

# ARABIC

Paper 9680/02  
Reading and Writing

## General comments

Overall, the performance of candidates was good. Candidates made a good attempt at the questions, though some found **Question 1** quite challenging. It would be beneficial for candidates to read widely to help broaden their spelling and vocabulary, particularly synonyms and antonyms.

Candidates would also benefit from more practice in writing summaries, and should be advised not to copy out long chunks of text in their answers.

Grammar was generally quite good, although more practice is needed in:

- the use of *kaana* and its sisters;
- numbers;
- negation of the future tense;
- the use of the dual case.

## Comments on specific questions

### Question 1

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

- أ- مبكرة
- ب- ضيقة أو محدودة
- ت- رديئة أو سيئة أو عادية أو بسيطة أو متواضعة
- ث- الإهمال
- ج- الصغار

### Question 2

Examiners were looking for answers which provided the required grammatical structure. Whilst many candidates did well, there were some recurring errors, the most common of which were:

- أ- كان يعتذر لمحبي القراءة.
- ب- يستهلكون عشرة كتاب ، يستهلكون عشرة كتباً
- ت- لن ينجأ من خناقها إلا كتاب الجيب. لن ينج من خناقها إلا كتاب الجيب.
- ث- يتجاوز الغرضين التجارية كثيراً. يتجاوز الغرضين التجاريين كثيراً.
- ج- شاهدوا بعضاً منها تمثيلاً بفضل ممثلة محترف.

### Question 3

Candidates were required to demonstrate their comprehension of Text One, using their own words as far as possible.

The following is part of an answer which scored good marks:

- أ- لأنه جاء متأخراً فأقيم في القصر الرائع قرب أجمل وأغنى منطقة .
- ب- كان له أثر إيجابي ، فجذب الناس إليه.



- ت- كانت المشكلة بيع ما تنتجه من الكتب.  
ث- جلس بعضهم قرب كتبه المعروضة ليقوم بتشجيع وحث الزائرين على الشراء بتوقيعه أو بمناقشتهم.  
ج- إنها الكتب المصورة والملونة والتمثيلات التي تحكي قصص الكتب من قبل ممثلين بارزين ومعروفين إضافة إلى وجود أشرطة تسجيل تسرد باصوات فنانين معروفين.  
ح- لأنها سهلة السماع ويمكنهم استخدامها في أماكن متعددة كالمطبخ أو الحافلة.

The following is an example of an answer which did not score so highly:

- ت- إلقاء الكتب الأنيقة مشكلة أن الناس لم يشتري ولم يقرأ هؤلاء الكتب والكتاب ليس له زائرون لكتبه وليس له مالا لنفسه.

#### Question 4

This question was answered well by a large number of candidates. Candidates were required to demonstrate their comprehension of Text Two, using their own words as far as possible.

The following is an example of an answer which did not contain score high marks:

- ب- لأن الكيبنة متسعة جدا وله أماكن عديدة توضع كتبه.  
ت- الدليل هو في نشر اسم الدتور جابر في إحدى حجراته وملك مفاتيح الخزنة أي الكيبنة.

#### Question 5

Candidates were required to (a) summarise the ideas showing that the two authors are fond of books and (b) write about their views on whether libraries can only be used for studying. Whilst some candidates did quite well in this question, other candidates did not score highly for the following reasons: copying out large portions of text from one or both passages; using irrelevant ideas from the texts; using poor language.

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

قام أحد الكاتبين بالتكلم عن معرض الكتاب الفرنسي واعتبره مدخلا إلى ميدان صناعة الكتاب وتوزيعه، وكان قلقا على الكتاب بسبب مشكلة التوزيع، ووضح أن المعرض مناسبة تجارية جيدة بالاهتمام . ودعا إلى الاهتمام بما يحتاجه الصغار من الكتب، وذكر بعض أنواعها وصفاتها، وأشار إلى اهتمام الكبار بالأشرطة المسجلة. ووضح الكاتب الآخر كيف كان يزور مكتبة الجامعة باستمرار، وقام بطلب كيبنة للدراسة، وعبر عن سعادته بالحصول عليها. وكان يستخدم فهرس المكتبة بغاية وبلا غاية، وسعى دائما إلى الوصول إلى الكتاب الذي يريده وإن لم يكن موجودا في المكتبة.

The following is an example of a less successful answer to part (a):

طبيعيا يحب الكاتبين عالم الكتب. ويشترون كتب جديدة. كما نرى في هذه النصين. يحب الكاتبين الكتب لأنهما كانا سعيدان بمعرض الكتاب. قام معرض الكتاب في باريس ذلك الأمر ليس طبيعيا. القصر العظيم تم تقسيمها إلى أربع مئة وسبعين جناحا. قرأ الكتب توضح أن ألف فرنسي هلك كثير كتب في العالم. لا تعطي الإحصائية عدد الكتب الذي هلك العربي في أي قطر عربي وضمت قاعة المعرض قم العالم الأدب المعاصر.

The following is an example of an answer to part (b) which did not gain good marks:

المكتبة للحيوانات ، يذهب إلى المكتبة ليقتني وقت في القراءة للحيوانات. إنه يذهب ليحصل على هذا الكتاب. يفضل الكاتبيون أن يقتني في المكتبة يختارون أي كتب.

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Paper 9680/03

Essay

## General comments

Candidates were required to choose one topic from a choice of five given in the question paper and write an essay in Arabic of 250–400 words. Of the 40 marks available, 24 are for Quality of Language and 16 are for Content. In general, the performance of the candidates was satisfactory, although some candidates produced very good essays indeed. There were only very few poor attempts. Most essays had coherent arguments and were reasonably well structured, although only a few candidates showed evidence of originality. It seemed that some candidates were over-reliant on material memorised in advance, which was not always relevant or used in an appropriate way. There was also a tendency for candidates to ignore the word limit; candidates should be reminded to pay attention to the word limits given in the question paper.

Although the majority of essays read quite smoothly, there were frequent, albeit minor, grammatical errors. These included, for example: the incorrect use of *al-* in the *idaafa* construction; the use of *li-anna* followed immediately by a verb; failure to distinguish between pairs such as *haadhaa / haadhihi*, *aakhar / ukhrraa* etc, and the widespread treatment of *wa-* as a separate word in its own right, allowing it to be written on its own at the end of a line.

## Comments on specific questions

### Question 1

Most essays on this topic were reasonably well written, though the range of ideas was slightly limited. Technological innovations such as the Internet figured largely in many answers. There was an interesting difference of opinion between candidates on whether young people's lives are actually harder or easier than in the past.

### Question 2

Again, there were some interesting responses to this topic. However, there was a tendency for some candidates to structure their essays in two halves (one on travel, one on the Internet), with inadequate linkage between the two.

### Question 3

This topic was the most popular. The best essays were extremely well written, but others seemed to show evidence of excessive reliance on memorised material which wasn't always relevant or appropriate to the question. Some candidates wrote competently about pollution in general, but did not include sufficient detail to address the question fully.

# ARABIC

Paper 9680/04

Texts

## General comments

In this paper, candidates are required to answer three questions, each on a different text.

Generally, candidates this year were better than last year. An improvement was seen in reading/writing skills this year, and some candidates made good use of an essay plan to help them identify the main points that they wanted to mention, before embarking on writing their essays.

Unfortunately, some candidates did not score well overall because they answered only two questions in total or because they answered three questions of which two were on the same book. Some candidates answered four questions, which often resulted in candidates losing marks because they had not allowed themselves sufficient time to provide enough detail. Candidates should be reminded to pay close attention to the rubric, which states that **three** questions must be answered, each on a **different** book.

It is also worth reminding candidates of the word limits for this paper. Each of the three responses should be between 500 and 600 words. Some candidates wrote much more than was required, which in some cases led to a deterioration in the quality of their work. On the other hand, some candidates wrote too little for their responses, sometimes only writing brief synopses or simple, short answers, which hampered their ability to gain higher marks.

Encouragingly, candidates generally showed focus when writing and tackled the questions quite well. Organisation of responses was quite good overall and there were fewer errors in language and sentence structure than last year. In some cases handwriting proved quite difficult to read and it would be pleasing to see an improvement in this area in future sessions. Candidates should also be reminded to write in black or dark blue pen.

## Comments on specific questions

### **Section 1**

**Question 1:** *Bayt sayyi' al-sum' a*, Najīb Mahfūz

- (a) This was a popular question. Candidates demonstrated thorough knowledge of the text and the different characters involved in creating the events of the story. Some candidates were unable to gain good marks because they did not provide adequate elaboration of their points and/or their essays were too short to contain enough suitable content.
- (b) Candidates generally used the different short stories they had studied to good effect, elaborating and explaining their points well. Some candidates did not achieve such high marks on this question, either because of weak sentence structure or because they referred only to one story from the book.

**Question 2:** *Dīwān Imru' al Qays*

- (a) Many candidates who attempted this question did not gain good marks because they answered the question too briefly with almost no elaboration of ideas. When explaining the poem, candidates should have included events from the poet's life or incidents that affected his poetry. Most candidates wrote generally, without making specific reference to individual verses of the poem.



- (b) Candidates who attempted this question tended to do very well. They were able to show clearly the changes in the poet's life and the effects that these had on his poetry. Some candidates lost marks for poor organisation and weak language.

**Question 3:** *Umarā' al-shi'r al-'Abbāsī, Anīs al-Miqdasī*

- (a) Many candidates showed good knowledge of the poems and of the poet's life. Many candidates wrote very little about the life of the poet and about his philosophy in life, as they answered the question as a reading comprehension rather than as an essay topic. This limited their ability to gain higher marks.
- (b) Unfortunately, some candidates lost marks here because they only addressed part of the question. Many failed to mention the poet's writings, e.g. his ability to praise his people through his poetry and his ability to use poetical aggressiveness to show hostility towards his enemies.

**Section 2**

**Question 4:** *Damī, dumū'ī wa-btisāmatī, Ihsān 'Abd al-Quddūs*

- (a) The book *Damī, dumū'ī wa-btisāmatī* is a collection of short stories that reflect the social life in Egyptian society. Candidates were required to write about one story in particular. Many candidates who chose this topic gave general responses without referring to specific events or examples. On the other hand, some candidates scored high marks as they were able to reflect the ideas through different events in the story.
- (b) This question was also very popular. Stronger candidates were able to relate the different issues to the different stories portrayed in the book. Some candidates showed good knowledge of the stories but their weak language impeded their ability to relate the events clearly and coherently.

**Question 5:** *al-'Abarāt, Mustafā Lutfī al-Manfalūti*

- (a) This was a popular question. Many candidates wrote in detail about the different characters and about the trial that had a great impact on the different people's lives. They demonstrated a clear understanding of the events that occurred in the text. Some candidates lost marks due to poor organisation or lack of detail/elaboration.
- (b) Generally, candidates who chose this question showed full knowledge of the events of the story and its social impact on peoples' lives. Most candidates were very thorough, writing detailed answers and showing good focus on the story and its events and characters.

**Questions 6:** *Du'a al-Karawan, Taha Hussein*

- (a) The candidates who answered this question showed good knowledge of the events of the story, though they failed to write about the struggle of the main character أمانة. Generally, candidates summarised the story without referring to the main idea of love and revenge as revealed by the main character.
- (b) Unfortunately, most responses to this question were general and did not address the specific question set.

# ARABIC

Paper 9680/05

Prose

## General comments

Candidates were required to translate a short passage from English into Arabic. Examiners were looking for translations which conveyed the correct meaning, using appropriate vocabulary and correct grammatical structures. Whilst some candidates performed quite well, others struggled to use correct Arabic syntax; one of the more common errors was placing the adjective in front of the noun (as in English), rather than after the noun as required in Arabic. Spelling errors were also common, in particular the use of *hamza*, the *idafa* structure, verbal nouns, and verb cases. It would be beneficial for candidates to read widely in order to help enrich their vocabulary.

Some common mistakes included the following:

- Candidates seemed unsure how to translate the word 'chess' as they thought it meant 'playing cards'. A correct translation would have been شطرنج
- Many candidates translated 'sport' as رياضة instead of رياضية
- The word 'competition' was translated by many candidates as سابقة meaning 'previous'. A correct translation would have been مسابقة
- The word 'concentrate' was translated by many candidates as يخشعوا meaning 'submit'. A correct translation would have been يركزوا
- There were many common spelling and grammatical errors, such as those in the following examples:

وللاعب حقيقي الفاز أو الخسارة ليس مهمة. الخسارة في لعبة يساعدهم أن يحاول أكثر كي ستكون لاعب أحسن في المستقبل.  
حتى ليكونوا لاعب أحسن المرة الأخرى.  
فشل لعب يشجعهم ليحاولوا أجهد.

