Cambridge Assessment International Education

Specimen Paper Answers – Paper 1

Cambridge IGCSE™ (9–1)

Arabic 7180

For examination from 2025



Cambridge Pathway

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Introduction

These specimen answers have been produced by Cambridge ahead of the examination in 2025 to exemplify standards for those teaching Cambridge IGCSE (9–1) Arabic. Questions have been selected from Specimen Paper 1, Question 2 and Question 4.

The marks given are for guidance only and are accompanied by a brief commentary explaining the strengths and weaknesses of the answers. Comments are given to indicate where and why marks were awarded, and how additional marks could be obtained. There is also a list of common mistakes and guidance for candidates for each question.

The specimen materials are available to download from the School Support Hub

2025 Specimen Paper 01

2025 Specimen Paper Mark Scheme 01

Past exam resources and other teaching and learning resources are available on the School Support Hub

Details of the assessment

The syllabus for Cambridge IGCSE (9-1) Arabic is available at www.cambridgeinternational.org

Paper 1 – Writing

Written paper, 1 hour 30 minutes, 50 marks, externally assessed.

Paper 1 assesses the Writing Assessment Objectives (AO).

The paper contains two sections and candidates answer **two** questions in total.

Candidates answer **one** question from a choice of two in Section A. Candidates can choose between a letter or a speech or report and are expected to write an extended answer of continuous prose.

Candidates answer **one** question from a choice of three in Section B. Candidate can choose between a descriptive, a narrative or a discursive question and they will be required to write an extended answer of continuous prose.

Descriptive:

A descriptive piece of writing describes a person, place or situation, painting a picture with words so that the reader can picture it in his/her mind.

Narrative:

A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.

Discursive:

A discursive piece of writing presents a balanced and objective examination of a subject. It does not, however, have to be expressly neutral. The response should present both sides of the discussion.

Question 2

يفضل بعض الطلاب ارتداء الزّي المدرسي. اكتب تقريرًا عن هذا الموضوع.

(أكتب في حدود 150 كلمة)

Specimen answer

تقرير عن رأي الطلاب في ارتداء الزي المدرسي

التاريخ: 1 فبراير 2025 حضرت يوم الخميس الماضي ندوة نظمتها إدارة مدرستي تناقش تفضيل الطلاب إرتداء الزي المدرسي. عُقدت الندوة في قاعة الاجتماعات، وقد شارك فيها عددًا من التلاميذ وأولياء الأمور والمعلمين.

افتتح مدير المدرسة الندوة بكلمة رحب فيها بالجميع، ثم تحدث الخبير التربوي الأستاذ محمود أمين عن أهمية الزي المدرسي ودوره في تعزيز الانضباط بين التلاميذ، واتفق عدد كبير من التلاميذ أنهم يفضلون الزي المدرسي للحد من التفاوتات الاجتماعية بينهم. وأضافوا أن الزي المدرسي قد يوفر مبالغ مالية ينفقها أولياء الأمور على شراء الملابس لأبنائهم بداية كل فصل دراسي جديد.

بعد ذلك، عبر بعض التلاميذ عن آراءهم في الزي المدرسي، ورأوا أن ارتداء هذا النوع من الملابس يحد من حريتهم الشخصية، وأنه روتينًا مملًا يتعارض مع أذواقهم وميولهم. وأنهم يفضلون اختيار ارتداء ما يناسب يومهم ونشاطهم فيه.

في نهاية اللقاء، أوصى الحاضرون بضرورة عقد مزيد من اللقاءات، وأكدوا أهمية مناقشة بعض الاقتراحات التي تتيح للتلاميذ حرية اختيار ملابسهم المدرسية.

Mark for Content = 10 out of 10

Mark for Language and structure = 8 out 10

Total mark awarded = 18 out of 20

Examiner comment

Content:
The response adhered fully to the essential components of report writing. They included all the necessary elements: the title, date (date of report creation), content (covering time, place, people, and the event), a discussion of both the positives and negatives (the report presented a balanced view, incorporating both the teacher's and the candidate's perspectives), and concluded with recommendations and suggestions. The response maintained a report format, steering clear of other styles, such as a discussion format, thereby ensuring clarity and coherence throughout. The word count was adhered to without any unnecessary additional information.

Language:

Although there were some minor spelling and grammatical errors, such as إرتداء instead of ارتداء , روتين ممل instead of "- روتينًا مملًا" and آرائهم instead of "آراءهم", "عدد" instead of "عددًا"" the language

used was very good, clear and correct, and demonstrated attention to detail and precision in writing. The sentences were straightforward and simple, making the text easy to understand. The chronological order of events was maintained logically, which enhanced the readability of the report. Conjunctions, such as ,ثم ,بعد ذلك and ,في نهاية الاجتماع were used effectively, ensuring smooth transitions between ideas. The grammar was largely accurate, with correct use of pronouns and verbs, as seen in,عبّر بعض الطلاب عن آرائهم and also in examples like ورأوا أن ارتداء هذا النوع من الملابس يحد من حريتهم.

Common errors and general guidance for candidates

Common errors to avoid:

- Confusing the hamzat al-qat‘ (همزة القطع) and hamzat al-wasl (همزة الوصل).
- Incorrect writing of al-hamza al-mutawassita (الهمزة المتوسطة) and al-hamza al-mutatarrifa (الهمزة المتطرفة).
- Incorrect conjugation of verbs with pronouns and clear confusion in the dual (al-muthannā - المثنى) and plural (al-jam‘ – الجمع) forms in the accusative case (al-nasb - النصب).
- Frequent errors in certain grammatical issues, such as the incorrect nominal conjugation of the subject of inna (رفع اسم إنّ) into the nominative case rather than accusative.
- Incorrect prefixing with letters like bā’ (ب), fā’ (ف), and kāf (ك) when they precede (ال-التعريف) and the first letter of the original word begins with a (ل). For example, the candidate writes: (كلَّيل) instead of (كاللَّيل)

General recommendations for improvement:

- Candidates should carefully read and understand each question before selecting the answer that best matches their knowledge and writing ability.
- It is important for candidates to stay focused on the specific requirements of the question and avoid irrelevant information.
- After completing the answer, candidates should review their work for any grammatical, syntactical, or spelling errors.
- In addition to maintaining clear and legible handwriting, candidates must also adhere to the word count.
- When writing a report and aiming for the highest grade, candidates should adhere to the report requirements, such as the title, date (date of report creation), content (covering time, place, people, and the event), a discussion of both the positives and negatives, as well as the candidate’s perspectives, and concluding with recommendations and suggestions.

Question 4

على أولياء الأمور تحديد وقت لاستخدام أولادهم الهاتف النقّال. ناقش هذا الموضوع

(اكتب في حدود 250 كلمة)

Specimen answer

إيجابيات تقييد استخدام الأطفال الهواتف النقالة وسلبياته

تُعد الهواتف النقالة من أهم الاختراعات التكنولوجية في عصرنا الحالي وأبرزها، وقد أضحت جزء مهم في حياة أبنائنا من الأطفال والمراهقين. ومع تزايد استخدام هذه الأجهزة يرى فريق من الناس ضرورة تحديد أوقات لاستخدام الهواتف النقالة، في حين يعارض آخرون هذا الرأي، ويزعمون أن ذلك يقيد حرية الأبناء، ويحد من إبداعهم إلى حد كبير.

يرى المؤيدون أن تقييد استخدام الهواتف النقالة يحد من وصول الأبناء إلى كثير من المعلومات المهمة، ويعتقدون أن الأجهزة الحديثة تقدم فرص متعددة لتعلم مهارات جديدة قد يكون لها تأثير إيجابي كبير في رفع مستوى الأبناء الدراسي. ويزعمون أن توعيتهم بكيفية استخدام الهواتف النقالة استخدامًا صحيحًا هو الحل الأفضل، وأن فرض قيود عليهم قد يدفعهم للعيش في عزلة عن الناس؛ وهذا قد يؤدي في كثير من الأحيان إلى شعورهم بالتوتر والقلق.

في المقابل، يرى المعارضون أن تحديد أوقات لاستخدام الهواتف النقالة قد يؤثر سلبًا في صحة الأطفال، ويؤكدون أن استخدام الشاشات المفرط يؤدي إلى مشكلات صحية خطيرة، مثل ضعف النظر، وقلة النوم، والإصابة بالسمنة، وضعف اللياقة البدنية. ولهذا السبب، يرى هؤلاء إن تحديد أوقات لاستخدام الهواتف النقالة يحمي الأطفال، ويحفزهم على ممارسة الأنشطة البدنية المختلفة، إضافة إلى أن ذلك قد يعزز علاقة الأبناء بآباءهم.

وبناء على ما تقدم، فإنني أرى أن آراء الفريق المعارض هي الأقرب إلى الصواب، فما الفائدة التي سيجنيها أبناؤنا من الجلوس أمام الشاشات ساعات طويلة، في حين يؤثر ذلك في صحتهم الجسدية والنفسية؟ لذلك أنصح أولياء الأمور بمراقبة استخدام أبنائهم الهواتف النقالة، والتأكد من وجود وقت كافي للنشاطات الأخرى بعيدًا عن الشاشات.

Mark for Content and structure = 15 out of 15

Mark for Language and accuracy = 13 out 15

Total mark awarded = 28 out of 30

Examiner comment

Content:

The response adhered to all the essential elements of effective discursive writing. It included all the required components: the introduction, which addressed the topic of the debate and clarified the existence of two conflicting views on the issue; the body, which presented both the supporting and

opposing perspectives, using appropriate verbs in the present tense and the correct conjunctive phrases/particles; and the conclusion, which included a personal opinion, the use of interrogative style, and correct conjunctives. Moreover, the response maintained the discursive style, avoiding a shift to a narrative style, thereby ensuring clarity and coherence throughout the text. Finally, the word count was respected without any unnecessary content.

Language:

There were a few minor spelling and grammatical errors – such as "جزء" instead of "جزءًا" ,"فرص" instead of "فرصًا" ,"بآباءهم" instead of "بآبائهم", and "كافي" instead of "كافٍ" – but overall, the language used was strong, clear, and accurate. The response demonstrated careful attention to detail and precision in their writing. The sentences were straightforward and simple, making the text easy to follow. Conjunctions such as إضافة إلى, في حين, ولهذا السبب, and بناء على ما تقدم were used effectively, ensuring smooth transitions between ideas. The grammar was mostly accurate, with correct use of pronouns and verbs, as seen in examples like "استخدام الشاشات المفرط يؤدي إلى", "استخدام الهواتف النقالة استخدامًا صحيحًا" and "يؤثر ذلك في صحتهم الجسدية".

Common errors and general guidance for candidates

Common errors to avoid:

- Incorrect writing of al-alif al-layyinah (الألف اللينة) at the end of words.
- Incorrect writing of al-hamza al-mutawassita (الهمزة المتوسطة) and al-hamza al-mutatarrifa (الهمزة المتطرفة).
- Confusing the tā' al-maftūḥah (التاء المفتوحة) and tā' al-marbūṭah (التاء المربوطة), especially in verbs.
- Frequent errors in certain grammatical issues, such as (رفع خبر كان).
- The correct way to write al-ism al-manqūṣ (الاسم المنقوص), especially in the nominative (al-raf') and genitive (al-jarr) cases.

General recommendations for improvement:

- Candidates should take the time to carefully read and fully comprehend each question before selecting the answer that best demonstrates their knowledge and writing capabilities.
- It is crucial that candidates remain focused on the specific requirements of the question, steering clear of irrelevant or extraneous information.
- Once the answer has been completed, candidates should take a moment to review their work, checking for any grammatical, syntactical, or spelling mistakes.
- Along with ensuring their handwriting is clear and legible, candidates must also adhere to the prescribed word count.
- When writing a discursive essay with the aim of securing the highest grade, candidates must meet all the essential criteria for discursive writing. This includes an introduction that clearly introduces the topic of debate and presents two conflicting viewpoints; a body that examines both supporting and opposing perspectives, making appropriate use of present-tense verbs and relevant conjunctions, such as *أرى أن*، *لأن*، *لذلك*، *بدليل*، *أتفق معكم على*، *ولكن* and a conclusion that may offer a personal opinion, utilise an interrogative style, and employ conjunctions accurately.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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