

ARABIC

Paper 9680/22
Reading and Writing

Key messages

To do well in this paper, candidates should:

- Expand their vocabulary by engaging in more extensive reading and increasing their knowledge of antonyms. Responses should provide an antonym for the underlined word, either contextual to the sentence or a general opposite of that term.
- Pay attention to the correct use of male and female gender and gender agreement.
- Pay more attention to 'إِنَّ' and its sisters and their effect on the nominative sentence.
- Pay attention to the conjugation of the 'Five Verbs'.
- Practice use of the correct verb forms, particularly the jussive.
- 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:

- 'للعوامل الجوية التأثير الأهم في نجاح زراعة البن.'
- 'اذكر ميزتين لحبوب البن قبل تحميصها.'
- 'اذكر ثلاثة آداب لشرب القهوة على الضيف الالتزام بها.'

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) and (c)** were answered most accurately. A few candidates provided multiple answers, some correct and some incorrect, which should be avoided.

Question 2

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

Many candidates would benefit from reviewing **gender agreement**, the **rules of 'إِنَّ'** and its sisters 'وأخواتها', and the correct use of **حروف الجزم**.

Question 3

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

In **part (c)**, some candidates overlooked the key word **الأهم** (the most important) and rushed to give irrelevant answers regarding the role of weather conditions which, while important, were not the most important factor, such as:

- تزرع الحبوب في الهواء الطلق.
- يفضل سقيها بكمية أكبر من المياه.

In **part (e)**, the question focused on the positive effects of drinking coffee on **mental health** (key word). Some candidates provided irrelevant answers referring to physical health, such as:

- يخفف من مشكلات المعدة.
- يعالج التهابات الحنجرة.

Finally, in **part (f)**, the question addressed the manners the **guest** (key word) should follow when drinking coffee. Some candidates gave responses that incorrectly focused on the host (المضيف), such as:

- تقدم القهوة للضيف الجالس على اليمين.
- يملأ ثلث الفنجان فقط.

Question 4

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

In **part (c)**, the question specifically addressed the harms of coffee consumption on the **unborn child** (الطفل) (قيل ولانته). Some candidates offered only partial responses. Rather than focusing on the unborn child as required, they included irrelevant details relating to the mother or children in general.

In **part (g)**, this question asked about the consequences of following **the expert's advice** (الناتج المترتبة على اتباع نصائح الخبير). While some candidates responded appropriately, others focused on **the advice itself** rather than the outcomes resulting from it, which affected the quality of their answers.

Question 5

On the whole, there were some very good responses. The question focused on the positive effects of drinking coffee on physical health, as well as the negative impact on the environment. Most candidates successfully identified and listed most of the relevant points. Some simply summarised the two texts without addressing the specific points required by the question.

The question asked for the candidate's personal opinion on **what cafés might look like in the future** (كيف سيكون شكل المقاهي في المستقبل). Some candidates responded thoughtfully, offering a range of interesting and original ideas. In contrast, others gave only brief answers with one or two points, while a few simply copied ideas from the text that were not relevant to the question.

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

Essays for this paper should demonstrate precise language and a strong command of vocabulary. Arguments should be well-developed and supported with relevant examples. Candidates are discouraged from relying on memorised introductions and conclusions. Candidates should employ creativity and originality, moving away from rote memorisation of essay components.

Candidates must answer the question directly, including a conclusion and personal opinion when required. Writing broadly about the topic without addressing the specific question can result in low content scores, even if the language is proficient. Many scripts failed to address the exact wording of the question or misunderstood the task, leading to generalisations and irrelevant content.

General comments

Candidates must write one essay from five available topics. It is essential to answer the question, not just write about the general topic. Candidates should read the question closely and stay focused on what it is actually asking.

To achieve a higher band, candidates should focus on several key areas such as verb conjugation as mistakes here can change the meaning of a sentence. Adjectives must agree in gender and number with the nouns they describe to maintain clarity. Candidates should also ensure that each sentence is meaningful as a whole, not just grammatically correct. Prepositions often cause confusion, especially when they do not collocate correctly with certain verbs or nouns. Lastly, spelling should not be overlooked, as even minor errors can affect the overall quality of the writing. Careful proofreading can significantly enhance accuracy and coherence.

Comments on specific questions

Question 1

‘Spending the holiday with family is more enjoyable than spending it with friends. What is your opinion?’

This question was popular, and the candidates showed off their best work with detailed and well-thought-out responses. Most of their scripts were spot-on with their language, vocabulary, and grammar. However, in a few instances, spelling and grammatical errors hindered them from achieving the highest marks.

Question 2

‘With money, you can buy health and friends. State your position on this opinion.’

Most candidates who answered this question gave excellent, detailed responses. They showed that they could come up with a well-thought-out conclusion and share their own thoughts on the topic. However, some candidates did not do as well. Their answers were unclear, and they had several spelling and grammar mistakes. Some sentences were also hard to follow.

Question 3

‘The longer the working hours, the higher the productivity and the greater the success. State your opinion.’

The question received a wide range of responses, with candidates presenting convincing arguments and sharing their various viewpoints. However, some of the answers were slightly confusing and failed to address the core of the inquiry. While they emphasised the significance of leisure and holidays, they failed to provide a clear and concise answer to the question. In essence, we had a beautifully written text that lacked the necessary arguments and ideas to effectively address the question.

Question 4

‘Online learning is better than learning in schools. Do you agree?’

This question was very popular. There were many well-written responses; candidates demonstrated their arguments clearly and creatively. Many candidates shared personal stories about online learning, which made their responses more relatable and informative.

Question 5

‘The disadvantages of zoos outweigh their advantages. Do you agree with this opinion?’

This question 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

Paper 4 Texts is designed to assess the candidates' ability to understand and respond to a range of literary topics. It is structured into two main sections:

The first section focuses on poetry drawn from various historical periods, including classical, pre-modern, and modern Arabic literature.

The second section includes various questions on dramatic texts from a play, short stories, and a novel.

Candidates are required to answer specific questions while adhering strictly to the guidelines regarding the number of questions chosen from each section.

During the examination in June 2025, candidates' performance showed a noticeable improvement compared to the previous year. Most candidates demonstrated significant development in their understanding of literary texts, as well as in their ability to analyse and respond to questions in a structured and thoughtful manner. There was a marked enhancement in critical thinking skills and the use of textual evidence to support their answers, reflecting intellectual maturity and a clear advancement in comprehension.

Overall, candidates handled the exam questions with confidence and clarity, indicating solid preparation and a strong grasp of the learning outcomes.

However, a few recurring issues were still observed that should be addressed moving forward. Some candidates selected all their answers from the same section — for example, answering three questions from **Section A** or all from **Section B** — rather than distributing their choices as required (e.g., two from **Section A** and one from **Section B**, or vice versa). Or choosing both parts in the same question, which clearly stated that they should avoid. It is important to note that the system automatically disqualifies one of the three questions if all are taken from the same section, which can result in a significant reduction in the final mark. This highlights the need to better communicate the instructions and ensure candidates understand how their selections impact their scores.

The candidates must answer 3 questions, and must be as follows:

1. a question from **Section 1** (*either a or b, not both*)
2. a question from **Section 2** (*either a or b, not both*)
3. Third answer must be from either **Section 1 OR Section 2** (but not from the same question they chose before, e.g.: if they chose **1a**, they cannot choose **1b**, they need to choose from other questions in that section that they did not attempt before), The final mark will be awarded to two answers only.

Sample choice: (**1a, 2b, 5a**), or (**3a, 4a, 5a**), and so on.

Additionally, very few candidates interpreted the poetic verses on a word-for-word basis, without demonstrating a meaningful understanding of the text as a whole. These responses lacked depth and often suggested that the candidate had not studied the material adequately. This emphasises the importance of proper preparation, familiarity with the texts, and the development of interpretive and analytical skills.

Candidates are not penalised for their grammar and spelling mistakes unless obstructing the readability/understanding of the answer. Therefore, candidates should always be encouraged to use good grammatical readable sentences that make sense.

Comments on specific questions

Section 1

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

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

- (a) Candidates were asked to comment on the poet's purpose in the opening lines, explain the verses, and connect them to the poet's personal life and character. In the second part, they were required to identify figurative language and rhetorical devices, and explain their significance within the context of the poet's experience.
- Some candidates handled the first part reasonably well, a few offered only surface-level interpretations or paraphrased the lines without true analytical depth.
 - Better-performing candidates demonstrated an ability to link biography with text and analysed the poetic style effectively.
 - Some candidates explained the verses correctly without any mention of the poet's life.
- (b) This question focused on the exaggeration in praise (madḥ), satire (hijā'), and description (waṣf) in Al-A'shā's poetry. A few candidates provided rich and complete answers, addressing all three themes and supporting their analysis with poetic lines. However, some responses were too brief and lacked proper engagement with all required aspects. Only well-prepared candidates who cited relevant examples earned top marks.

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

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

- (a) Few candidates selected this question. Some relied on memorised and general material or attempted literal, word-for-word explanations, resulting in superficial responses.
- (b) In contrast, a small group provided excellent answers, demonstrating strong awareness of Al-Ṣunūburī's camera-like descriptive ability, where he captured not just nature, but every detail in his surroundings — people, animals, places, and more. These candidates showed a strong grasp of his poetic vision.

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، ليلى الصبّاح

- (a) A few candidates wrote reasonably good answers, with long introductions about Nazek's life and upbringing and provided verses from her poems.
- (b) Although this question was not widely selected, candidates who attempted it displayed a broad knowledge of Nāzik's poetry and biography. Many wrote about all thematic categories in her work (national, social, humanistic, existential, symbolic), even though the question was specifically about existential and symbolic themes. While the responses reflected good preparation, they often lacked focus and did not fully address the core of the prompt.

Section 2

Question 4: Sulieman Al Hakim, Tawfiq Al-Hakim

سليمان الحكيم ، توفيق الحكيم

In this question, candidates were expected to comment on a specific excerpt from the play, focusing on immediate events or dramatic context. However, many candidates summarised the entire plot instead of analysing the selected passage.

Candidates must be reminded that the goal is not to retell the story, but to answer the specific question directly. A strong answer is one that stays anchored to the scene, showing relevance and precision.

(b) Popular question:

Many candidates produced detailed and insightful responses about the symbolic meaning of the Genie release from the bottle. Well organised, articulate, analytical and intelligent responses were produced by candidates, that showed thorough knowledge and considerable amount of sensitivity to language and author's intentions.

Question 5: Al- fajn Al- Kazheb, Najeeb mahfooz

الفجر الكاذب ، نجيب محفوظ

In both parts, I saw some of the strongest responses. In the short story question (**Section 5**), candidates showed impressive understanding of theme and message, offering nuanced interpretations with evidence of careful reading.

Most candidates achieved full marks for writing an extremely thorough analysis and evaluation of the story, paid close attention to details, analysed the author's intentions and purposes showing excellent insight, and preparation.

Question 6: Toyyour Ayloul, Emily Dawood Nasrallah

طيور أيلول، اميلي داوود نصر الله

In the novel section, candidates showed excellent character analysis, and many responses revealed a solid awareness of authorial intent and literary techniques. These responses reflected deep engagement, critical thinking, and a mature appreciation for narrative structure.

Teacher Recommendations:

To support continued improvement in candidate outcomes, it is recommended that teachers:

- Reinforce exam instructions regularly and ensure candidates fully understand the structure and expectations of the paper. (Candidates should ensure they answer **three** questions).
- Emphasize the importance of balanced question selection across exam sections to avoid disqualification or mark penalties.
- Train candidates to respond directly to questions, especially in passage-based analysis (drama and poetry).
- Allocate time to model how to approach different types of literary questions, including balanced question selection across sections.
- Provide guided practice in interpreting poetry beyond literal translation, emphasizing meaning, tone, and context.
- Encourage active engagement with the texts through discussion, annotation, and thematic analysis.
- Identify candidates struggling with comprehension early on and offer targeted support or intervention sessions.
- Guide candidates in text-based commentary, discouraging generalised summaries.
- Offer targeted support in interpreting figurative language and integrating biographical context appropriately.
- Continue fostering close reading skills, encouraging evidence-based analysis across all genres.
- Reinforce that candidates should try to adhere as much as possible to the word limits.
- Ensure that their candidates' work is legible, accurate and logically presented.

Recommendations for candidates:

- Read the question carefully and stay focused on the prompt.
- Do not summarize full texts unless asked — focus on analysis, not narration in **Section B, part b**.
- Make sure to vary question choices according to exam instructions (e.g., two from **Section A**, one from **Section B** or vice versa – as mentioned at the beginning of this report).
- Use textual evidence (verses or quotations) to support your points wherever asked especially in **Section A, part b**.

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Paper 9680/52
Prose

The aim of this report is to provide feedback on the June 2025 exam and a general overview of the examination, with some key clarifications to signify strength and key points of the exam.

Key messages:

- Candidates are encouraged to read the English text as a whole first, to understand the general meaning and to enable them to choose the right vocabulary that convey the correct meaning. A literal translation could lead to an incorrect meaning
- Candidates need to avoid summarising the text or using their own interpretation of the text
- Candidates must avoid using spoken language and use Modern Standard Arabic (MSA) instead.
- Candidates need to leave an empty space where they cannot translate and carry on translating the rest of the text.
- Candidates must be informed that when they cross a word or a sentence, no mark will be awarded even if that word or sentence is correct, unless it was not replaced with another word.
- Candidates must indicate when they use a continuation page.
- Candidates are 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 structures.
- The mark scheme identifies 40 marking units: 1 mark is awarded for the correct whole unit, and 0 mark 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. Credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Marks are not deducted for omissions, spelling mistakes or errors as long as they do not impede understanding. The meaning should also be unambiguous.
- Answers are only 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.
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks are not awarded with grade thresholds or grade descriptors in mind.

Comments on specific questions

- Some of the challenging terminology was: 'age', 'century', 'development', 'bank card', 'credit card', 'banknotes', 'coins', 'goods', 'revolution', 'flexibility', 'queues', 'compare', 'disadvantages', 'deceptive', 'quality', 'rarely'.
- Some candidates were confused in translating the words: goods, as **جيدون** instead of **بضائع**, and deceptive as **مغرية** instead of **خادعة**.
- Marks applied consistently on what we would accept or did not accept in translation.
- Full marks were awarded to high-quality translations containing appropriate vocabulary and style.
- Incomplete sentences that did not include the key word of the sentence or were too ambiguous to be understood, were awarded 0 mark.