

# ARABIC

Paper 9680/21  
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 learn antonyms
- practice use of all types of pronouns
- learn correct conjugation of verbs
- practise use of correct cases of the verb, particularly the jussive
- practise the agreement of adjectives
- practise selecting *relevant* information to write a summary and respond to comprehension questions.

## General comments

Overall, the standard of answers was good and candidates appeared well prepared for the examination. There was evidence of improvement in the standard of candidates' answers and there were some very interesting opinions 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 correct answers were as follows:

- أ- سهولة  
ب- تقف  
ث- يُشترى / يشرى / يفتنى  
ج- يودعك  
د- هدم / دمر / انهار / تحطم

### Question 2

The correct answers were as follows:

- أ- يترككم حائرين أمام زمن ممتزج.  
ب- هنا في خان الخليلي تضعون أقدامكم.  
ث- يمكن أن نرى برديات المصري القديم.  
د- التي تستقبلك فتعرف أنك وصلت.  
ج- كأنكما لم تمرّا بخان الخليلي.

### Question 3

Many candidates answered this question well. Parts (c) and (d) proved difficult for many candidates, who did not manage to extract the correct information from the text. The following examples demonstrate appropriate answers:

- أ- الأسباب هي: زمن ممتزج، ويذكر وينسيك، وماضيه أقرب للروح.
- ب- تؤدي نسيحة العطار إلى الاستمتاع بسحر الأجواء التي تصنعها الروائح، والسبب ذلك الخلط للأشياء المطحونة..
- ت- لحاسة السمع تأثير في مخيلة الزائر لسوق خان الخليلي، فهي تربط الحاضر بالماضي عبر اختلاف اللهجات واللغات التي تسمع في ذلك السوق.
- ح- العاملان اللذان ساهما في تشكل روائح الجدران القديمة، أولاً عندما تمتزج روائح الجدران القديمة بما يقطر من الشواء، وثانياً اختلاطها مع عطر البخور وفوح التوابل / ودخان الأراجيل ورائحة البن والنعناع. يدل هذا على تلاقي العادات واندماجها في مختلف أزمانها.

### Question 4

There were some very good responses to this question. Many candidates managed to select the right ideas and utilised them in their answers.

The following is an example of a high scoring answer to this question:

- أ- مارس العرب قديماً التجارة على نطاق واسع وقد تعود أهل مكة قبل الإسلام على القيام برحلتين تجاريتين كبيرتين سنوياً.
- ب- كانت تنتقل على مدار العام في أنحاء الجزيرة العربية، وكان لها عدة أدوار ثقافية واجتماعية..
- ت- لأنه كان يستعمله كمخزن لتخزين البضائع، ولأنه كان يستعمله كفندق، كما أنه استعمله لتقديم الخدمات للنزلاء ولحيواناتهم.
- ح- طور التجار العمليات التجارية بتخفيض أجور الشحن، وباختصار المسافات وتقديم خيارات أوسع أمام التجار.

### Question 5

There were many good answers to this question, written by candidates who managed to select the relevant ideas from both texts and summarise them in a well-structured manner.

- (a) Candidates who did not score high marks were those who did not show the different benefits which resulted from trading and markets in Arabic culture.
- (b) Candidates who scored high marks were those who wrote about the local market quarter where they live and what they like and dislike about it. The following is an example of a high scoring answer to this question:

يوجد في مدينتي مركز للتسوق ليس بعيداً عن منزلي، أزوره عادة مع أمي وإخوتي لشراء حاجيات الأسبوع من الطعام والشراب. هو مركز كبير وجميل وله عدة مداخل، وفيه موقف كبير للسيارات. الذي أحبه في هذا المركز أنني أجد فيه المحلات التي أفضلها وكذلك المطاعم التي تقدم وجبات شهية ولكنني لا أحب في هذا السوق الازدحام بالناس وبالسيارات وكذلك الضوضاء نتيجة الموسيقى والألعاب الإلكترونية.

# ARABIC

Paper 9680/23  
Reading and Writing

## Key Messages

In order to do well in this paper candidates should:

- expand their range of vocabulary and knowledge of synonyms by reading more widely
- practice use of the demonstrative pronouns, and the superlative
- learn the use of the accusative case of the present tense
- practice the agreement of adjectives
- practice selecting *relevant* information to write a summary and to respond to comprehension questions.

## General comments

Overall, the standard of answers was good and it was clear that candidates were well prepared for the examination. There was evidence of improvement in the standard of candidates' answers and there were some very interesting opinions 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 appropriate answers are given here:

- أ- المتنوعة/ المتعددة
- ب- المبادلة
- ت- مهمة/ عمل
- ث- قوية/ شديدة
- ج- يعيد/ يرجع

### Question 2

Many candidates had difficulty with parts (c) and (d). Practice in the areas of manipulation required in these questions would improve performance.

### Question 3

Many candidates answered this question well, using their words and expressing their understanding of the text provided. Part (e) proved difficult for many candidates, who did not manage to extract the correct information from the text.

### Question 4

There were some very good responses to this question. Many candidates managed to select the right ideas and utilised them in their answers.

The following is an example of a high scoring answer to this question:

أ- فوجئ بأشخاص يجتمع بهم للمرة الأولى ومعهم هدايا تعبيراً عن مشاركتهم في مناسبة زواجه وكان يشعر بالخجل عندما يتأخر عن مناسبة لشخص زاره لأول مرة مع هدية له.

ب- يرى الكاتب أن الهدية بمناسبة الزواج يمكن أن تنوب عن مرسلها لكن الهدية أمرها مختلف في حالات المرض إذ ينبغي أن تزور المريض وتراه وجهاً لوجه وتقدم له هدية مع تمنياتك له بالشفاء إلا طبعاً إذا كنت بعيداً خارج البلاد وهنا يمكن للهدية أن تنوب عنك.

ت- حين تقبل الهدية فأنت تستقبل محبة الشخص لك، وتحمل فضل الاستقبال، ثم تتفضل على الشخص الآخر بأن ترد الهدية بأحسن منها أو على الأقل بمثلها ، وقد تقبل الهدية من شخص ذي سلوك غير جيد فتعبر عن حسن ظنك به وعن كرمك حين ترد بهدية أحسن.

### Question 5

There were many good answers to this question by candidates who managed to select the relevant ideas from both texts and summarise these ideas in a well-structured manner.

Part (a): Candidates who did not score high marks were those who copied out large sections of the texts or wrote about only one or two aspects of presents.

Part (b): Candidates who scored high marks were those who wrote about the best present they had given or received and the occasion. The following is an example of a high scoring answer to this question:

دعاني صديقي في العام الماضي إلى حفلة عيد ميلاده، وفرحت كثيراً، لكنني كنت حائراً في اختيار الهدية المناسبة لأعز صديق، فسألت أبي المساعدة، فاقترح علي أن أشتري له الهاتف المحمول ( الجوال ) من الطراز الحديث. اشتريت هذه الهدية وأنا أمل أن تعجب الهدية صديقي، وفي الحفلة قدمت له الهدية فإذا بعلامة المفاجأة والسعادة تظهر على وجهه. فشكرني كثيراً وقال: هذه أجمل هدية تصلني في عيد ميلادي. فحمدت الله تعالى وفرحت كثيراً.

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# ARABIC

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Paper 9680/31  
Essay

## **Key Messages**

In order to do well in this paper, candidates need to ensure that they answer the specific question asked and that they understand the focus of the question before beginning to write their answers.

## **General comments**

This is an essay paper in which candidates are required to compose one essay from a choice of five topics. The essay is marked out of 40, with 16 marks for Content and 24 marks for Quality of Language.

Overall, the performance of candidates was satisfactory with some candidates producing very good responses.

Successful responses reflected on the candidate's own life and experiences and focused entirely on the requirements of the question. As in previous years, some candidates seemed to be reliant on previously learned or memorised material. This meant that their writing did not fully address the question set and could not therefore be rewarded the highest marks. It is suggested that work is undertaken in class to demonstrate the importance of addressing the question and training undertaken in fully understanding and addressing essay questions.

## **Comments on specific questions**

### **Question 1**

This question asks candidates to discuss the effects of fast food on health. Candidates may talk about various types of effects and give examples of fast food that may affect one's health. It was a popular question, answered by many candidates. The best essays were very well written, explaining via actual examples how fast food can have a negative effect on health.

### **Question 2**

In this question, candidates are asked to discuss to what extent they agree that illiteracy can hinder development in the developing world. The candidate may agree and then should explain how illiteracy can hinder development in different sectors of society with more details and examples. The candidate may not agree and then give strong evidence that development is not affected by illiteracy. A candidate may agree but add other factors besides illiteracy that can hinder development. All possible arguments are accepted as long as evidence and enough examples are provided. This topic was less popular, and produced some good essays. A number of candidates neglected to focus fully on the question and produced essays that were rather general in nature.

### **Question 3**

Candidates are asked to discuss the benefits of travelling and give examples. They may explain different types of travelling for a certain purpose and then give benefits of each type. Within the context of the essay, it is enough to give a few benefits of a few types of travelling. This topic, was also very popular, and many candidates performed well, discussing various types of travel, presenting benefits of each, and providing examples from their own experiences.

#### **Question 4**

In this question, candidates are asked to discuss how differences in aims between parents and children can lead to disputes. Candidates may explain the types of aims parents and children have and show how different they are and how such differences can result in disagreement. This question was addressed by a small number of candidates. Many responses to this question lacked focus on the question, which resulted in rather general discussion.

#### **Question 5**

In Question 5, candidates should explain how it is possible to achieve equality in opportunities to get work. Candidates should explain, with examples, how various groups in society can get equal chances to obtain jobs. This topic was the least popular, answered by too few candidates for comment.



# ARABIC

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**Paper 9680/32**  
**Essay**

## **Key Messages**

In order to do well in this paper, candidates need to ensure that they answer the specific question asked and that they understand the focus of the question before beginning to write their answers.

## **General comments**

This is an essay paper in which candidates are required to compose one essay from a choice of five topics. The essay is marked out of 40, with 16 marks for Content and 24 marks for Quality of Language.

Overall, the performance of candidates was satisfactory with some candidates producing very good responses.

Successful responses reflected on the candidate's own life and experiences and focused entirely on the requirements of the question. As in previous years, some candidates seemed to be reliant on previously learned or memorised material. This meant that their writing did not fully address the question set and could not therefore be rewarded the highest marks. It is suggested that work is undertaken in class to demonstrate the importance of addressing the question and training undertaken in fully understanding and addressing essay questions.

## **Comments on specific questions**

### **Question 1**

This question asks candidates to discuss their opinion on the assertion that traditional food is no longer important for families. They should discuss whether this is true or not, giving examples from their own experiences. In this popular question answered by many candidates, the best essays were very well written, explaining via real examples how traditional food has lost its significant position in life. Candidates managed to explain several reasons for the change, although with a tendency to over-focus on fast food sometimes.

### **Question 2**

In this question candidates are asked to discuss to what extent they agree that poverty may hinder development in the developing world. The candidate may agree and then should explain how poverty can hinder development in different sectors of society, giving details and examples. The candidate may not agree and then give strong evidence that development is not affected by poverty. A candidate may agree but add other factors besides poverty that can hinder development. All possible arguments are accepted as long as evidence and enough examples are provided. This topic was less popular and produced some good essays. A number of responses did not focus fully on the question. In these responses, balance was lost and ideas were not well organised in some cases.

### **Question 3**

In Question 3, candidates are asked to discuss how tourism can shorten the distance between different cultures and enhance mutual understanding between different peoples. Candidates are expected to give examples to support their arguments. This topic was also less popular. Candidates attempted to discuss how tourism plays a role in enhancing links between different cultures and peoples in the world, but with a tendency to be rather general, often discussing travelling in general, rather than focussing entirely on the question.

#### **Question 4**

In Question 4, candidates are asked to discuss the role of dialogue and communication in reducing disagreement between parents and their children. This topic was answered by a small number of candidates. Many responses lacked focus on the question and got rather general in their discussions.

#### **Question 5**

In Question 5, candidates should explain how it is possible to help men and women get equal opportunities in education. Candidates should explain with examples how both groups in society can access equal education. This topic was the least popular, answered by few candidates.

# ARABIC

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Paper 9680/33  
Essay

## Key Messages

In order to do well in this paper, candidates need to ensure that they answer the specific question asked and that they understand the focus of the question before beginning to write their answers.

## General comments

This is an essay paper in which candidates are required to compose one essay from a choice of five topics. The essay is marked out of 40, with 16 marks for Content and 24 marks for Quality of Language.

Overall, the performance of candidates was satisfactory with some candidates producing very good responses.

Successful responses reflected on the candidate's own life and experiences and focused entirely on the requirements of the question. As in previous years, some candidates seemed to be reliant on previously learned or memorised material. This meant that their writing did not fully address the question set and could not therefore be rewarded the highest marks. It is suggested that work is undertaken in class to demonstrate the importance of addressing the question and training undertaken in fully understanding and addressing essay questions.

## Comments on specific questions

### **Question 1**

This question asks candidates to discuss their opinion on the assertion that traditional food is no longer important for families. They should discuss whether this is true or not, giving examples from their own experiences. In this popular question answered by many candidates, the best essays were very well written, explaining via real examples how traditional food has lost its significant position in life. Candidates managed to explain several reasons for the change, although with a tendency to over-focus on fast food sometimes.

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In Question 4, candidates are asked to discuss the role of dialogue and communication in reducing disagreement between parents and their children. This topic was answered by a small number of candidates. Many responses lacked focus on the question and got rather general in their discussions.

#### **Question 5**

In Question 5, candidates should explain how it is possible to help men and women get equal opportunities in education. Candidates should explain with examples how both groups in society can access equal education. This topic was the least popular, answered by few candidates.

# ARABIC

Paper 9680/41

Texts

## Key messages

In order to do well on this paper, candidates need to ensure that they understand the focus of the question before beginning to write their answer. Responses should be well-organised and should fully address the question and focus only on the question.

In **Section 1**, it is important to quote and refer to specific poems in responding to the questions set.

## General comments

The performance of most candidates was good. The language used in answering the questions was appropriate and the responses of some candidates were well structured in terms of answer content. In comparison to previous years, candidates focused more on the demands of the questions and this helped them in specifying their answers rather than writing in general terms. There was also an improvement in candidates' approaches to organising their answers.

This year there was an improvement in presentation in terms of handwriting. Candidates should be reminded to write in black or dark blue pen as it is easier to read. A number of candidates started their answers with a short outline/plan of the essay to help them identify the main points that they wanted to include in their writing. This proved to be very helpful to some candidates.

As in previous years, a number of candidates misread the question paper instructions and answered only two questions, or answered two questions from one set text, for which they could only be rewarded the marks for one of their answers. Candidates should answer **three** questions in total (choosing **either** (a) **or** (b) in each case), with one from Section 1, one from Section 2 and one other. **Each answer must be on a different set text.**

Candidates need to write within the word limit (500–600 words). Some candidates did not adhere to this and did not write enough to show adequate understanding, or wrote substantially more than the word limit. Candidates should be reminded that going beyond the word limit does not improve the quality of the work and may increase the likelihood of errors occurring.

## Comments on specific questions

### *Section 1*

#### **Question 1: *Diwaan Zuhair ibn Abi Sulma, Ali Faour***

- (a) Many candidates answered this question. The responses showed good understanding of the poet's life and the poems he had written. Some candidates answered this question as a reading comprehension test rather than using the points only as pointers, as required by the question. Candidates need to explain in detail the meaning of the verses given in order to achieve the highest marks.
- (b) Candidates who answered this question wrote about the poet's life in general terms. Some achieved high marks because they explained in detail the philosophy which the poet tried to explain and teach to people to create a better society. In order to achieve the highest marks, candidates should quote a number of verses of his poetry and explain the ideas reflected in them. Often, candidates use the verses in the first part of the question (a) as a means to answer the second part of the question (b).

**Question 2: *Diraasat fi al-Shi'r al-'Arabi al-Mollasir, Dr Shawqui Daif***

- (a) This question involves explaining the given verses. Most candidates did well on this question. They managed to give an account of the events reflected in the verses of the poet's social and political life and his philosophy.
- (b) Candidates who attempted this question generally did very well. They were able to write about the optimism of the poet and how this was reflected in his poetry. Some responses lacked organization and, as such, were unable to achieve the highest marks.

**Question 3: *Umara' al-Shi'r al-'Arabi fi al-'Asr al-'Abbasi, Anis Khuri al-Maqdisi***

- (a) A small number of candidates answered this question. Most candidates were unable to explain or relate the verses to each other or to clearly explain them in relation to the poet's pessimism and view on life. Candidates should be able to explain and criticize the poems in order to improve on the quality of the answer given.
- (b) A large number of candidates answered this question. Many did not score high marks because they focused on explaining in detail the poet's life rather than quoting or referring to any of his poems, as required by the question.

**Section 2**

**Question 4: *Ahl al-kahf, Tawfiq al-Hakim***

- (a) This question focused on the effect of the events that occurred in the second scene. Generally, candidates who answered this question were able to talk about the four main characters in detail. Some candidates, who provided weaker answers, did not fully focus on the demands of the question.
- (b) Most candidates who answered this question achieved very high marks as they demonstrated that they were able to analyse the different events and principles related to the different characters in the story.

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

- (a) Many candidates answered this question. They wrote in detail about the main character in the story and how his decision affected his life and lead to his death. The story indicated how getting away from culture and taking a wrong decision can change an individual's life.
- (b) This question was the most popular question among the candidates. They demonstrated that they were able to write in detail about how the bad actions and corruption of religious men and of rulers might lead to revenge and killings. For some candidates, weak language skills impeded the relating of the events clearly and legibly.

**Questions 6: *Al-Tariq, Najib Mahfuz***

- (a) This topic proved popular, and many responses showed good understanding of the events of the story. Candidates placed their emphasis on the theme of 'circumstances' and managed to elaborate or explain the different events.
- (b) Very few candidates answered this question. Those who did often produced very general responses. A good number of candidates succeeded in explaining clearly how the struggle in the story was based on searching for the unknown and how this resulted in 'come what may'.

# ARABIC

Paper 9680/42

Texts

## Key messages

In order to do well on this paper, candidates need to ensure that they understand the focus of the question before beginning to write their answer. Responses should be well-organised and should fully address the question and focus only on the question.

In **Section 1**, it is important to quote and refer to specific poems in responding to the questions set.

## General comments

The performance of most candidates was good. The language used in answering the questions was appropriate and the responses of some candidates were well structured in terms of answer content. In comparison to previous years, candidates focused more on the demands of the questions and this helped them in specifying their answers rather than writing in general terms. There was also an improvement in candidates' approaches to organising their answers.

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### *Section 1*

#### **Question 1: *Diwaan Zuhair ibn Abi Sulma, Ali Faour***

- (a) Many candidates answered this question. The responses showed good understanding of the poet's life and the poems he had written. Some candidates answered this question as a reading comprehension test rather than using the points only as pointers, as required by the question. Candidates need to explain in detail the meaning of the verses given in order to achieve the highest marks.
- (b) Candidates who answered this question wrote about the poet's life in general terms. Some achieved high marks because they explained in detail the philosophy which the poet tried to explain and teach to people to create a better society. In order to achieve the highest marks, candidates should quote a number of verses of his poetry and explain the ideas reflected in them. Often, candidates use the verses in the first part of the question (a) as a means to answer the second part of the question (b).

**Question 2: *Diraasat fi al-Shi'r al-'Arabi al-Mollasir, Dr Shawqui Daif***

- (a) This question involves explaining the given verses. Most candidates did well on this question. They managed to give an account of the events reflected in the verses of the poet's social and political life and his philosophy.
- (b) Candidates who attempted this question generally did very well. They were able to write about the optimism of the poet and how this was reflected in his poetry. Some responses lacked organization and, as such, were unable to achieve the highest marks.

**Question 3: *Umara' al-Shi'r al-'Arabi fi al-'Asr al-'Abbasi, Anis Khuri al-Maqdisi***

- (a) A small number of candidates answered this question. Most candidates were unable to explain or relate the verses to each other or to clearly explain them in relation to the poet's pessimism and view on life. Candidates should be able to explain and criticize the poems in order to improve on the quality of the answer given.
- (b) A large number of candidates answered this question. Many did not score high marks because they focused on explaining in detail the poet's life rather than quoting or referring to any of his poems, as required by the question.

**Section 2**

**Question 4: *Ahl al-kahf, Tawfiq al-Hakim***

- (a) This question focused on the effect of the events that occurred in the second scene. Generally, candidates who answered this question were able to talk about the four main characters in detail. Some candidates, who provided weaker answers, did not fully focus on the demands of the question.
- (b) Most candidates who answered this question achieved very high marks as they demonstrated that they were able to analyse the different events and principles related to the different characters in the story.

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

- (a) Many candidates answered this question. They wrote in detail about the main character in the story and how his decision affected his life and lead to his death. The story indicated how getting away from culture and taking a wrong decision can change an individual's life.
- (b) This question was the most popular question among the candidates. They demonstrated that they were able to write in detail about how the bad actions and corruption of religious men and of rulers might lead to revenge and killings. For some candidates, weak language skills impeded the relating of the events clearly and legibly.

**Questions 6: *Al-Tariq, Najib Mahfuz***

- (a) This topic proved popular, and many responses showed good understanding of the events of the story. Candidates placed their emphasis on the theme of 'circumstances' and managed to elaborate or explain the different events.
- (b) Very few candidates answered this question. Those who did often produced very general responses. A good number of candidates succeeded in explaining clearly how the struggle in the story was based on searching for the unknown and how this resulted in 'come what may'.



# ARABIC

Paper 9680/43

Texts

## Key messages

In order to do well on this paper, candidates need to ensure that they understand the focus of the question before beginning to write their answer. Responses should be well-organised and should fully address the question and focus only on the question.

In **Section 1**, it is important to quote and refer to specific poems in responding to the questions set.

## General comments

The performance of most candidates was good. The language used in answering the questions was appropriate and the responses of some candidates were well structured in terms of answer content. In comparison to previous years, candidates focused more on the demands of the questions and this helped them in specifying their answers rather than writing in general terms. There was also an improvement in candidates' approaches to organising their answers.

This year there was an improvement in presentation in terms of handwriting. Candidates should be reminded to write in black or dark blue pen as it is easier to read. A number of candidates started their answers with a short outline/plan of the essay to help them identify the main points that they wanted to include in their writing. This proved to be very helpful to some candidates.

As in previous years, a number of candidates misread the question paper instructions and answered only two questions, or answered two questions from one set text, for which they could only be rewarded the marks for one of their answers. Candidates should answer **three** questions in total (choosing **either** (a) **or** (b) in each case), with one from Section 1, one from Section 2 and one other. **Each answer must be on a different set text.**

Candidates need to write within the word limit (500–600 words). Some candidates did not adhere to this and did not write enough to show adequate understanding, or wrote substantially more than the word limit. Candidates should be reminded that going beyond the word limit does not improve the quality of the work and may increase the likelihood of errors occurring.

## Comments on specific questions

### *Section 1*

#### **Question 1: *Diwaan Zuhair ibn Abi Sulma, Ali Faour***

- (a) Many candidates answered this question. The responses showed good understanding of the poet's life and the poems he had written. Some candidates answered this question as a reading comprehension test rather than using the points only as pointers, as required by the question. Candidates need to explain in detail the meaning of the verses given in order to achieve the highest marks.
- (b) Candidates who answered this question wrote about the poet's life in general terms. Some achieved high marks because they explained in detail the philosophy which the poet tried to explain and teach to people to create a better society. In order to achieve the highest marks, candidates should quote a number of verses of his poetry and explain the ideas reflected in them. Often, candidates use the verses in the first part of the question (a) as a means to answer the second part of the question (b).

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**Section 2**

**Question 4: *Ahl al-kahf, Tawfiq al-Hakim***

- (a) This question focused on the effect of the events that occurred in the second scene. Generally, candidates who answered this question were able to talk about the four main characters in detail. Some candidates, who provided weaker answers, did not fully focus on the demands of the question.
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- (a) Many candidates answered this question. They wrote in detail about the main character in the story and how his decision affected his life and lead to his death. The story indicated how getting away from culture and taking a wrong decision can change an individual's life.
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# ARABIC

Paper 9680/51  
Prose

## Key Messages

In order to do well in this component, candidates should be familiar with a wide range of vocabulary. Practice in translation of a variety of texts on different topics would be beneficial for this purpose.

## General comments

Candidates were required to supply an Arabic translation of the English text. Examiners were looking for translations which conveyed the correct meaning, using appropriate vocabulary and correct grammatical structures. A general improvement in the standard of translation was apparent, with candidates displaying knowledge of a wide range of vocabulary to convey the intended meaning.

There were many excellent answers with accurate translations written in good Arabic and many candidates scored high marks. It was evident that other candidates need to improve their use of negation and conjugation of verbs, of relative pronouns, numbers and gender agreements. There were also a large number of spelling mistakes and grammatical errors.

## Comments on specific units

Common mistakes in translation were as follows:

Unit	Acceptable translation	Rejected translation
7	اليوم ، على وجه الخصوص/ اليوم خاصة/ اليوم بشكل خاص/ اليوم بالتحديد	كالعادة
13	لم ير بعضنا بعضاً	لن أراه/ لن يرى بعضنا بعضاً
23	لكن فصلنا القدر/ الزمان/ المصير عن بعضنا/ فرقنا	التقدير
38	سمعت جرس الباب/ دقة الجرس/ قرع/ رنة الجرس	الجرز

# ARABIC

Paper 9680/52  
Prose

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# ARABIC

Paper 9680/53

Prose

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38	سمعت جرس الباب/ دقة الجرس/ قرع/ رنة الجرس	الجرز