

ARABIC LANGUAGE

Paper 8680/21
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

On the whole, the standard of answers was good. The question which candidates found most challenging was **Question 4**.

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**.

Candidates also need to practise grammatical rules regarding *Idhaafah* (المضاف والمضاف إليه) and *Wasf* (و الصفة الموصوف) .

Some common mistakes were as follows:

مجال البنيتين اسامي، مجالان البنيتين الاساسيتين

Comments on specific questions

Question 1

Students were required to find antonyms for the given items of vocabulary. However, some misunderstood the question and gave synonyms instead. Some others simply copied out the questions.

Question 2

Many students answered this question well, however **(a)** and **(b)** proved to be more challenging for some candidates.

Question 3

The majority of candidates produced accurate and appropriate answers to sub-questions **(a)**, **(b)**, **(d)**, **(e)** and **(f)**. However, a number of candidates did not gain the mark for **(c)**. It proved to be a good differentiator as the stronger candidates were able to gain the mark.

Question 4

Most candidates answered sub-questions **(a)**, **(c)**, **(d)** and **(e)** fairly well but many did not address sub-question **(b)** fully.

Question 5

Candidates generally performed well in response to **Question 5**.

ARABIC LANGUAGE

Paper 8680/22
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 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

There was evidence of lack of preparation for the requirements of the examination in responses from some Centres. Candidates should be adequately prepared to meet the demands of this of AS/A Level Reading and Writing component.

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

Students were asked to look for synonyms of the given vocabulary. The correct answers were as follows

- أ. جبة
ب. فتشابه ، فتماثل
ت. معهود ، معروف
ث. انتهى، زال
ج. المختفية، المختبئة

Some incorrect answers were as follows:

- أ. ممتعة ، جزء، أمام
ب. تبدأ، فتكلم، فنشرح.
ت. هدف، ممكن
ث. مهم، مهمة،
ج. حاضرة

Question 2

Students were asked to rewrite the sentences using the words given in brackets. The correct answers were as follows:

- أ. لم يكف أن نحمل أزميلا و نطرق به الصخر.
ب. تشعل فتيل الانتماءات الحضارية.
ت. حين امسك بها اتخيل شكلها.
ث. هذا ما يجعلهم ناطقين
ج. ينحت بأسلوب لامثيل له.

Some incorrect answers were as follows:

- أ. لم يكفي
ب. الانتماء الحضارية
ت. حين امسك به اتخيل شكلها
ث. هذا ما يجعلهم ناطقون، هذا ما يجعلهم ناطقتهم.
ج. ينحت بأسلوب لامثيل لهم

Question 3

The majority of candidates produced accurate and appropriate answers to sub-questions (a), (d), and (e).

Question 4

Most candidates answered sub-questions (a), (c), (d) and (e) well but many did not address sub-question (b) fully.

Some candidates copied sections of the text instead of writing in their own words.

Question 5

Candidates generally performed well in response to **Question 5**.

ARABIC LANGUAGE

Paper 8680/31

Essay

Key Messages

Essays produced for this paper need to be accurate in terms of the language used, with ideas well organised and coherent. Arguments need to be supported with examples when necessary. In some Centres, it was observed that a number of candidates wrote very similar introductions which seemed to have been prepared before the exam. It is highly recommended for teachers to advise their students to be more creative and provide their own vision in their writing.

General comments

This is an essay paper for 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 and similar to that of last year. Some candidates produced very strong responses.

Candidates who scored highly in **question 1** differentiated between relationships which are based on temporary interests and those which are based on permanent interests. They provided stories from real life to exemplify both good and bad relationships. Strong answers to **question 2** were characterised by being able to describe life in the countryside and to show, through examples, how this life makes people move to the city. They talked about different aspects of life in the countryside like transport, shopping, access to leisure facilities, etc. **Question 3** responses which scored well focused on the importance of good planning for free time and contrasted good planning with bad planning, providing real examples of how life can be more productive and comfortable when leisure activities are planned beforehand. High performing responses for **question 4** presented different methods of trying to achieve peace, such as dialogue and development programmes, and provided examples from the real world. The best answers to **question 5** considered a number of factors which contribute to pollution of the environment and then showed their agreement or disagreement with the claim that people are the main cause of pollution.

Comments on specific questions

Question 1

This question was very popular, and answered by many candidates. Candidates discussed in depth the main differences between relationships based on temporary interests and those based on permanent interests.

Question 2

This topic was also popular, and, on the whole, candidates produced good essays. Many responses considered the main differences between life in the countryside and life in cities, and how some of these factors force people to move to cities. Most candidates expressed their opinions clearly.

Question 3

This topic, planning for free-time activities, was less popular. Most answers talked about the importance of good planning for free-time activities, but insufficient attention was given to discussing how good planning can improve the individual's quality of life.

Question 4

This question was the least popular, answered by very few candidates.

Question 5

This essay choice was very popular and was attempted by many candidates. Responses discussed how people can/cannot be the main factor in polluting the environment and expressed opinions explicitly, often providing examples from their own society.

ARABIC

Paper 8680/32
Essay

Key Messages

Essays produced for this paper need to be accurate in terms of the language used, with ideas well organised and coherent. Arguments need to be supported with examples when necessary. In some Centres, it was observed that a number of candidates wrote very similar introductions which seemed to have been prepared before the exam. It is highly recommended for teachers to advise their students to be more creative and provide their own vision in their writing.

General comments

This is an essay paper for 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 and similar to that of last year. Some candidates produced very strong responses.

Candidates who scored highly in **question 1** differentiated between relationships which are based on temporary interests and those which are based on permanent interests. They provided stories from real life to exemplify both good and bad relationships. Strong answers to **question 2** were characterised by being able to describe life in the countryside and to show, through examples, how this life makes people move to the city. They talked about different aspects of life in the countryside like transport, shopping, access to leisure facilities, etc. **Question 3** responses which scored well focused on the importance of good planning for free time and contrasted good planning with bad planning, providing real examples of how life can be more productive and comfortable when leisure activities are planned beforehand. High performing responses for **question 4** presented different methods of trying to achieve peace, such as dialogue and development programmes, and provided examples from the real world. The best answers to **question 5** considered a number of factors which contribute to pollution of the environment and then showed their agreement or disagreement with the claim that people are the main cause of pollution.

Comments on specific questions

Question 1

This question was very popular, and answered by many candidates. Candidates discussed in depth the main differences between relationships based on temporary interests and those based on permanent interests.

Question 2

This topic was also popular, and, on the whole, candidates produced good essays. Many responses considered the main differences between life in the countryside and life in cities, and how some of these factors force people to move to cities. Most candidates expressed their opinions clearly.

Question 3

This topic, planning for free-time activities, was less popular. Most answers talked about the importance of good planning for free-time activities, but insufficient attention was given to discussing how good planning can improve the individual's quality of life.

Question 4

This question was the least popular, answered by very few candidates.

Question 5

This essay choice was very popular and was attempted by many candidates. Responses discussed how people can/cannot be the main factor in polluting the environment and expressed opinions explicitly, often providing examples from their own society.