

# ARABIC

Paper 9680/02  
Reading and Writing

## General comments

Overall the standard of answers this session was good and there is clear evidence of an improvement in the standard since last session in the quality of language and accuracy of answers. The question which candidates found most challenging was **Question 1**.

Candidates need to practise grammatical structures such as the dual, and the five verbs in all cases. Candidates should also read widely and practise summarising. They should pay attention to correct spelling. Candidates should avoid copying out sections of the texts. Their answers should demonstrate selection of appropriate ideas from both texts.

## Comments on Individual Questions

### Question 1

Only a few candidates managed to answer this question correctly. Examiners were looking for answers such as the following:

- أ- يعمدون: يلجأون ، يتجهون، يقصدون
- ب- المفردة: الزائدة، المتجاوزة، الكثيرة
- ت- يختلس: يسرق، يأخذ خفية
- ث- فيض: كثير، زائد ، جمّ
- ج- الوسيلة: الطريقة، الواسطة

### Question 2

Examiners were looking for answers which provided the required grammatical structure.

The most common mistakes included the following:

- أ- الإعلان أمران مطلوبان
- ب- ما يهمننا أكثر هو الطفل التي هو أكثر تأثراً وتضرراً
- ت- ويتجهون ليأكل كيساً من البطاطس
- ث- إنها لم تختار الشخص المناسب لأدائها
- ج- رجال الأمنون يترك عملهم

### Question 3

Examiners were looking for answers which demonstrated candidates' comprehension of Text One, expressed in the candidates' own words and style of writing. The following is part of an answer which scored good marks:

- أ- الإعلانات التجارية هي التي تدخل بيوتنا بدون إرادتنا عبر وسائل الإعلام.
- ب- عندما يقوم بتعريف المستهلك بالمنتج الجديد.
- ت- لكي يتعرف الناس على منتجاتهم ولكي يروجوا لها.
- ج- عندما يعلم بعضها حب الذات والأنانية والسرقة واللهجة العامية.

The following is an example of an answer which did not contain what Examiners were looking for:

- ت- ليحص على أكثر فوائد في السوق.

#### Question 4

This question was well answered by a large number of candidates. Examiners were looking for answers which demonstrated candidates' comprehension of Text Two, with good use of language and expressed in the candidates' own words.

The following is an example of an answer which did not contain what Examiners were looking for:

ت- الصحف والمجلات والسينما والإنترنت.

#### Question 5

Candidates were required to (a) summarise positive and negative aspects of the media as outlined in the two texts and (b) write about their own experience at home with regard to watching television programmes with their family.

Many candidates lost marks for the following reasons:

- (a) Some candidates copied out portions of text from one or both Texts.
- (b) Some candidates copied out irrelevant sections of the text.
- (c) Some candidates wrote about ideas in the Texts which were unrelated to the question.
- (c) Some candidates wrote using poor quality of language.

The following is an example of a good answer to **part (b)**:

بعد عودتي من المدرسة، أكل طعامي، ثم أقوم بإعداد الواجبات المدرسية، وبعد الانتهاء منها أجلس مع أمي وأبي وإخوتي لنشاهد بعض برامج التلفزيون. وفي إحدى المرات وقع خلاف بيننا جميعاً. فأمي أرادت مشاهدة البرنامج اليومي عن الطبخ، وأبي أراد مشاهدة مباراة كرة القدم للبطولة العالمية، وأنا كنت أريد مشاهدة فيلم مثير جداً عن الفضاء، وأما أختي فقد كانت تريد مشاهدة برنامج الأطفال اليومي. ولم نعرف كيف نحل المشكلة، وأبي لايسمح لنا بمشاهدة التلفاز وحدنا.

The following is an example of an answer to **part (a)** which did not contain what Examiners were looking for:

أ- في السابقين كثيراً من السلبية الجوانب وكثيراً من الايجابية لوسائل الاعلان والاعلام المرئية . فالإعلانات يخدعون الناس بأن يحصلون على منتجاتهم في الأسواق. الطريقة التي يعلن لنا بها هي طريق تلعب بعواطف الزبون ويستخف بعقولهم فهذا الطريقة على إنجاب المال غير إيجابية ولكن الاعلانات قد تكون إيجابية بأن نعرف الأفراد والجمهور على المنتجات الجديد التي قد تكون مهم ومحتاج.

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<p><b>Paper 9680/03</b></p>
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<p><b>Essay</b></p>
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## General comments

The question paper gave a choice of six titles, with the overall mark being out of 40: 24 marks for language and 16 for content. The standards achieved by the candidates were reasonably consistent: overall performance was generally satisfactory, and there were very few seriously inadequate essays; on the other hand, the number of outstanding performances was also smaller than in some previous years. Most essays had coherent lines of argument and were reasonably well structured, though the arguments were sometimes a little unimaginative, and at times simplistic. The best essays were grammatically sound and stylistically elegant. There appeared to be less reliance on memorised material than in scripts from some previous years, though some candidates exhibited a tendency to boost their word count by the inclusion of lists.

As in previous examinations, there were frequent grammatical errors, for example in the use of the *idaafa* construction, word order, and the distinction between case markers, e.g. between *-uuna / -iina* in the plural, and *-aani / -ayni* in the dual.

## Comments on specific questions

### **Question 1**

This proved a popular question. Most essays were reasonably well written, though the range of ideas was rather limited, with most candidates concentrating on different attitudes to the Internet and other new technology.

### **Question 2**

This question, on the media, attracted fewer candidates, and the quality of the answers was rather variable.

### **Question 3**

This topic proved quite popular. Many of the essays were well written, though the range of ideas expressed was again a little limited. Some candidates successfully illustrated their answers through the use of proverbs or other popular sayings.

### **Question 4**

Fewer candidates attempted this question, on developing countries, but the essays produced were generally competently written.

### **Question 5**

Almost no candidates attempted this question.

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<p><b>Paper 9680/04</b></p>
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<p><b>Texts</b></p>
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## General comments

The paper was comparable in standard and in length with those of recent years. Candidates had a choice of questions; they were required to answer three questions out of twelve and each question on a different book.

The questions chosen by candidates were varied from one Centre to another depending on the books learned.

To determine the level of the candidates, Examiners looked for the candidate's ability to manipulate the answer in an effective and legible way.

Examiners tried to make sure that the vocabulary used in the paper would not cause any unjustified problems to the candidates and that the language involved would be logically clear and would sensibly convey the appropriate meaning.

A few candidates missed the mark they perhaps deserved because they answered ONLY two questions. Candidates should be **reminded** at the beginning of the session that they have to answer all **three** questions. There is no harm in reading the instructions for the candidates at the beginning of the session. Some candidates took it a bit further and answered four questions of which the Examiners selected the three questions with the highest scores for the overall mark.

Candidates should always be encouraged to stick to the word limit. Writing beyond the word limit can often lead to deterioration in the quality of work; on the other hand, writing synopsis or short answers weaken the work. When marking a question which is over the word limit, Examiners usually look for the quality of the answer and not the length. Candidates should be trained, however, to try to keep within the word limit as time can be spent more on the main points of each question or on reading through the answers at the end of the session.

The work seen this year reflects the improving standard of the candidates in the different Centres. The candidates seemed more focused in their answers and in their approach to dealing with the different aspects of the questions. The candidates' approach in organising the answers has also improved; it was encouraging to see that many candidates actually wrote an outline before they attempted to answer the question. Although the candidates' language and sentence structure have improved still more effort should be made to improve on sentence structure and use and range of language in general.

It has been noted that some Centres encourage their candidates to analyse, relate and read beyond the events of the book in order to convey the correct answer. This in turn gives the candidates a higher chance of achieving a higher level.

It is advised that Centres endeavour to teach the entire syllabus as this would give the candidates more choice.

## Comments on specific questions

### **Section 1**

#### **Question 1**

- (a) Most candidates answered this question. Candidates showed full knowledge of the text and the different characters involved in creating the events of the story.

Some candidates were unable to achieve the correct level because they answered the questions without elaborating on the answer. Candidates should be reminded that the questions are there only as spring points to help them write their essay.

- (b) Some candidates chose 1b rather than 1a perhaps because it is a more open question. Candidates used the different short stories they have studied to elaborate and explain the question. Some candidates did not achieve the high level in this question either because of their very weak sentence structure, or they referred only to one story in the book rather than different ones.

### Question 2

- (a) Many candidates answered this question. Candidates were able to explain the feeling of loss the poet had felt but they repeated themselves without explaining the quoted verses properly. Most candidates wrote in general terms. This, of course, affected the mark awarded.
- (b) Candidates who attempted this question did very well. They were able to clearly show the two different phases of the poet's life and his poetry. Candidates successfully used **Question 2a** as a springboard to answer the question. Again, some of the candidates lost marks for lack of organisation and weak language.

### Question 3

- (a) and (b) Few candidates answered the questions about the life of Abu Nuwas. Candidates wrote very little about the life of the poet and about his philosophy in life. This, in turn, put them in the lower level of the scale. In questions relating to poems, candidates are advised to learn as many verses as they can to be able to support their answers.

### Section 2

#### Question 4

- (a) The book 'Dami, Dumu'l Wa-btisamati' is a collection of short stories that reflect the social life in Egyptian society. Most candidates answered the question on the book. The strong candidates were able to quote and analyse the events of the different stories in their own words, this in turn gave them a good mark. The weaker candidates showed knowledge of the different stories but a lack of organization of ideas and very weak language constrained the marks which could be awarded.
- (b) This question was the most popular question among the candidates. They were able to write about the different social issues that prevailed over Egyptian Society at the time through analysing the story 'Men and Servants'. The strong candidates were able to relate the different issues in the story to portray the Arab society and their views. Some candidates showed good knowledge of the story but their weak language was a big impediment in relating the events and in making themselves clear. (Candidates are not strongly penalised for minor errors in their grammar and spelling unless this impedes understanding).

#### Question 5

- (a) and (b) The book of 'Al-Manfaluti' is very interesting and varied in its subject matter. Many candidates failed to answer this question perhaps because it was not taught in their Centre. Very few candidates chose this question.

#### Questions 6

- (a) Candidates who answered this question showed a good knowledge of the events book but were unable to explain how the events in the play developed. On the whole, those who answered this question wrote about the events without referring to the King's psychological struggle.

- (b)** This question was the most popular and candidates seemed to find it accessible. Candidates were able to write freely about the effect of the queen, Shahrazad on the king, Shahrayar. Strong candidates concentrated on the events on how the Queen was able to transform the King and free him from his psychological problem and place him in a deeper one, i.e. lack of self-confidence and knowledge. Candidates who related events only with no attempt to analyse or explain were put in a lower level because they failed to answer the question properly.

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Paper 9680/05

Prose

## General comments

Candidates were required to supply an Arabic translation of the English text. The standard of answers this session showed an improvement from the previous session. Many candidates produced translations using appropriate vocabulary and correct grammatical structures.

## Recommendations

- (a) Candidates should be given ample practice in translation.
- (b) Background reading will enrich candidates' vocabulary
- (c) Candidates need to practice spelling, particularly the use of *hamza*; all types of verbal nouns; the use of numbers according to gender; the *idafa* structure; and the five verbs in all cases.

## Comments on specific questions

### Question 1

Common mistakes in translation were as follows:

- (a) Candidates seemed unsure how to translate the word 'sleep'. Some wrote تتخيل which means 'we imagine'.  
The correct Arabic translation would have been النوم
- (b) Many candidates translated 'images' as شاشة which means 'screen'. The correct translation would have been الصور
- (c) The word 'function' was translated by many candidates as مصدر meaning 'source'. The correct translation would have been وظيفة
- (d) The word 'balance' was translated by many candidates as ميزان meaning 'scales'. The correct translation would have been توازن
- (e) In some cases, candidates lost marks as their work contained many spelling mistakes, and grammatical errors. Examples of some common spelling mistakes and grammatical errors are as follows:

- لكي يعملون ، والصواب : لكي يعملوا
- تجعلنا أقل كفاءة ، والصواب: كفاءة
- تساعدنا عقولنا على استوعاب، والصواب: استيعاب.
- نشاطنا تدور حولين الأرض، والصواب: نشاطنا يدور حول الأرض.
- سنتت عام ، والصواب: سنة أعوام.
- نستخدمها في ذلك اللحظة، والصواب : في تلك اللحظة.
- نعرف أن الناس يحتاج إلى النوم لكي يعلموا جيداً، والصواب: يحتاجون.. لكي يعملوا .
- السبب الحقيقي للأحلام هي أن تحتفظ على الميزان ما بين العقل والجسد ، والصواب : الوظيفة الحقيقية للأحلام هي الاحتفاظ بتوازن بين العقل والجسد.
- يحتاج نام، والصواب: يحتاج إلى النوم.
- عدم النوم ، والصواب: عدم النوم.
- لاتخاذ قورور ، والصواب: لاتخاذ قرارات.
- على حساب العلماء، والصواب: حسب معظم العلماء.