabulary needed to complete the form.
- Candidates generally supplied suitable items for the requested categories.

Limited responses
- A small number of candidates left some gaps empty or supplied items that did not match the category required.
- Some candidates appeared to confuse the vocabulary required for the fourth gap and gave an unsuitable means of transport.
- Candidates would benefit from identifying the key category in each gap before writing their answer.

Question 2

This question requires candidates to write 80–90 words essay about 'The school's sports day' using present and future time frames based on five given bullet points. Many candidates provided comprehensive answers, addressing all points effectively. For the second bullet point, a few candidates confused attending a sports day حضورُ اليومِ الرياضيّ with preparing for a sports day التحضيرُ لليومِ الرياضي, as they overlooked the presence of the shadda in the key verb. This led to responses that addressed the wrong task and did not fully meet the requirements of the question.

For the third bullet point, most candidates were able to write successfully about the prizes that the winners of the sports day will receive. Some candidates did not use the required future tense and instead wrote in the past or present tense حصلوا على–يحصلون على . As a result, their responses did not fully address the requirements of this bullet point

Comprehensive responses
- Most candidates produced a focused short response and addressed most or all the required points.
- Many candidates communicated their ideas clearly and used the present and future time frames appropriately across the response.
- Candidates generally showed that they could develop the topic with relevant details and activities.

Limited responses
- Some responses developed only two or three of the required points in detail, leaving less space for the remaining points.
- Some candidates did not consistently use the future tense when describing later activities.
- Some responses contained inaccuracies in gender agreement, verb tenses, spelling and the expression of opinions.
- A small number of responses were considerably shorter or longer than the prescribed range, reducing the opportunity to develop all the required points clearly.

Question 3

This question with options **3(a)** – **3(b)** addressed two different topics. Candidates are required to answer one question from a choice of two, **3(a)** – is about the Wedding and **3(b)** – is about summer camp, in which they are awarded 28 marks, 10 for completing all the tasks, 10 for using extended, well- linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar. Most candidates attempted this successfully and their responses were excellent. Some responses were brief and need more detail or were irrelevant. Candidates were given five bullet points, and they had to

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write 130-140 words in Modern Standard Arabic. The question had to be answered using past, present and future time frames and expressing opinions. **Question 3(a)** and **3(b)**. Both questions were very popular among the candidates.

(a) This question covered the topic of celebration and was more popular than **Question 3(b)** amongst candidates. Some candidates who opted for this question, answered all bullet points overly lengthily describing each one of them in details and some was not able to engage well with the first prompt and they confused attending the wedding (**حضور حفل الزفاف**) with preparing for the wedding (**التحضير لحفل الزفاف**), resulting in responses that addressed the wrong task rather than describing the family's preparations.

(b) This question covered the topic of holidays and summer camping, was less popular among candidates. Although many candidates engaged well with the prompts, some candidates did not fully address the final prompt, which asked how they will keep and protect the friendships they had made at the summer camp **كيف ستحافظ على أصدقائك الجدد من المخيم**. A few candidates described how they had met their friends or what they did at the camp, rather than focusing on maintaining those friendships in the future.

In addition, some candidates did not use the required future tense and instead used the present or past tense, which meant their responses did not fully meet the requirements of the task.

Comprehensive responses

- Most candidates responded successfully to one of the two available topics and communicated relevant ideas across the required points.
- Many responses were well structured and included developed ideas, appropriate vocabulary and a range of sentence structures.
- Candidates who selected a topic suited to their knowledge of Arabic were generally able to develop all the required points with relevant detail.
- Responses to the celebration topic were generally well developed, with many candidates covering the required points and including a range of relevant ideas.
- Responses to the camping topic were also generally successful, with a good proportion of candidates addressing the required points clearly.

Limited responses

- Some responses were brief and would benefit from further development of the required points.
- Some candidates did not interpret individual bullet points precisely and therefore provided information that did not fully address the intended task.
- Some candidates used a different person from the one required by the task when explaining how candidates would be encouraged to go camping.
- Some candidates did not maintain the required future time frame and used present or past forms instead.
- Responses to the **Question 3(b)** topic sometimes showed a more limited range of vocabulary and greater complexity with grammar and spelling.
- Candidates would benefit from checking each communication point against their plan before completing the response.

Most candidates did not keep the word count limit in mind, as some essays exceeded the 140-word limit, reaching 200 to 500 words.

The candidates would benefit from further development of their written responses. A small number of written responses were hard to read, which made accurate marking more challenging.

Common Errors

- Tanween was sometimes written as a letter rather than represented correctly as a diacritical mark.
- Gender agreement between nouns, adjectives and other related forms was sometimes inconsistent.
- Candidates sometimes confused the forms of تاء طويلة and تاء مربوطة, or confused هاء and تاء مربوطة.
- Some basic words were misspelt, including forms such as لاكن instead of لكن.
- The definite article ال was sometimes used incorrectly or omitted.

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- Some candidates did not apply the expected accusative form after certain verbs or after the predicate of كان.
- Noun and adjective agreement were sometimes inconsistent.
- Verb forms were sometimes used with an inappropriate person or tense, including incorrect endings.
- Demonstratives such as هذا and هذه were sometimes written inaccurately.
- Possessive pronoun endings were sometimes not applied correctly.
- The feminine adjective form required for non-human plurals was sometimes not used.
- Some candidates used colloquial spoken Arabic rather than formal written Arabic.
- Long and short vowels were sometimes represented inaccurately in words such as لأنهو، هيا and هوا.
- Prepositions were sometimes used incorrectly.

Conclusion

- Overall, the paper provided a suitable opportunity for candidates to demonstrate their written Arabic. The range of performance showed that many candidates had a sound understanding of the tasks and were able to communicate effectively.
- Further progress would be supported by careful attention to the details of each communication point, consistent use of the required time frames, accurate spelling and grammar, and appropriate formal written Arabic.
- Regular practice in planning responses, checking language accuracy and developing each communication point with relevant detail should help candidates produce increasingly effective written responses.

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Paper 0544/43
Writing

Key messages

What candidates did well

- Most candidates demonstrated effective written communication skill and showed knowledge of a range of Arabic vocabulary, structures and grammatical forms.
- Most responses were focused on the topic and were appropriately structured. Many responses included relevant detail, opinions and a range of sentence structures.
- Candidates generally managed the time available effectively and the majority completed both tasks.
- Only a small number of responses were entirely irrelevant to the task.
- Many candidates responded successfully to the required communication points and presented ideas in a clear sequence.
- Candidates who planned their responses carefully were able to distribute their ideas across the required points and develop their answers with relevant examples and details.
- Most written responses were readable. Clear presentation supported communication, although a small number of scripts were hard to read.

What candidates needed to improve

- Candidates would benefit from planning their responses around all the communication points before beginning to write.
- Candidates should distribute their ideas evenly across the required points so that sufficient detail is provided throughout the response.
- Candidates should read each bullet point carefully and make sure that the information, person and time frame required by each point are addressed.
- Candidates should use the required tense consistently, particularly when a bullet point asks for a future action.
- Candidates should check spelling, grammar, gender agreement, verb forms and sentence endings before submitting their work.
- Candidates should aim to remain within the prescribed word range and develop ideas with relevant examples rather than adding repetition.
- Candidates should use formal written Arabic appropriate to the required form, such as a letter or article, and avoid colloquial expressions.
- Candidates should take care with the presentation of their written responses so that the full meaning can be read clearly.

General comments

This syllabus seems to have worked well for most candidates, and the performance is good overall.

The Question paper consisted of three questions, each marked as follows:

Question 1 is marked out of 5 marks; the candidates are required to fill in five gaps in a form in Arabic.

Question 2 is marked out of 12 marks; the candidates are required to answer this question including the bullet points.

Question 3 is marked out of 28: 10 marks for Communication, 10 marks for Range and 8 paper marks for Accuracy.

The total mark for the paper is 45 marks.

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Comments on specific questions

Section A

Question 1

This question was set in the theme of Education. In this question, the candidates are required to complete five gaps in an application form to book a room in a hotel in an Arabic-speaking country.

Comprehensive responses
- Most candidates completed the form successfully and provided appropriate information for the required gaps.
- The question was accessible to most candidates, and many responses showed a clear understanding of the vocabulary needed to complete the form.
- Candidates generally supplied suitable items for the requested categories.

Limited responses
- A small number of candidates left some gaps empty or supplied items that did not match the category required.
- Some candidates appeared to confuse the vocabulary required for the fourth gap and gave an unsuitable meal name.
- Candidates would benefit from identifying the key category in each gap before writing their answer.

Question 2

This question seemed to be very clear and manageable for most candidates at all levels. It addressed the topic of 'Celebrations'. Candidates are required to write a short essay (80-90 words) about a beautiful party, using present and future time frames based on five given bullet points effectively.

Comprehensive responses
- Most candidates produced a focused short response and addressed most or all the required points.
- Many candidates communicated their ideas clearly and used the present and future time frames appropriately across the response.
- Candidates generally showed that they could develop the topic with relevant details and activities.

Limited responses
- Some responses developed only two or three of the required points in detail, leaving less space for the remaining points.
- Some candidates did not consistently use the future tense when describing later activities.
- Some responses contained inaccuracies in gender agreement, verb tenses, spelling and the expression of opinions.
- A small number of responses were considerably shorter or longer than the prescribed range, reducing the opportunity to develop all the required points clearly.

Question 3

This question with options **3(a)** and **3(b)** addressed two different topics. Candidates were given five bullet points in each option, and they had to write 130-140 words in Modern Standard Arabic in which they are awarded 28 marks:

10 marks for completing all the tasks. 10 marks for using extended, well- linked, complex structure and a wide range of vocabulary appropriate to the task. 8 marks for using accurate spelling and grammar.

The question had to be answered using past, present and future time frames and expressing opinions. This question asks the candidates to select one of the two topics:

(a) Topic: Cycling – Writing a letter to a friend about starting to use a. bicycle in your everyday life.

(b) Topic – Volunteering – Writing an article for a magazine about attending a voluntary job at the zoo.

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(a) This question is set on the topic of 'Cycling' and was more popular than **Question 3(b)** amongst candidates. Most candidates understood the requirements of the task and addressed the bullet points successfully. Most candidates who chose this question performed well and achieved high marks. A small number of candidates achieved lower marks because their responses need more development Many candidates developed all the required bullet points successfully and used a range of relevant ideas and sentence structures. Some candidates wrote at excessive length, devoting too much space to individual bullet points. A small number of responses were brief and would have benefited from further development.

(b) This question addressed the topic of 'Volunteering' and was less popular than **Question 3(a)** among candidates. A good proportion of candidates who answered this question, covered all bullet points successfully, and their responses were generally good. Some candidates did not address all the required communication points fully. This was further affected by limitations in vocabulary, grammatical inaccuracies, and spelling errors. A small number of candidates were unable to address the required communication points effectively. These responses often showed a more limited range of vocabulary, together with grammatical and spelling inaccuracies.

Although many candidates engaged well with the prompts, some were unable to interpret individual bullet points accurately, and some did not fully address the final prompt, which asked how they will keep and protect the new friendships they had made at the summer camp **كيف سيشجّع مدير مدرستك الطلّاب على استخدام الدرّاجات؟** . A few candidates used the first person rather than the person required by the task and, as a result, did not fully address this communication point.

Comprehensive responses

- Most candidates responded successfully to one of the two available topics and communicated relevant ideas across the required points.
- Many responses were well structured and included developed ideas, appropriate vocabulary and a range of sentence structures.
- Candidates who selected a topic suited to their knowledge of Arabic were generally able to develop all the required points with relevant detail.
- Responses to the cycling topic were generally well developed, with many candidates covering the required points and including a range of relevant ideas.
- Responses to the volunteering topic were also generally successful, with a good proportion of candidates addressing the required points clearly.

Limited responses

- Some responses were brief and would benefit from further development of the required points.
- Some candidates did not interpret individual bullet points precisely and therefore provided information that did not fully address the intended task.
- Some candidates used a different person from the one required by the task when explaining how students would be encouraged to use bicycles.
- Some candidates did not maintain the required future time frame and used present or past forms instead.
- Responses to the volunteering topic sometimes showed a more limited range of vocabulary and less consistent accuracy in grammar and spelling.
- Candidates would benefit from checking each communication point against their plan before completing the response.

Common Errors

- Tanween was sometimes written as a letter rather than represented correctly as a diacritical mark.
- Gender agreement between nouns, adjectives and other related forms was sometimes inconsistent.
- Candidates sometimes confused the forms of تاء طويلة and تاء مربوطة, or confused هاء and تاء مربوطة.
- Some basic words were misspelt, including forms such as لاكن instead of لكن.
- The definite article ال was sometimes used incorrectly or omitted.
- Some candidates did not apply the expected accusative form after certain verbs or after the predicate of كان.
- Noun and adjective agreement were sometimes inconsistent.
- Verb forms were sometimes used with an inappropriate person or tense, including incorrect endings.

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- Demonstratives such as هذا and هذه were sometimes written inaccurately.
- Possessive pronoun endings were sometimes not applied correctly.
- The feminine adjective form required for non-human plurals was sometimes not used.
- Some candidates used colloquial spoken Arabic rather than formal written Arabic.
- Long and short vowels were sometimes represented inaccurately in words such as لأنهو، هيا and هوا.
- Prepositions were sometimes used incorrectly.

Conclusion

- Overall, the paper provided a suitable opportunity for candidates to demonstrate their written Arabic. The range of performance showed that many candidates had a sound understanding of the tasks and were able to communicate effectively.
- Further progress would be supported by careful attention to the details of each communication point, consistent use of the required time frames, accurate spelling and grammar, and appropriate formal written Arabic.
- Regular practice in planning responses, checking language accuracy and developing each communication point with relevant detail should help candidates produce increasingly effective written responses.

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