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# FIRST LANGUAGE ARABIC

Paper 0508/02  
Reading and Directed Writing

## General comments

The overall performance of the candidates was satisfactory. The following points should be noted for future candidates:

- Candidates should read the question rubric and 'Instructions to Candidates' on the cover sheet and ensure that they comply.
- Candidates should ensure that they read the question carefully and understand what is required before they begin to answer.
- Candidates should be reminded of the importance of referring to both texts, when answering **Questions 1 and 2**. Some candidates made reference to only one of the texts in their answers.
- Candidates should be reminded not to copy out portions of the text, but to answer in their own words and personal style of writing.

In general, candidates require more practice in the following:-

- Sentences with adjectives
- Adverbs of time
- The use of *inna* and its sisters
- The use of relative pronouns and demonstrative pronouns so as to not confuse the two
- The jussive case of the present tense verb.

## 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 style of writing. Some candidates did not mention the reasons for the formation of the centre, or did not write their answers in a format appropriate to a newsletter. One example of a good answer to this question was the response:

"وما يميز هذا المركز هو تحريك فكر الطفل عند الإجازة الصيفية . والمركز يساعد على إبقاء الأبناء في حالة نشاط ، ويشجعهم على العمل باستخدام المواهب والقدرات الذاتية التي ستصنع إنساناً عظيماً، كما سيوفر لهم فرص التعبير عن آرائهم ومعتقداتهم ...".

A good introduction was the following:

"أخي الكريم ، أختي الكريمة  
يسر مدير مركز رعاية الكفاءات والمهارات لدى الأطفال والشباب أن يعلن عن الافتتاح للأفراد ، ومن هذا المنطلق  
تبعث إليكم بهذه النشرة لتوضيح أسباب إنشاء مركزنا هذا ، وكذلك اهتماماته ."

**Question 2**

This question was attempted by the majority of candidates and produced some excellent answers. Marks were awarded for an appropriate introduction and explanation of the social club's plans for the forthcoming holidays, drawing ideas from the two texts. Marks were also awarded for reference to feelings with regard to the future, and for style of writing, which should have been in the form of a speech to be given to students and their parents. Some candidates did not make reference to their own experience and others failed to draw ideas from the two texts.

One answer which achieved high marks contained the following:

" إنَّ النادي يحاول استغلال وقت العطلة الصيفية التي يمضيها معظم الأطفال في اللعب واللهو غير البنّاء ، فيوفر لهم الأنشطة الترفيهية والثقافية ....".

One answer in which the candidate made reference to feelings contained the following:

" أود أن أعبّر عن أمني فيكم ومدى ثقتي بكم ، وشوقي إلى المستقبل المشرق "

**Question 3**

Examiners were looking for the correct vocalisation and explanation of the underlined words.

A common mistake was that candidates wrote:

أمس ، أو أمس ، أو أمس

and said that it was an adverb of time in the accusative case.

**Question 4**

Examiners were looking for appropriate words, correctly vocalised, to be supplied by candidates. Acceptable answers included:

أ- الطويل ، المشهور ، الثالث ، قفز

ب- السلام ، الأمن ، الخير ، الرخاء

ت- المدرسة ، الجامعة ، الكلية

ث- سبع ، ثلاث ، مجموعة

**Question 5**

Candidates were required to supply an example of four grammatical structures by including each in a meaningful sentence. Acceptable answers included:

ب- سرتُ وضوءَ القمرِ

ت- رأيتُ رجلاً قامته طويلاً

ث - جاء الطلابُ أنفسهم، رأيتُ المعلمَ عينَهُ

**Question 6**

Marks were awarded for correct grammatical analysis of each of the underlined words.

**Paper 0508/03**  
**Continuous Writing**

**General comments**

Candidates were required to answer one question from a choice of nine. Candidates should be reminded of the importance of complying with the instructions on the cover sheet and not exceeding the recommended number of words. It was noticed that some candidates wrote the number of one question, but then decided to answer another, and did not change the number of the question accordingly.

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

- Avoidance of colloquialisms
- Paragraphing
- Punctuation
- Handwriting
- Spelling, particularly the inclusion of the two dots on '*ta marboota*', and the letter '*ya*' at the end of the word
- Grammar and use of language, especially all kinds of plurals and duals

Some candidates produced some very imaginative and descriptive writing which also included expressions of human emotions. This was particularly apparent in pieces of writing about historic figures, days of international importance, and in stories set at the top of a mountain.

**Comments on specific questions**

**Question 1**

Candidates were required to write a story based on the meaning of an Arabic proverb. Most of the answers to this question could be divided into two kinds: the first took the literal meaning of the proverb, the second applied the meaning of the proverb to relationships between people, such as a husband and wife, or between friends. Both types of answers were accepted if they were well-written and included the main components of a story.

**Question 2**

Marks were awarded for the description of the specified character and the dialogue between him/her and the candidate, and the actions of the chosen historical figure. Marks were also awarded for candidates' descriptions of their feelings towards the chosen character.

There were some very well-written and imaginative answers to this question.

**Question 3**

Marks were awarded for answers which included a clear comparison between the facilities of the sports club to which the candidate belonged the previous year and the new club, and also the activities of both clubs. Some answers mentioned that the previous club did not have sufficient courts or pitches and were limited in the number of sports they offered. On the other hand, other answers made reference to the fact that the new club organised competitions at both local and regional levels, and invited prominent sportsmen and recognised coaches.

**Question 4**

Marks were awarded for answers which referred to the curricula both for last year and for the current year, and explained different teaching methods and activities. The Examiners were also looking for the candidates' opinions on these factors. Many candidates produced imaginative and detailed answers to this question, drawing on their personal experiences in an educational environment. One candidate wrote:

" الأنشطة المدرسية اعتبرناها جائزة يحصل عليها الفائز بعد مجهود وعمل كبير . اشتركنا في جميع الأنشطة المتاحة لنا . لقد استمتعنا في العام الماضي بالوقت ، ولم يكن لدينا مشكلة من حيث المشاركة ، فقد ساهمت في فريق كرة الطائرة ، وكرة السلة ، كما انضممت إلى الفرقة الموسيقية وعزفت على الكمان . أما هذا العام فلم أتمكن إلا من الانضمام إلى فريق كرة الطائرة لعدم توفر الوقت الكافي .. "

**Question 5**

Candidates were required to write about the meaning of some lines of poetry. Marks were awarded for explaining the meaning in another form of writing. Although this was not a popular question, those candidates who chose to answer it did so in an effective and expressive manner.

**Question 6**

Marks were awarded for candidates who wrote in the form of an argument between themselves and one of their friends, using relevant examples to back up their opinions. Some candidates lost marks for failing to comply with the question rubric.

**Question 7**

Marks were awarded for candidates' descriptions of days of international significance and the importance of the involvement of the media in coverage of the events and the role of social organisations. Marks were also awarded for mention of the candidates' opinions and feelings on what they witnessed. One candidate who scored good marks and who chose to write about International Children's Day wrote:

" أما الإعلام المسموع فقد قام ببث الموسيقى والأناشيد والأغاني التي تليق بهذه المناسبة .  
وأما المؤسسات الاجتماعية فقد راحت تقدم المساعدات للعائلات ، وتعقد الندوات والمحاضرات التي تدعم هذه المناسبة ، كما وزعت الهدايا على الأطفال ، وأنجزت عروضاً مسرحية لتدخل البهجة في قلوب الأطفال في العالم .  
وقام الإعلام المرئي باستضافة العائلات مع أطفالهم لتجسيد هذه الفرحة والحفاوة بهذا اليوم المتميز ....."

**Question 8**

Marks were awarded for clarity in the elements of the story, particularly for the events of a story set at the summit of a high mountain. Some candidates did not address the question specifically enough and made the base of the mountain the setting for their story, while others described the mountain summit and the environment, rather than write a story.

**Question 9**

This question required candidates to write about the photograph printed on the Question Paper. Candidates who scored good marks included descriptions of the people in the photograph, the event depicted, its causes and its results, and a possible dialogue between the people concerned, as well as their anticipated reactions and feelings.