

ARABIC

Paper 3180/01
Composition

Key Messages

- Candidates should expand their range of vocabulary by reading a rich variety of materials.
- Candidates need to improve in using paragraphing effectively, and punctuation marks correctly.
- Practice the use of **إنَّ وأخواتها** with the nominal sentence **الجملة الإسمية**.
- Learn the correct conjugation of the present tense with masculine plural form.
- Practise the use of case endings correctly.
- Use verbs correctly, particularly in the jussive and subjunctive case.
- Differentiate between the use of the hamza: **حمزة الوصل وحمزة القطع**.
- Candidates should adhere to the word limits specified.
- Candidates should demonstrate clearly in their writing the layout of the topic which consists of introduction, body and conclusion.

General comments

The overall performance of the candidates varied between good and very good. This year a general improvement in candidates' style of writing was noted. Many candidates adhered to the word limits specified in the question paper. Some candidates exceeded the specified word limits.

Candidates should be reminded that going beyond this does not improve the quality of the work presented and may indeed increase the likelihood of errors occurring. It seemed that some candidates were over-reliant on material memorised in advance, which was not always relevant or used in an appropriate way. Candidates can improve their writing skills by expanding their range of reading materials to enrich their vocabulary and by receiving more practice in writing compositions.

Comments on specific questions

Section A – Letter, Report, Dialogue or Speech

- (a) **Your name is Nawwaf/Bethania, and your address is Al Boustany Steet, Kuwait. Write a letter to a store owner asking him for a summer job.**

This was the most popular question and most candidates coped well with it. It was noted that many candidates scored high marks. However, candidates should be reminded to read the question carefully before beginning to answer, and to ensure that they have answered the specific question asked. It was clearly obvious that some candidates used pre-learnt and memorized introductory forms of greeting and pleasantries. However, there were some good examples from able and well-prepared candidates who handled the task with commendable fluency and accuracy. The topic generally appeared to be one which candidates found relevant to their own experience.

- (b) **Write a report to a 'Youth' magazine, about the importance of neighbours helping one another.**

This topic was the least popular and there was a mixed response to this question. Most students found this question very challenging; only a very few students responded to this question. However, candidates who responded to this question did well while others did not answer the question in the style required. Arabic language teachers should pay attention to these

observations, follow up with students, train them in the arts of writing in particular writing reports on different topics.

- (c) **Write a dialogue between you and a hotel manager complaining about the services during your stay.**

This was the second most popular option of the three and responses were generally good. Many candidates wasted many words by using extensive lengthy introduction and extensive greeting phrases. This option requires specific practice and there were some good pieces where candidates were able to construct a realistic dialogue, formulating questions correctly and including a range of vocabulary.

Section B – Essay

- (a) **Describe your first aeroplane trip and how you felt about it.**

This was the fourth most popular choice; many candidates provided a clear description of the aeroplane without expressing too much about how they felt being on plane. Some candidates dwelt at too great length describing what they did when they arrived, and how they spent the day, which led to loss of scoring higher marks. However, the quality of the language used was variable, and many candidates showed confidence in the use of the necessary vocabulary as well as a variety of appropriate structures.

- (b) **There were four friends going to school to sit an exam. On the way, they... Write what happened next.**

This option was the second most popular choice. Overall, some candidates performed well on this question, and they produced interesting narratives which aroused the reader's interest. They used varied sentence structure, and a full range of vocabulary. However, there were some grammatical slips in candidates' responses. Candidates can improve their writing skills by receiving more practice in writing compositions and by expanding their range of reading materials to enrich their vocabulary and to consolidate points of grammar.

- (c) **Describe a day you spent at the beach with your family.**

This response was the third most popular option. Though fewer candidates chose this option, it resulted in some strong answers. Candidates wrote excellent and impressive pieces of writing, demonstrating a good choice of diction, an accurate and effective use of a variety of grammatical structures and vocabulary.

- (d) **Some people say that life in the city is better than life in the countryside. Do you agree?**

This question was the most popular question, and it was attempted by a good number of candidates. The title and subject matter were within the experience of candidates and many made good use of a wide range of vocabulary. There were opportunities to use descriptive language and to express opinions and preferences. Furthermore, candidates planned their essays effectively in terms of the introduction, the presentation, and the conclusion, with good implementation of paragraphing, punctuation marks, linking words/phrases and connectors.

Some examples of spelling mistakes such as:

Frequent mistakes	Correct form
سمعتو	سمعتُ
اكتب لك	أكتب لك
لاكن	لكن
يذهبو	يذهبون
هاذا	هذا
أتمنا	أتمنى
ايضان	أيضاً
عسة أن يكون	عسى أن يكون
الئن	الآن
إنشأ الله	إن شاء الله
خدمت الغرف	خدمة الغرف
أرجوا أن تكون	أرجو أن تكون
سأذهب معكي	سأذهب معكِ

Other grammatical mistakes:

Incorrect	correct
وجدت نفسي ماشي	وجدت نفسي ماشياً
أنا لست أسافر	أنا لا أسافر
يريدون أن ينتقلون	يريدون أن ينتقلوا
كان على الجميع أن يغادروا	كان على الجميع أن يغادروا
كان الجو جميل	كان الجو جميلاً
أشرقت الشمس في الصباح	أشرقت الشمس صباحاً
في يوماً من الأيام	في يوم من الأيام
لم أنسى هذا اليوم	لم أنس هذا اليوم
كنت في الطائرة تسعة ساعات	كنت في الطائرة تسع ساعات

ARABIC

Paper 3180/02
Translation and Reading
Comprehension

Key messages

Overall, the performance of candidates was good and the topics seemed to be of interest and relevance to the age group. The paper differentiated well between candidates' levels assessing translation and reading skills.

General comments:

There is still a need to train students on expanding their range of vocabulary by reading more Arabic texts and to practise translation techniques including paragraphing, connectives, adjectives and use of prepositions correctly in both languages.

It is noted that most candidates were more able in translating from Arabic to English which highlights the need to improve writing skills in applying Arabic grammatical structures and spelling.

Examiners noticed these particular areas needed attention:

Using the same word 'famous' when translating the following words 'fame, known, celebrities'

Not applying the right possessive pronoun ending أشهى الوصفات المفضلة لديها/أن يقدم نصائحه للأشخاص/أو شراءها

Avoid using colloquial spoken dialect. علشان بدلاً من بسبب أو لأن/يحكي بدلاً من يتحدث أو يتكلم.

The plural verb كان الناس يتحدثو/تكلموا الناس/بدأ المتعلمين/الذين يقومون بدلاً من الذين كانوا يقومون أو قاموا أو اشتغلوا

Incorrect use of prepositions such as في استخدام/الأغنياء كانت لديهم الفرصة لإتقانها

Incorrect use of demonstrative pronouns كبرامج الأخبار الذي يبحث

Identify the correct meaning of linking words ثم بسبب/نتيجة لذلك/في الحقيقة/لفترة طويلة

Using definite article 'the' and 'idafa' construct correctly آلاف الرموز/معظم الناس

Comments on specific questions

Section A

Question 1 Translation from Arabic to English

The text was about fame and how to achieve it. Most candidates found it easy to understand.

Examiners noticed the following:

Incorrect spelling of words such as, *a lot, nowadays, fame, channel, appearing, experience, audience.*

S1: using 'become' instead of 'can' which changes the intended meaning

S3: using 'everyone' or 'all' instead of 'most'

S6: 'popularity' instead of 'fame'

S7: 'someone' or 'the person' instead of 'a person'

S10: correct translation of 'work and talents' most used 'job and hobbies'

S11: 'showing off' for 'appearing' which changes the meaning completely

S12: not recognising the plural use in 'TV programs' and the singular in 'a news program'

- S14: incorrect translation of 'guests' as 'visitors'
S15: Misunderstanding the phrase 'أصحاب الخبرة' and translating it to 'friends'
S16: using 'fans' or 'crowds' to mean 'audience'
S19: using 'magazine', 'major' or 'genre' to mean 'field'
S20: using 'hobbies or talents' to mean 'experience and skills'
S23: difficulty in applying the superlative in 'the most delicious favourite recipes'
S24: using 'museum' to refer to the 'car showroom' or 'dealership'
S28: using 'it' to refer to 'cars'

Question 2 Translation from English to Arabic

An informative factual topic about the evolution of the Korean language.

Examiners noticed the following:

Incorrect spelling of words such as:

آلاف/اللغة الكورية/أعمال يدوية/فقط/الأغنياء/إتقانها/الأبجدية/

- S1: recognising that the word 'country' is masculine
S2 and 3: Inability of a good number of students to translate 'it is thousands of years old in fact' correctly. Some even ignored translating 'in fact' altogether
S10: understanding that the adjective 'strong' is describing the 'relationship' not 'China'
S12: using 'cultured' المتقنون instead of 'educated'
S14 and S30: incorrect use of idafa construct in الملك سيجونغ وليس ملك سيجونغ and كتابة الصين بدلاً من الكتابة الصينية
S17: Incorrect use of the verb 'requiring' and the wrong preposition or its absence when using the verb يحتاج
S19 and 24: difficulty in translation connectives as 'in addition' and 'as a result'
S25: common mistake in spelling 'only' correctly
S27: difficulty in translating 'to master it'
S33: the application of the rule of numbers in '15' and the translation of 'the century'
S35: difficulty in accurately translating 'rules' and instead it was translated as 'laws'
S36: accurately recognising the passive participle in the phrase 'written form'
S40: using الأعداد أو عدداً instead of الأرقام

Section B: Reading Comprehension

The text was about the status of Women in Ancient Egypt. Candidates found it accessible and of interest and relevance. Candidates should be encouraged to write in their own words and avoid copying full sentences from the text and use correct spelling and clear handwriting.

Examiners noticed the following:

Most students were able to answer **Questions 3, 4, 6, 8 and 9** correctly.

Question 5

The question asks about the 'educational role', so students are encouraged to find the relevant information in the text. Including the idea that women helped their husbands in the fields is not an educational role and should not be included.

Question 7

The question is asking for two clear pieces of evidence on the relationship between the married couple, so giving the idea of the children looking at their parents is irrelevant to the demand of the question.

Question 8

Some answers talked about the role of the ruling queens in defending their country, but the question is about how they ruled it in the first place. Students are strongly advised to carefully read the questions and decide what the key command words are.

Question 10

The question is specifically asking about the 'military missions' of the queen, so including building bridges or ruling are not relevant answers. Students should be trained on extracting the most relevant pieces of information.

Question 11

There is still a need to train students on the best way to answer this question. Many have difficulty in giving synonyms to the given words or putting them in sentences to explain their meaning. Also, the spelling mistakes when writing the synonyms affect the quality of language and may sometimes impede understanding.

Examiners noticed the following:

Although many candidates responded well to this question and managed to write the correct meaning of three words, some tried to write the meaning of all 5 words but only got three correct. Very few could not write the correct meaning due to using dialect or because of serious spelling mistakes, such as:

الأحترام/التعظيم

تشكلات/إختلافت

الزمن الماضي/القديم موضوع/رمز