

ARABIC

Paper 3180/01
Composition

Key messages

- Candidates should expand their range of vocabulary by reading a rich variety of materials.
- Candidates need to improve in using paragraphing effectively.
- Many candidates used punctuation marks correctly, but further improvement is needed in this area.
- More practice is needed in correct uses of the verb, particularly the jussive case.
(المضارع المنصوب والمجزوم)
- More practise is needed in the correct use of the dual form correctly. (المثنى)
- Candidates should give more attention to the use of the accusative case. (كان وأخواتها)
- Differentiate between the use of the hamza (حمزة الوصل وحمزة القطع)

General comments

The overall performance of candidates on this paper was good. A small number of candidates used colloquialisms, which were not always appropriate, in their answers. Candidates should aim to avoid inappropriate colloquialisms in formal writing. In general, candidates need to improve their grasp of grammatical structures and the correct use of gender in Arabic. Candidates also need to improve their range of vocabulary. Candidates can help to enrich their vocabulary by reading a variety of articles and short stories in Arabic. This will also help to consolidate grammar points and spelling.

Regarding word count, many candidates adhered to it in the questions.

Comments on specific questions

Section A – Letter, Report, Dialogue or Speech

- (a) This was the most popular question in (**Section A**) and most candidates coped well with it. Candidates should be reminded to read the question carefully before beginning to answer, and to ensure that they have answered the specific question asked. It was clearly obvious that some candidates used pre-learnt and memorized introductory forms of greeting and pleasantries. In addition to that, some candidates wrote lengthy introductions.
- (b) This topic was the least popular and there was a mixed response to this question. Some candidates did well, but others did not answer the question in the style required. Many candidates chose to write about healthy and unhealthy eating in general and not mentioning the importance of healthy eating.
- (c) This was the second most popular option of the three. This option requires specific practice and there were some good pieces where candidates were able to construct a realistic dialogue, formulating questions correctly and including a range of vocabulary. However, there were issues with the application of punctuation marks correctly and with direct and reported speech. Many candidates adopted the dialogue style.

Section B – Essay

- (a) This was the third most popular choice and, many candidates provided a clear description of their best friend. The narrative was frequently competently executed, but some candidates dwelt at too great a length on the description of the physical characteristics without describing at length the personal characteristics, which led to loss of scoring higher marks. However, the quality of the

language used was variable, but many candidates showed confident use of the necessary vocabulary as well as a variety of appropriate structures.

- (b)** This option was the most popular choice. Overall, some candidates performed well on this question. A good number of candidates wrote excellent and impressive a piece of writing demonstrating a good choice of diction, an accurate and effective use of a variety of grammatical structures, imageries, and similes. The average performance was very good and the highest in the paper. However, there were some grammatical slips in candidates' responses. Candidates can improve their writing skills by receiving more practice in writing compositions and by expanding their range of reading materials in order to enrich their vocabulary and to consolidate points of grammar.
- (c)** Although fewer candidates chose this option and it was the least attempted of the four, it resulted in some strong answers. Some candidates found it difficult to say enough about organizing an event celebrating Women's Day in their schools. They were some occasional grammatical errors arising from attempts to use sophisticated structures and ambitious vocabulary.
- (d)** This question was the second most popular question, and it was attempted by a good number of candidates. The title and subject matter were within the experience of candidates, and many made good use of a wide range of vocabulary. There were opportunities to use descriptive language and to express opinions and preferences. However, some candidates should be reminded to pay attention to the rubric concerning word limits.

ARABIC

Paper 3180/02
Translation and Reading
Comprehension

General guidelines:

Overall, many candidates performed well. There were some impressive responses.

In the translation section, a few candidates did not adhere to the wording in both texts and added irrelevant points in their translation.

Candidates should be reminded of the special skill required to translate from Arabic into English and vice versa. Centres should provide sufficient practice to manage vocabulary, various phrases and good sentence structure to produce accurate translation. They also need to pay particular attention to punctuation, spelling, legible handwriting and the correct use of tenses.

Comments on specific questions

Section A

Question 1 translate into English

The text included varied assessment objectives and the various sentences tested different abilities.

The following points have been observed:

- Many candidates did not distinguish between the use of the singular possessive pronoun 'it' and 'them', in reference to الشجرة and الأشجار.
- Many candidates translated 'تتميز' incorrectly, as 'specialised'.
- Many did have spelling errors in translating the words 'scientifically', 'continuously' and 'specifically'.
- Some candidates used the present instead of the past tense in reference to 'humans took care of trees'.
- Many candidates did not translate the phrase 'فهي شاهدة' correctly.
- Similarly, many candidates translated 'قليلة جداً' as 'very little' instead of 'very few'.
- Many translated 'الحضارات الإنسانية' and 'الأجيال المتتالية' as 'human cultures' and 'following generations', respectively.
- Several candidates translated 'تخفيف الرياح القوية' as 'reducing/decreasing the stench/smell'.
- Many candidates did not get the translation of 'لتلطيف الجو' correctly. Responses were: 'to calm down the weather, improve the weather, make the weather better', etc.
- Several candidates translated 'لأن هذه الأشجار' as 'and now these trees'.

Section A

Question 2 Translate into Arabic

Most candidates managed to produce a good translation of this passage. The topic seemed to be at their level and of an interest to them.

Performance overall ranged from reasonable to very good. The main observation is that many responses had spelling as well as minor/major grammatical errors.

The following observations have been noted:

- A few candidates referred to the word سفينة in the masculine form and carried this behaviour throughout the translation, applying masculine verbs and adjectives: كان التيتانك، غرق، انقسم، اصطدم.
- Several candidates translated 'because the company...' as 'كما أن الشركة'.
- Very few candidates translated the verb 'designed' correctly.
- Many candidates translated the word 'heating' incorrectly as 'سخانة، تسخين، مسخن' instead of 'تدفئة'.
- The phrase 'despite this big number' caused many candidates partial difficulty; many used 'بغض النظر عن، حتى أن هذا الرقم، رغم من هذا'.
- Very few candidates were successful in translating 'icebergs'; they used phrases such as 'مكعبات، جبال ثلجية، كتل ثلجية، مجسمات جليدية' instead of 'قطع الثلج، الثلج، الجليد'.
- Many candidates translated the phrase 'split in half' incorrectly or partially correctly: 'تشققت، انقسمت، انقسمت، تقطعت، فصلت، تقطعت' and 'في النصف، في النصف، في النصف'.
- Several candidates used the word القارب instead of السفينة and this has caused them to use subsequently the masculine form of verbs and adjectives.
- A substantial number of candidates translated the word 'ocean' as البحر instead of المحيط.
- Many candidates translated the adjective 'deep' incorrectly as الغامق or العميق.

Section B

Reading comprehension Questions 3 – 11

Nearly all candidates were able to answer all these questions confidently, which reflected their ability to comprehend the meaning of the questions.

Questions 3, 4, 6, 8, 9 and 11 were answered correctly by many candidates.

These are the points that centres should train their candidates on:

Question 5

Candidates should be trained on how to answer inference questions. This question requires the understanding of what made Ibn Fernas's attempt to fly to fail. There were several candidates who answered 'دراسة حركة ارتفاع الطيور' and some others include only 'عملية الهبوط' without mentioning the importance of the 'tail' in the operation of descending.

Question 7

Candidates should be aware that correct spelling of their answers is very important and have an impact on the marks they receive. They also should be aware that a 3 mark question always requires three distinct answers.

Many candidates answered this question correctly, but few included only 2 points out of 3, and others used the word 'منظر' or 'مناظر' instead of 'منظراً' or 'مناظير', respectively.

Question 10

Candidates should be trained on how to read questions thoroughly and decide what the demand of the question is. This question is asking about the two pieces of evidence on the global effect of Ibn Fernas's inventions. The answers should bear in mind this demand. So, candidates who only wrote that Europeans have benefited from them and did not mention 'in the middle ages' were not awarded a mark.

Question 11

Many candidates answered this question correctly. However, some candidates put المؤلفين بدلاً من المؤلفات 'authors' instead of 'publications or books' which was inaccurate.

Question 12

There were some mixed responses ranging from weak to excellent.

More practice on understanding meaning from context is needed. Centres could encourage their candidates to keep a vocabulary journal or carry out different activities where they are encouraged to use synonyms which could be another effective way to increase their vocabulary.

One final observation is that several candidates unfortunately miscued their responses to some of the questions, giving the correct answers but placing them against the wrong question. Training candidates on reading and understanding the meaning of each question word/demand is a useful tool.