

ARABIC

Paper 9680/22
Reading and Writing

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

- Expand their range of vocabulary by reading more extensively and learning more synonyms. The answer should be a synonym of the underlined word, whether according to the context of the sentence or just a general synonym of that word.

مثال:

خفض قدرة المنتج التنافسية في الأسواق.

- المرادف حسب سياق الجملة: كفاءة.
- المرادف العام للكلمة: استطاعة مثلاً.

وكلاهما مقبول.

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

أمثلة:

'هم يحددوا قيمة الضريبة'، 'لا يكلفوا أنفسهم عناء التفكير بمقدارها'، 'الأفراد يتهربوا من الضريبة'.

- Pay more attention to the correct use of the lakad (لقد).

مثال:

'لقد دفع الشركات إلى تقليل الأيدي العاملة'، وليس 'لقد تدفع الشركات' أو 'لقد يدفع الشركات'.

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

مثال:

'لا يكون مجبراً على إعادته'، وليس 'لا يكون مجبر على إعادته'.

- Practice use of the correct verb forms, in particular the jussive and the accusative.

مثال:

'لم يدع الخبير إلى تخفيض الضرائب'، وليس 'لم يدعو الخبير إلى تخفيض الضرائب'.

- Understand the requirements of the questions, and specifically respond to what is being asked **from the correct paragraph** paying attention to the **key words** mentioned in the questions.

أمثلة:

- 'لا يؤثر فرض بعض أنواع الضرائب في الاقتصاد. اذكر دليلين'.
- 'لبعض أنواع الضرائب تأثيرات إيجابية في نفسية الفرد؟ اذكر ثلاثة تأثيرات'.
- 'يسهم القانون في الحد من التهرب الضريبي. اذكر دليلين'.

General comments

Overall, the quality of responses was commendable. It was evident that teachers had effectively prepared the candidates, significantly enhancing the quality of their answers, with several insightful opinions being expressed.

Candidates are encouraged to **avoid directly copying sections of the text**. Instead, they **should strive to use their own words and expressions** wherever feasible, especially when responding to **Question 3**, **Question 4**, and **Question 5**.

Comments on specific questions

Question 1

The responses varied; many candidates successfully answered most parts of the question, **demonstrating a noticeable improvement in their performance**. **Parts (a), (c), and (d)** were answered most accurately. A few candidates provided multiple answers, some correct and some incorrect, which should be avoided to achieve full marks.

Question 2

Questions 2(b), and (c) were the most challenging, and **2(a) and (d)** were the most accurately answered.

Many candidates would do well to review the **rules of 'Lakad' 'لقد'**, the **rules of 'كان'** and its sisters 'وأخواتها', and the correct use of **حروف الجزم**.

Question 3

Most candidates responded correctly to most sections of **Question 3**.

As for **part (c)**, many candidates responded to the question; however, in the first part of the answer (لا تكون) **الدولة** مجبراً على إعادتها), they referenced the text without including the key word (الدولة), which made their answer unclear.

As for **part (d)**, some candidates did not pay attention to the word **الاقتصاد** (key word), and rushed to provide irrelevant answers unrelated to the **economy** such as:

- الضريبة تُشعر الفرد بالانزعاج.
- الضريبة تسبب له ضغطاً نفسياً.
- الضريبة تشعر الفرد بتدخل الدولة في شؤونه الاقتصادية.

As for **part (e)**, the question concerned how certain types of taxes can positively influence **individual psychology** (نفسية الفرد (key word) – whereas some candidates provided irrelevant answers such as:

- يدفع الفرد ثمن السلعة والضريبة المفروضة عليها.
- تأمين الطرق التجارية.

Question 4

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

As for **part (c)**, the question was about the reasons for the lack of tax awareness among many people. Some candidates managed to answer this question only partially. They omitted the second part of the answer, i.e., **عدم تقدير دور الضريبة وأهميتها في اقتصاد الدولة** and instead, they provided an answer that was 'synonymous' with the first one.

As for **part (d)**, the question was whether the law helped reduce tax evasion. Some candidates did not pay attention to the word **law** (key word) and rushed to provide irrelevant answers such as:

- مرور المواطنين بوضع اقتصادي صعب.
- قلة الوعي الضريبي.

As for **part (f)** Some candidates managed to answer this question only partially. They omitted the second part of the answer, i.e., تعريف النشء بأهمية الضريبة في الحياة مستقبلاً – instead, they put down irrelevant answers such as:

- زيادة عدد دوائر تحصيل الضريبة في ضواحي المدن والقرى.
- زيادة عدد الموظفين في الدوائر الحكومية.

Question 5

- (a) On the whole, there were some very good answers to this question. The question was about the disadvantages of imposing taxes and the motivations behind tax evasion. Many candidates were successful in listing most of these, whereas other candidates merely summarized the two texts without including any of the points required by the question in their answers.
- (b) The question sought the candidate's personal opinion on how the state could finance its projects if taxes were abolished. The majority of candidates answered this question and there were many very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

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<p>Paper 9680/32 Essay</p>
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Key messages

Essays for this paper should be precise in language and demonstrate an excellent command of vocabulary. The content must be well-argued and supported with examples where necessary. It has been observed that in some centres, candidates use identical introductions and conclusions, memorised by heart. Teachers and centres are encouraged to foster creativity and originality in students, rather than promoting rote memorization of essay parts. Some students answer the questions but fail to provide a conclusion or their own opinion as required. Others write generally about the topic without directly addressing the question. Consequently, marks are impacted.

General comments

In this essay paper, candidates are tasked with creating a single essay, choosing from five topics provided. The essay should fall within the word count range of 250 to 400 words. The assessment is based on a total of 40 marks: 16 allocated for Content evaluation and 24 for assessing Language Use.

Comments on specific questions

Question 1

Many candidates answered this question with mostly good and detailed responses, indicating that the students were well-prepared to address this question. There was a good use of language, vocabulary, and grammar in most of the papers. However, in some papers, it was evident from the answers that the candidates understood the question and had the ability to provide a good response, but numerous spelling mistakes prevented them from achieving their desired outcome. Some candidates made very good comparisons between life in the countryside and life in the city and concluded by giving their opinion on whether the city is a better place to live, as required in the question. However, a few candidates made the comparison without providing their opinion on whether the city is the best place to live, as the question asked.

Question 2

This question was the third most chosen by candidates. It is evident that there was some misunderstanding of the question, as most responses focused on the importance of healthy food and its impact on human health, without addressing the saying itself, 'Let your food be your medicine.' Therefore, although most of the answers were written in very good language, the content did not meet the required standard.

Question 3

It was evident that this question about sports was the second most chosen among the five questions and also had the longest answers. Students elaborated extensively on this question, however most of them focused on the importance of sports in our lives and their impact on our health. In most responses, only the final part of the text was hastily dedicated to answering the main question of whether sports are played for audience entertainment or to win awards. As a result, there were contradictions in the answers: while most of the writing was very good, detailed, and accurate with excellent language, the content barely addressed the main question. Candidates are reminded to continually check that their essay is addressing the question that they have chosen.

Question 4

This question was answered by very few candidates. The few candidate responses were good in terms of language, grammar, content and their elaboration on various reasons that make them open to other cultures.

Question 5

The fifth question was the last one and received the fewest responses. It looks like the topic was of the least interest to candidates.

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Paper 9680/42
Texts

General comments

The June 2024 Exam aimed to assess candidates' ability to respond to questions on various literary texts, including poetry from three different periods, a play, a short story collection, and a novel.

Overall, candidates' performance varied depending on their level of preparation. Some candidates wrote excellent and impressive essays, demonstrating a wide and effective range of grammatical structures and styles, which reflected both their ability and interest in the subject. However, a few candidates struggled to produce a correct answer or write anything substantial, as their responses contained many basic language mistakes. A small number of candidates left their answer sheets blank.

It was also noted that many candidates understood the task for each selected question very well and addressed it adequately. In several cases, they presented responses of an extremely high standard, demonstrating a deep understanding of the author's intentions and underlying themes, earning full marks. Furthermore, a few candidates produced well-planned essays and displayed a solid grasp of literary techniques.

Here are some remarks about the June 2024 exam:

- A few candidates chose to answer combinations such as **(1a, 1b, 3a)** or **(1a, 2b, 3a)**. However, candidates are not allowed to answer both sections of a question or answer all three required questions from **Section A** only. As a result, these candidates lost the marks for one of the questions. The system automatically selects the highest mark from either **1a** or **1b**, and if all answers are from **Section A** or **Section B**, the system will select the two highest marks, as per the instructions. The instructions specify that candidates must answer three questions out of six, choosing either **(a)** or **(b)** in each case.

Candidates should answer as follows:

1. **First:** answer a question from **Section 1** (*a or b*)
 2. **Second:** answer from **Section 2** (*a or b*)
 3. **Third:** Answer a question from either **Section 1** or **Section 2**, but not from the same question as chosen above. For example, if they chose **1a** first, they cannot choose **1b** as their third answer; instead, they must select from another question they have not attempted.
- Candidates should be reminded that their answers should be between 500 and 600 words. While candidates might attempt to provide a correct answer, brief responses of only 100 to 300 words will not receive a higher band mark, as they lack sufficient elaboration.
 - Most candidates performed better on (b) questions in both sections, as they were able to effectively summarise and analyse the events they had studied.
 - Candidates are not penalised for grammar and spelling mistakes unless they significantly affect the readability or understanding of the answer. Therefore, candidates should be encouraged to write clear, grammatically correct sentences that convey their ideas well.
 - It was observed that many candidates included lengthy biographical introductions, particularly in responses to **Questions 3, 4, 5, and 6**, focusing on the poet or author rather than addressing the question directly. This information is difficult to credit with good marks, as the task primarily concerns the poems, not the poet or writer's life, unless the question specifically asks for it.
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Comments on specific questions

Section 1

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

تاريخ الأدب العربي الأول: العصر الجاهلي، د. شوقي ضيف

- (a) This was a popular question. It asked candidates to justify why the poet was referred to as “عروة الصعلوك السيئ” and then to explain the first set of poetry lines, highlighting his character, personality, and how his background influenced his way of life. The poet portrayed a negative image of “الصعلوك السيئ” and his poor behaviour. Many candidates answered this question correctly by explaining the three types of outlaws/outcasts/bandits, identifying which category the poet Urwa Ibn Alward belonged to, and describing his main traits. They explained how he sought to show his wife, who had been blaming him, the distinction between a bad outlaw and a good one like himself. In part (ii), the poet described the good outlaw as someone who remains hungry to feed the poor and sick. Candidates then provided a full explanation of the poetry lines.

Some candidates, however, only explained the verses correctly without mentioning the poet's life. A few used general information or offered word-for-word translations without relating the meaning to the poet. Candidates should be encouraged to elaborate on the ideas and imagery presented in the poems rather than simply copying exact words from the verses to increase their word count. Some responses consisted only of general information about Al Asr Al Jahili.

- (b) This was another popular question. While marking this question, it was clear that the candidates who chose it were well-prepared and had studied the topic thoroughly, using specific verses to support their essays. Candidates wrote about Antara Ibn Shaddad as the father of الشعر الغزلي العذري, discussing his background and how he earned his freedom by showing bravery in defending his people during their war with other tribes. He struggled to convince his uncle to marry his daughter Abba, whom he loved deeply, due to his colour and his mother's status as a slave. Antara wrote numerous poems describing his love and how this love empowered him, motivating him to excel in every battle he fought.

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) (i) Only a few candidates who chose this question were well-prepared and able to answer it correctly. Some attempted to address the question generally by interpreting vocabulary on their own, resulting in responses lacking depth and failing to demonstrate a true understanding. Very few candidates identified whom the poet was addressing and why. The poet was addressing Ibn Said, his teacher, apologising and praising his great talents. In part (ii), candidates briefly described the special relationship between the poet and Al Muataded.
- (b) Many candidates attempted this question. They wrote about the poet's life in general or discussed the various topics Ibn Al-Rumi covered, including a brief mention of الرثاء (elegy). However, very few candidates demonstrated deeper knowledge, producing well-reasoned essays with convincing points and supporting verses.

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

من الأدب النسائي المعاصر: العربي والمغربي، ليلي الصبّاغ

- (a) Some candidates answered this question as the verses given were self-explanatory. The first part required identifying the symbol of the fish and its meaning as intended by Nazek. Part (ii) asked candidates to identify the person to whom Nazek is addressing the poem and to describe the feelings expressed in the second poem, providing a full explanation.

Not many answers were successful, but a few candidates provided good responses, including detailed introductions about Nazek's life and upbringing.

- (b) This was a popular question. Many candidates answered this question brilliantly, writing excellent essays on how Nazek's feelings transformed from pessimism to optimism later in her life, as evidence of her rebellious character. Many supported their answers with a well-chosen selection of verses.

Section 2

Question 4: Sulieman Al Hakim, Tawfiq Al-Hakim

سليمان الحكيم، توفيق الحكيم

- (a) This question asked for an explanation of the quotation, specifically the reason behind King Sulieman's request to bring the queen's throne and the motives behind the Genie's offer to fulfil that request. Some candidates provided very good responses, while others wrote summaries of the entire play and included everything they had learned about it. Candidates need to read the question carefully and focus only on the events relevant to the quotation or what the question is specifically asking. Writing everything they know about the play does not demonstrate their actual ability and could result in losing marks.
- (b) This was a popular question. Many candidates produced detailed and insightful responses about the differences between the two important characters in the play: the fisherman and the Genie, and the values they represent. The responses were well-organised, articulate, and demonstrated a thorough understanding and sensitivity to the language and the author's intentions.

Question 5: Al-Awasif, Gibran Khalil Gibran

الفجر الكاذب، نجيب محفوظ

- (a) Most candidates who chose this question achieved generally good marks. However, a few candidates narrated only part of the story, not demonstrating a full understanding of the prompt.
- (b) This was a very popular question about *Half a Day*. Most candidates achieved full marks for providing an extremely thorough analysis and evaluation of the story. They paid close attention to details, analysed the author's intentions and purposes, and demonstrated excellent insight and preparation.

Question 6: Toyyour Ayloul, Emily Dawood Nasrallah

طيور أيلول، اميلي داوود نصر الله

- (a) Candidates were required to write about the topic discussed in the quotation. They needed to demonstrate knowledge of the novel's events and the characters' reactions. Specifically, they were asked to write about Mariam's sad love story and her fateful death.
- (b) Candidates were required to write about how the novel presented the positive and negative traditions of the Lebanese village where the events took place. Few candidates chose this question, but those who did showed a good understanding of the author's intentions and aims, particularly in addressing social problems such as the immigration of young men to cities or to America.

Recommendations

- Candidates should be reminded to follow the instructions on the front cover, read the questions carefully, and underline keywords to focus their answers on the question prompt only.
- Candidates should ensure they answer three questions as required.
- Candidates may choose to study three books to better prepare for their exam.
- Candidates are encouraged to write a plan for their answers to ensure balanced essays and to respond strictly to the prompt. Expanding beyond the prompt does not earn extra marks.
- Candidates should adhere to word limits.
- Candidates should ensure that their work is legible, accurate, and logically presented.
- Candidates should allocate time for thorough checking of their work.

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Paper 9680/52
Prose

The aim of this report is to provide feedback on the June 2024 exam and a general overview of the examination, with some key clarifications to signify strength and key points of the exam.

General Notes: on marking this paper according to the mark scheme:

- The mark scheme identifies 40 marking units: 1 mark awarded for the correct whole unit or 0 marks if the unit is incorrect or incomplete.
- Marks are awarded positively for correct and valid answers that transfer the meaning correctly or give close meaning, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Marks are not deducted for spelling mistakes or errors unless they impede understanding.
- Marks are not deducted for omissions.
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question or if indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Specific comments

- Generally, the English text was clear and straightforward, with some challenging vocabulary and expressions designed to test the candidates' abilities to produce a well-structured translation. Some of the challenging phrases included: (custom, to mark, festival, offer, influence, do not take into consideration, tastes of recipient, wrapped, significant, care that has been taken, element, worth the effort).
- Some candidates were confused in translating certain words, such as translating "present" as حاضر instead of هدية, and "tastes" as طعم instead of أذواق. Therefore, candidates must read the English text thoroughly to understand the overall meaning and choose the correct vocabulary that conveys the intended meaning.
- Marks were applied consistently on what we would accept or did not accept in translation.
- Full marks were awarded for high-quality translations, in both vocabulary and style.
- Incomplete sentences were awarded 0 when they did not include the key word of the sentence, or when they were ambiguous to be understood.

Recommendations to teachers:

- 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.
- Candidates need to avoid summarising the text or using their own interpretation of the text.
- Candidate must avoid using spoken language and use MSA instead.
- Candidates should leave an empty space if they cannot translate a part and continue with the rest of the text.
- Candidates must be aware that when they cross a word or a sentence, no mark will be awarded even if the crossed part was correct, unless it is not replaced with other word or sentence.
- Candidates must indicate when they use a continuation page.
- Candidates are encouraged to broaden their reading to include various topics to enhance their vocabulary and understanding of different styles and sentence structures.

