

ARABIC

Paper 3180/01
Composition

Key messages

Candidates should focus on the following common grammatical errors:

- Subject-verb agreement (ذهبوا أصدقائي الى الشاطئ، الناس يسبحوا في البحر، المياه كان جميلة)
- Use of verbal nouns (قمت ببلغ الشرطة بدلاً من (قمت بإبلاغ الشرطة) المصدر)
- Use of the accusative case incorrectly, (أتمنى أن تجدوا الحقيبة) بدلاً من (أتمنى أن تجدوا الحقيبة)
- The use of attached pronouns, verbs and adjectives following non-human plurals: بدلاً (الحيوانات مهمين جداً - بدلاً (الحيوانات مهمة جداً)
- Application of the definite article with 'idafa) phrases' (من الفوائد السفر - بدلاً من (فوائد السفر)
- The use of incorrect prepositions after verbs (ذهبنا على الرحلة، اتصلنا مع الشرطة).
- The use of the incorrect [Hal – الحال] كُنْتُ جالساً مع صديقي بدلاً من (كُنْتُ جالساً مع صديقي [Hal – الحال]

General comments

Overall, the performance of all candidates across both **Sections (A and B)** ranged from good to very good. A good number of candidates wrote excellent and impressive pieces, demonstrating a good choice of diction, an accurate and effective use of a variety of grammatical structures, imageries and similes, particularly in **Section B**. It has also been observed that many candidates understood the task for each question very well and addressed it adequately and, in a number of cases, presented extremely high standards. Paragraphs have unity, are linked, and show evidence of planning. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences.

Regarding word count, many candidates adhered to it in the questions. There were cases though where candidates exceeded the word count by a slight margin, but few others have exceeded it extensively. Similarly, a few candidates wrote significantly below the word count, particularly for the questions in **Section B**.

For a small number of candidates, the use of colloquialisms has been observed. They have addressed the tasks well, but the extensive use of colloquialisms affected the spelling of words and the correct application of the grammatical rules:

شو أخبارك؟ شنتيتي انسرقت - باتمنا اتلقوها - باحب السفر - الحيوانات بيساعدونا - اكلنا على الشط - رمى الشنتة في حضني - هادول الناس بيعارضو - بركب دراجة

Comments on specific questions

Section A – Letter, Report, Dialogue or Speech

- (a) This question was the most popular and the vast majority of candidates selected it. Their performance was on average very good, and some candidates produced some excellent pieces addressing all aspects of letter writing. However, some candidates relied on memorised introductions and wrote lengthy introduction before tackling the topic, which may have limited their engagement with the topic.

- (b) Very few candidates answered this question; it was the least popular. Candidates' performance was also very good. They addressed the topic with consistent relevance. Candidates used a wide and precise range of vocabulary and lengthy sentences.
- (c) It was the second most popular and performance ranged from weak to very good. The overall average performance was quite good but slightly lower than that for **Question (a)** and **(b)**. For some candidates, there were issues with the application of punctuation marks, direct and reported speech. A few candidates did not adopt the dialogue style.

Section B – Essay

- (a) This was the third most popular question. The overall average performance was good. Many candidates were able to address it adequately, with good use of imagery and similes. A small number of candidates deviated from describing 'a day on the beach with their friends' and included in their description what they did when they returned home, which was irrelevant to the topic.
- (b) It was the most popular question. Over two-thirds of the candidates selected it. The overall average performance was also very good and slightly better than **Question (a)**. Many candidates produced interesting stories, demonstrating a good sense of imagination, and they managed to address and develop the topic with consistent relevance.
- (c) The question was the least popular and average performance was good, but it was the lowest average performance compared to other questions. Although the language was fairly simple, candidates managed to use good linking sentences.
- (d) Many candidates opted for this question, as it was the second most popular. The average performance was very good. It has also been observed that many candidates understood the task very well and addressed it adequately and, in a number of cases, presented extremely high standards. In addition to that, Candidates were able to discuss, evaluate material and express their opinion regarding the topic.

ARABIC

Paper 3180/02
Translation and Reading
Comprehension

Key messages

Overall, most candidates performed well, indicating a strong grasp of the core skills assessed in the paper. The topics appeared to be engaging and relevant to their age group. Good translation skills were displayed, with a suitable knowledge of vocabulary, grammar, and syntax.

Comments on specific questions

Section A

Translation

Question 1 – Translation from Arabic to English

The text was about school and how students can improve their performance at school.

Candidates generally exhibited good translation skills. There was evidence of correct sentence structures, and most candidates demonstrated an understanding of the correct use of tenses, grammar, and syntax. However, for some candidates, certain words and sentences in the text proved to be challenging.

Examiners noticed the following:

- S6: Using 'the morning' or 'the afternoon' instead of 'the day'
- S11: Using the singular form of the word 'student', instead the plural form 'students'
- S13: The omission of the word 'start(s)'
- S14: Using 'in a week' instead of 'by at least a/one week'
- S17: Using 'it' instead of 'them' when referring to plural nouns
- S20: incorrectly used 'recommend' instead of 'advise,' which altered the intended meaning of their sentences.
- S20: Spelling 'advise' inaccurately. Using the noun 'advice' instead of the verb 'advise'
- S21: Using 'at least' or 'minimum' instead of 'maximum'
- S24: Using the verb to show in present tense instead of the past tense.
- S25: Using studies to mean lessons
- S26: Using 'from pens and notebooks' to mean 'of pens and notebooks'
- S28: Using the past tense instead of the past participle of the verb to take. 'Took' to mean 'taken'.

Question 2 – Translation from English to Arabic

The text was about one of the most iconic figures of the 20th century: Martin Luther King.

Overall, candidates performed well in this part of the assessment. Most managed to translate the entire text. However, a small number of candidates left certain words or phrases untranslated.

Some candidates were not successful in using حروف الجر (hurūf al-jarr) correctly, which changed the meaning of the sentences and sometimes rendered them meaningless.

Below are areas some candidates struggled with advice on how they could improve:

S1: using لقد سمعت to put strong emphasis and confirm instead of قد سمعت to suggest possibility/probability

S2: Translating Mr King's name into Arabic الملك

S10: Using من أفريقيا to mean ذو الأصل الأفريقي

S17: Using بسرعة to mean ما على الفور/فوراً/سرعان

S21: Using قاتل to mean ناضل / حارب

S22: Using لحقوق to mean من أجل حق

S24: Using حاول بشدة/بقوة/بجد to mean حاول كثيراً

S29: Many candidates failed to translate the sentence 'to end the separation' إنهاء الفصل/التفرقة بين

S34: Some candidates omitted to translate the phrase 'person ever' على الإطلاق

S36: Some candidates used transliteration of English into Arabic 'the Nobel Peace Prize' written نوبل بيس برايز

Section B

Reading and Comprehension

The text was about football and how it evolved over time.

The reading and comprehension tasks were largely well handled. Most candidates showed they could pinpoint key information and respond to questions with depth, which reflects solid progress in both grasping content and making inferences from the material.

Question 3, Question 4, Question 5 Question 7 and Question 8

These were straightforward questions which almost all candidates answered correctly.

Question 6, Question 9, Question 10 and Question 11

While many candidates met the requirement by providing two or three answers, a few candidates were satisfied with giving only one or two responses, which meant they missed out on full marks for those items. In addition, a few responses were incomplete or did not fully address the question's requirements.

It is advisable that when a question asks for two or three specific pieces of information, candidates list their answers clearly rather than copying or lifting entire paragraphs from the text. Copying large sections can suggest a lack of full understanding of both the text and the question itself, and listing answers helps demonstrate clear comprehension and the ability to select relevant details.

Question 12

For this question, candidates were instructed to provide synonyms or meanings for only three out of the five listed words – not all of them. However, some candidates answered all five words, while others gave incorrect synonyms by translating words that look similar in spelling but have different meanings in spoken colloquial Arabic. For example, the word 'زَي' was mistakenly translated as 'مثل'.

Some mistakenly gave verbs or nouns as synonyms for adjectives, resulting in answers that were not true synonyms for example 'القدرة' for 'ماهرات' or 'اشتهر' for 'شعبيتها'.

Additionally, a few students used singular forms when the plural was required, which resulted in fewer marks being awarded.

On a positive note, some candidates did manage to give correct and successful synonyms for the required words.