

FIRST LANGUAGE ARABIC

Paper 0508/02

Reading and Directed Writing

General comments

A large percentage of candidates attempted all questions on the paper but a small number did not attempt some or all the questions in **Section 3**.

Some candidates demonstrated a degree of creativity, particularly in their answers to **Question 2**. Many candidates did not write their answer to **Question 1** in the form of a conversation as required, but rather as an argument, even though they were expressly told by the question not to do this. Some candidates relied on only one text when answering **Questions 1 and 2** and therefore did not gain marks for the ideas in the other text. Other candidates simply copied large extracts from one or both texts.

In general, candidates would benefit from more practice in exam technique and should be advised to pay attention to the following:

- Use of ideas from both texts, and avoidance of copying out word-for-word.
- Handwriting.
- Avoidance of colloquialisms.
- Spelling, particularly the use of hamza.
- Grammar, particularly conjunctions, kaana and its sister verbs, the five nouns, use of the present tense, and feminine plurals.
- Writing a conversation and a speech.

Comments on specific questions

Question 1

Marks were awarded for answers which drew out the main ideas from the two texts and for clarity, language, presentation and the style of writing in the form of a conversation between the writer and his/her grandfather or grandmother. This question was well answered by some candidates, but the majority of candidates wrote in the form of an argument rather than a conversation. Many omitted to use ideas from both texts, or resorted to copying out large sections of text word-for-word. In some cases, candidates' handwriting was illegible.

Question 2

This question was attempted by the majority of candidates and produced some excellent answers, written in the candidates' own style and describing the role of young people in society in the form of a speech to youth club members and parents. Some candidates did not make reference to their own personal experiences.

Question 3

This question was answered correctly by a large number of candidates. However, some candidates answered part **(b)** as *Beirut* but the correct answer was *Beiruta*, and part **(e)** as *hikayaata* but the correct answer was *hikayaati*.

Question 4

This question was attempted by the majority of candidates, although many provided incorrect answers to part **(b)** because they did not know how to complete a sentence beginning with the conditional particle *mataa*, and part **(d)** because they did not recognise *amsa* as one of the sister verbs of *kaana*.

Question 5

Candidates were required to supply an example of four grammatical structures by including each in a meaningful sentence. This question was answered successfully only by candidates with a good grasp of grammatical structures. Some common mistakes included:

لم ينمو الولد، والصواب: لم ينمُ الولد
كتبا الولدان الدرس، والصواب: الولدان كتبوا الدرس

Question 6

This question was not well answered, although some candidates managed to obtain full marks. The majority correctly analysed the word *al-kafeelu* and the word *al-jameeli*, but had difficulty with the other words.

Paper 0508/03
Continuous Writing

General comments

Candidates were required to answer one question from a choice of nine. All questions were answered by at least some candidates, although some questions proved much more popular than others, particularly **Questions 4** and **6**. The poetry question (**Question 5**) was much more popular than in previous years (perhaps because it was modern poetry and on a subject with which all candidates could clearly identify) although the number of candidates who attempted it was still less than hoped for. On the whole the answers to **Questions 4, 5** and **6** were of a very good standard, and some candidates scored full marks for their clarity of expression, effective use of language and imaginative ideas. The standard of candidates' answers to **Questions 1** and **9** was weak.

In general, candidates require more practice in exam technique and should be advised to pay attention to the following:

- Paragraphing
- Word limits
- Punctuation
- Handwriting
- Avoidance of colloquialisms
- Spelling, particularly the use of hamza
- Grammar and use of language
- Clear indication of the number of the attempted question
- Writing in an appropriate format e.g. letter, report, story etc.
- Use of personal experiences (felt, seen and heard) to inform and enhance writing skills.

Comments on specific questions

The same number of marks was allocated in each question for correct spelling, punctuation, paragraphing, effective use of language and handwriting.

Question 1

Candidates were required to write a story based on the meaning of an Arabic proverb. This question was attempted by only a small number of candidates. Marks were allocated for clarity of expression, presentation of ideas, setting and characterisation and for the relevance of answers to the meaning of the proverb.

Question 2

This was a popular question and marks were awarded to candidates who included reference to: information and knowledge, held in printed books and on computer; availability of printed books and computers; advantages and disadvantages of books and computers; reference to personal experience.

Many candidates omitted mention of printed books, and therefore did not gain the marks available.

Question 3

Marks were awarded for answers which included reference to: summary of the court case and deliberations; description of features of the main characters and their behaviour during court proceedings; mention of the outcome of the case.

Some candidates did not include a description of the characters' features, or reference to the outcome, and therefore lost marks. One candidate who answered this question well wrote:

المتهم يحاول الدفاع عن نفسه بأية طريقة، يصرخ ويبكي، يريد أن يخرج من هذا المكان .
القاضي كان غاضباً من تصرفات المتهم، وكاد يلقي جلسة المحاكمة ويؤجلها إلى يوم آخر.
المحاميان كانا يحاولان تهديئة المتهم ، لكنه فقد السيطرة على نفسه، وبدأ بضربيهما ، ولم يتروا
بضرب رجال الأمن كذلك .
أهل القتل ينتظرون بقلق الحكم ، وكادت معنوياتهم تنهار ، وكادت الزوجة تسقط مغشياً
عليها ، وابنته بكت حتى وقعت على الأرض .

Question 4

This was a very popular question and most candidates scored good marks for their answers. Some candidates, however, neglected to explain the ways of developing tourism in their country, or devoted most of their answer to a description of the main sites of interest to tourists. One candidate who scored good marks for this question wrote:

تعود السياحة على وطننا بفوائد كثيرة، منها أن هناك أناساً كثيرين يعملون بقطاع
السياحة كالفنادق ، المطاعم ، والملاعب ، والشواطئ . فتهبط بذلك نسبة البطالة في بلدنا
، ويرتفع المستوى الثقافي والمعرفي لدى الناس بسبب الدراسة الضرورية لذلك ، وبسبب
الاختلاط والتعايش المتنوع ، وبذلك يزداد دخل الدولة .
ومن سلبيات السياحة أن يصبح اعتماد الدول في مصادر دخلها على السياحة وحدها
فيؤدي هذا إلى خفض النمو الاقتصادي في المجالات الأخرى لضعف الاهتمام المترتب عن
الاهتمام الكلي بالسياحة .

Question 5

Candidates were required to write about the meaning of some lines of poetry. More candidates attempted this question than in previous sessions, which indicates some improvement in the level of preparedness of candidates and Centres for such questions. Answers to this question demonstrated a high level of creativity and good development of the meaning of the poetry.

Question 6

This question was popular and was well answered on the whole, with candidates producing creative stories in a jungle setting. Candidates who did not score well on this question failed to set the events of their story in a jungle or did not adequately describe the features of the jungle setting and its influence on the events in the story.

One candidate who scored good marks for this question wrote:

وصف الطالب البيئة في الغابة : فالفيلة تشرب من البحيرة العذبة، والقروود تتأرجح من شجرة إلى أخرى، والسناجب تتسلق الأشجار العملاقة، والشعبان يلدغ ذراع الفتى عمر (الشخصية الأساسية) الذي دب إليه الخوف والذعر جراء ذلك ، والألم الشديد الذي كان يعاني منه نتيجة السم .

Question 7

This was not a popular question, but one candidate who scored good marks wrote:

" دراسة اللغات من الطرق المحببة للتعرف على الآخرين ، و على تقاليدهم وحضارتهم ، وذلك من خلال التقرب إليهم باللغة ، وفهم فكرهم ، والاطلاع على ثقافتهم".

Question 8

This was not a popular question. However, marks were awarded to candidates who mentioned five areas of waste in society such as water, food, fuel, technology, raw materials, and the different effects of such waste. Marks were awarded for explanation of ways of avoiding waste, and reference to personal experience. One candidate who scored good marks for this question wrote:

" أما عن الهدر في الماء فذلك مشكلة كبيرة وصعبة في العالم كله، لأن كمية الماء النقي تتقلص سنوياً وهذا بسبب عدم اكتراث الإنسان بأهمية الماء، فتجده يسرف فيها بلا تفكير على رخاء زائد غير ضروري ، في حين نجد في مواضع في العالم من لا يفلح في الحصول على قطرة ماء واحدة للشرب . فإذا بقي الإنسان في هذا الهدر ، فستكون البشرية قريباً في صحراء قاحلة. "

Question 9

This question required candidates to write about the photograph printed on the question paper. Some candidates neglected to write about the feelings of the two children, or the reasons behind the situation portrayed in the photograph, and therefore did not gain the full marks available. Other marks were awarded for a description of the features of the children, the setting, possible conversation between them, and their thoughts and opinions. One candidate who scored good marks for this question wrote:

" حرقت كل الألعاب ولم يبق سوى الرماد . جلس أحد الأطفال بجوار هذا الرماد وفي عينيه الملايين من الأسئلة ، واقترب منه أحد أصدقائه وجلس إلى جواره قابضاً بيديه على ذلك الرماد وفي عينيه بريق واضح .
نظر إلى صديقه الذي كان يرتو بناظريه إليه وبكيا، ثم أعاد النظر إلى الرماد لينطلقا به إلى سفينة الأحلام التي عبرت بهما المحيط أملة العثور على جزيرة سلام وطمأنينة ، وكل ذلك من دون كلام فالدموع التي تتساقب على الوجنت من العيون البرينة منعت كل الألفاظ من الخروج".