

ARABIC

Paper 9680/22
Reading and Writing

Key messages

In order to do well in this paper, candidates should:

- Expand their range of vocabulary by reading more widely and learning more antonyms.
- Pay attention to the correct use of male and female gender and gender agreement. The following are some examples from the candidate's responses:

أمثلة:

هي مجموعة من الأصوات الشديدة، التطور التكنولوجي لديها منافع كثيرة، كأصوات الرعد والانفجارات البركانية.

- Pay more attention to the correct use of the dual.

مثال:

اللذان تتركان آثارا طويلة الأمد، وليس اللذان تتركان أو التي تتركان.

- Pay attention to the conjugation of the 'Five Verbs'. The following are some examples from responses.

أمثلة:

الأشخاص الذين يُصْدَرُوا الضوضاء، 'أطلب منهم أن يبتعدوا عن الضجيج'، 'كي لا يُعانون منها'.

- Correct usage of the 'Lam' in definite and indefinite nouns. The following are some examples from the candidate's responses:

أمثلة:

'مدينتي مليئة بضوضاء'، 'لنشر الوعي بالأضرار'، 'تختلف عن باقي لموتات'.

- Pay more attention to 'إِنَّ' and its sisters, and their effect on the nominative sentence.

مثال:

كَأَنَّ تأثيرها السلبي مضاعف، وليس 'كَأَنَّ تأثيرها السلبي مضاعفاً'.

- Understand the requirements of the questions, and specifically respond to what is being asked from the correct paragraph.

General comments:

Overall, the standard of answers was good. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting opinions were expressed.

Candidates should be reminded not to copy out sections of the text and, as far as possible, they should use their own words and phrases, particularly in response to **Question 3**, **Question 4**, and **Question 5**.

Comments on specific questions:

Question 1

The answers were variable; the majority of candidates answered successfully **parts (a), (c), and (e)**. Some candidates were not successful in answering **part (b)** and **(d)**.

Question 2

Question 2(e) and **2(c)** were the most challenging, and **2(b)** and **2(d)** were the most accurately answered. Many candidates would do well to review verb conjugation, especially with 'هَنَّ', and the rules of 'إِنَّ' and its sisters, and their effect on the nominative sentence.

Question 3

Many candidates responded correctly to all different sections of **Question 3**.

As for **part (e)**, some candidates did not answer the question asked. They commented on what the negative effects of noise were but the question asked about what factors increased the negative effects of noise.

In **part (g)** some candidates did not speak of **legal procedures** which is what the question asked.

Question 4

There were some very good responses to this question. **Parts (a), (b), (c)** and **(d)** were the most accurately answered.

As for **part (e)** many candidates did not pay attention to the word **always** and rushed in answering that the author agreed when in fact the answer was more nuanced.

As for **part (f)**, some candidates simply mentioned secondary/subsidiary goals whilst the question asked about the main goals.

In **part (g)** a few candidates merely wrote out the expert advice without commenting on the consequences of expert advice which is what the question asked for.

Question 5

- (a)** On the whole, there were some very good answers to this question. The question was about the effect of both noise and music on human health and work. Many candidates were successful in listing most of these effects, whereas some wrote about advantages and disadvantages of noise and music in general.
- (b)** The question asked for the candidate's own opinion on how they can deal with the noise problem in their area. Many candidates answered this question and there were some very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

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Paper 9680/32 Essay
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Key messages

- Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary.
- The content needs to be very well argued and supported with examples when necessary.
- Candidates should ensure the introductions and conclusions they are writing are relevant to the specific question they choose to answer.
- Teachers and centres are encouraged to help candidates to be more creative and productive in their answers.

General comments

This is an essay paper for which candidates are required to produce only one essay (between 250 and 400 words) from a choice of five topics. The essay is marked out of 40. 16 marks for the Content, and 24 marks for Language Use. Language instructors and centres are encouraged to aid candidates to practice the Arabic language by using online resources, printed books or even holding workshops to encourage candidates to practice Arabic Language skills.

Comments on specific questions

Question 1

This question was about the young people and their parents' role to choose the future job.

Many candidates chose this question, and their answers were mostly clear with good arguments. The language and content complimented each other in most of the scripts and resulted coherent texts. Weaker candidates provided less argued answers with unclear content but overall, it was straightforward question and easy to answer. Candidates be encouraged to ensure their introductions are creative and reflect their understanding.

Question 2

This question was about media and if it has more influence on children than their parents. It was answered by good number of candidates with very good argued content. The language was clear and most of the texts were very informative.

Question 3

This topic was question was about the importance of giving men and women an equal chance in sports. This question was the least popular and very few candidates answered it.

Question 4

This question was about the free time activities. This question was the most popular question however many of the candidates missed the point and merely wrote about the free time activities. It seemed like they did not read the question which was about making the school day short then candidates could practise their different hobbies. Instead, most of the answers focused on explaining the importance of the free time.

Question 5

This question was quite popular as it was about allowing robots to work in hospitals and what candidates think about this. Candidates who attempted this question had varied answers as some produced excellent and clear texts. Weaker answers were a bit confusing as they focused on the usage of technology on hospitals but never mentioned robots.

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Paper 9680/42
Texts

General comments

The 2022 exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, Play, Short Story and a novel.

Overall, the average performance for all candidates was good. Many candidates wrote excellent and impressive pieces, demonstrating good choice of diction, an accurate and effective use of variety of grammatical structures, imageries, and similes.

It has also been observed that many candidates understood the task for each selected question very well and addressed it adequately and, in several cases, presented extremely high standards. Furthermore, candidates planned their essays effectively in terms of an introduction, presentation, and conclusion, with good implementation of paragraphing, punctuation marks, linking words/phrases and connectors.

Some candidates have the ability to write concisely. Not only did they fulfil the assignment, but they also wrote more details that went beyond the prompt in an attempt to answer. Doing so within the word limit and doing it well deserves recognition.

- Candidates should be reminded to read the instructions on the front cover, then read the questions carefully, and underline the keyword in a question in order to focus their answer.
- Candidates are required to answer only three questions out of six (choosing either **(a)** or **(b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and another one from either. It is important that all candidates are aware that each answer must be on a different set text, e.g., if they choose **3(a)** they should not choose **3(b)** for their next answer.
- Candidates should be reminded that the answers should be between 500–600 words. Candidates might attempt to write the correct answer, but when they do not elaborate and write only briefly (100–300 words) they are unable to access the full range of marks.
- Candidates are encouraged to write a plan for their answer, to write a balanced essay. Ensure that their work is legible, accurate and logically presented. And allow time for thorough checking of their work.
- Most candidates did better in answering questions b in both sections, as they were able to summarise and analyse the events in the story or play studied.
- Candidates are not strongly penalized for their grammar and spelling but it might still obstruct the readability of the answer. Therefore, candidates should always be encouraged to use good grammatical readable sentences.
- Examiners commented that there was a prevalence of biographical details about the poets in the answers given, rather than quoting and explaining the poems. It is very hard to credit this information with good marks, as the task is mostly about the poems and not the poet/ writer.

Comments on specific questions

Section 1

Question 1: Tarikh al-Adab al-'Arabi: al-'Asr al-'Al-Jahili, Dr Shawqi Dhayf

تاريخ الأدب العربي: العصر الجاهلي، د. شوقي ضيف

- (a)** Few candidates answered this question, and some tried to explain the verses using general information or what they have previously learnt. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the exact words from the verses to increase the number of words.

- (b) Many candidates chose this question. Many achieved almost full marks for writing a full and well-structured essay about Zuhair bin Abi Sulma. However, some of them went on writing further about the poet's other topics too to show what they have learnt. It is still a good credit for the candidate to have a full understanding of the topic and be able to write a good piece of writing.

Question 2: Tarikh al-Adab al-'Arabi: al-'Asr al-Abbasi al- Thani, Dr Shawqi Dhayf

تاريخ الأدب العربي: العصر العباسي الثاني، د. شوقي ضيف

- (a) Same as above, only few who had prepared and studied well were able to answer this question in a well-constructed essay. Some tried to answer this question generally by making their own interpretation of the verse's vocabulary, so their writing had little depth and did not show their understanding.
- (b) Many candidates attempted this question. They wrote about the poet's life in general, however few candidates were knowledgeable and produced good essays.

Question 3: Min al- Adab al- Nisa`ee al- Mu`aser: Al- Arabi wa al-Maghribi, Laila Al- Sabbagh

من الأدب النسائي المعاصر: العربي و المغربي، ليلي الصبّاغ

- (a) Few candidates answered this question as the verses given are self-explanatory. It required the candidates to write extensively about struggle of the poet's country and her feelings during that difficult time.
- (b) popular question: Many candidates answered this question brilliantly. Many wrote excellent essays about this topic. They had to write about the effect of love on the poet during all stages of her life, and many candidates supported their answers with verses they learnt.

Section 2

Question 4: Ahl-ul- Kahf, Tawfiq Al-Hakim

أهل الكهف، توفيق الحكيم

- (a) This question involved explaining the quotation, what it symbolised, then explaining its connection to the main events. Many candidates just wrote about the whole play, and only few wrote only about the prompt, they would go further to write everything they learnt about the play.
- (b) Popular question: many candidates produced detailed and insightful responses about the character Michelena, his role in the play as the author intended. Very good responses were produced for this question.

Question 5: Al-Awasif, Gibran Khalil Gibran

العواصف، جبران خليل جبران

- (a) and (b) most responses started with a long introduction about the author's life which was not required, the responses also included summary of his other main short stories in the book. Candidates achieved generally good marks in this question in both (a) and (b).

Question 6: Al-Riwayah Al-Mustahilah Foosayfisa Dimashqiyah, Ghada Al-Samman

الرواية المستحيلة: فوسفيساء دمشقية، غادة السمان

- (a) Few candidates chose this question; they wrote about the novel in general and lightly touched the topic. Candidates had to write also about some related events to support their answer.
- (b) Popular question: Most candidates answered this question. Brilliant essays were produced to answer this question, and in doing so candidates achieved very good marks.

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Paper 9680/52 Prose
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Key messages

- Candidates need to read the English text first fully to grasp the full meaning, then they start to translate.
- Candidates need to read the English sentences to understand the correct meaning, then translate choosing the right meaning, as the literal translation could lead to a different meaning, like translating (play) into ألعاب while in the text it means مسرحيات.
- Candidates need to translate sentence by sentence, and not summarise the meaning of the text and use their own interpretation of the text and translate only the summary, because they will miss translating key words and losing marks.
- Candidates need to leave a space where they could not translate and carry on afterwards for the rest of the sentence.
- Candidates must be informed that when they cross a word or a sentence, no mark will be awarded even if it was correct.
- Candidates should indicate if they use a continuation page.
- Candidates are to be encouraged to widen their reading scope to include different topics in order to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.

General comments

Overall, the average performance for all candidates was very good this year. The text was understood fully by the majority of the candidates, only few who found some vocabulary challenging tried to find alternatives.

Comments on specific questions

- Generally, the English text was clear and straightforward with some challenging vocabularies to test the candidates' different abilities in order to produce a well-structured translation from the English text.
- Some of the challenging phrases were: (explore, unfamiliar cultures and traditions, vast range, ancient civilisation, sightseeing tours, even though we were strangers, plays)
- Some confusion was noticed when candidates translated (we had in common, to go on a similar trip)
- Strong candidates maintained a high quality of translation, correct vocabulary and style.
- Incomplete sentences were awarded 0, when they did not include the key word of the sentence, or were too ambiguous to be understood.