

# ARABIC

Paper 9680/21  
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 learning more antonyms.
- Improve on the usage of prepositions. The following are incorrect examples from candidates' responses:  
'ينصح الكاتب الناس إلى تعلم الهدوء'، 'ساهمت عن الاستغناء عن الورق'.
- Pay attention to the correct use of gender and gender agreement. The following are incorrect examples from candidates' responses:  
'في المنطقة الذي أعيش فيها'، 'إن ذلك الأفعال'.
- Pay attention to the conjugation of the 'Five verbs'. The following are incorrect examples from candidates' responses:  
'الناس يقوموا بزيادة مساحتها'، 'هم يمنعوا مستخدمي مكبرات الصوت'، 'إنهم يكهربوا المياه'.
- Practise use of the correct verb forms, in particular the jussive.
- Pay more attention to verb conjugation, especially with 'هَنَّ'.
- Pay attention to the correct conjugation of the 3<sup>rd</sup> person singular female verbs. The following are incorrect examples from the candidates' responses:  
'أنتجة المصانع البرادات'، 'بداة مع استكشاف النار'، 'إنها أطلالة عمر الإنسان'.
- Understand the requirements of the questions, and specifically respond to what is being asked, especially in the summary question.

## General comments

Overall, the standard of answers was good and there were some interesting opinions expressed. There was evidence of improvement in the standard of candidates' answers.

Some candidates copied out entire sentences, even a whole paragraph at times instead of writing in their own words. Candidates are encouraged to use their own words and phrases.

## Comments on specific questions

### Question 1

The majority of candidates successfully answered this vocabulary question.

### Question 2

**Question 2d** was the most challenging of the grammar questions, and **2b** was the most accurately answered. Many candidates would do well to pay more attention to verb conjugation, especially with 'هَنَّ' and the jussive construction.

### Question 3

**Parts (a), (b) and (e)** were among most successfully answered comprehension questions. **Part (f)** asked for two **modern techniques** (key words). Some candidates repeated the words used in the question and wrote that traditional techniques should not be used.

#### Question 4

There were some very good responses to this comprehension question. The majority of candidates successfully answered **parts (a), (b), (c) and (e)**. A good number of candidates encountered difficulty in answering **parts 4(di)** which asked about the evolutionary leaps in modern technology/machines. Many candidates merely repeated the point on the traditional uses of automated machinery in improving production and reducing time and effort.

#### Question 5

- (a) Many candidates successfully outlined the benefits and dangers of modern technologies and electronic devices in this summary question. Others listed points that did not cover the whole range of ideas in the two texts.
- (b) Some candidate answers contained some interesting ideas. Many candidates wrote very brief answers with one or two ideas only.

# ARABIC

Paper 9680/22  
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 learning more synonyms.
- Pay more attention to 'إِن' and its sisters, and their effect on the nominative sentence. The following is an incorrect example from candidates' responses:  
لعل القطط نموذجًا واضحًا.
- Understand the correct use of Idafa – the possessive construction. The following is an incorrect example from candidates' responses:  
أحب التربية الحيوانات في المنازل.
- Pay more attention to correct verb conjugation. The following is an incorrect example from the candidate's responses:  
ولسانها تنقل الأمراض.
- Improve on the use of prepositions. The following are incorrect examples from the candidates' responses:  
أثبتت الدراسات على فوائد الحيوانات، يتعلم الطفل في مساعدة غيره.
- Pay attention to the correct use of male and female gender and gender agreement. The following are incorrect examples from the candidates' responses:  
الحيوانات هو طريقة، تربية الكلب هو، يتجنب الطفل الذكية.
- Pay attention to the conjugation of the 'Five Verbs'. The following are incorrect examples from the candidates' responses:  
الذين يتجولوا، وأن الناس يقوموا.
- Correct usage of the 'Lam' in definite and indefinite nouns. The following are incorrect examples from the candidates' responses:  
طريقة لمساعدة، يصبح لديهم رغبة في العيب، الاستعانة بالحيوانات.
- Understand the requirements of the questions, and specifically respond to what is being asked, especially in the summary question.

## General comments:

Overall, the standard of answers was good and there were some interesting opinions expressed. There was evidence of improvement in the standard of candidates' answers.

Some candidates copied out entire sentences, even a whole paragraph at times instead of writing in their own words. Candidates who performed well used their own words and phrases.

## Comments on specific questions:

### Question 1

The majority of candidates answered parts (c) and (d) of this vocabulary question successfully. Many candidates answered parts (b) and (e) incorrectly.

## Question 2

Part **(b)** was the most challenging of the grammar questions and **(e)** was the most accurately answered. Many candidates did not demonstrate secure knowledge of the 'broken plurals', 'Inna' and its sisters, and the jussive construction.

## Question 3

Many candidates answered this comprehension question well. Part **(d)** was the most accurately answered. Some candidates answered the second part of **(e)**, but did not answer the first part which asked if the author's own opinion agreed with the statement in the question.

Part **(f)** was more challenging for some candidates. The question asked for two points on how animal training **psychologically** (key word) affected the human.

## Question 4

There were some very good responses to this comprehension question. Some candidates managed to select the right answers. Most candidates encountered difficulty in answering parts **(d)** and **(f)**. Part **(d)** was about the adult's responsibility towards the **animals themselves** (key words). Some candidates instead focused on the responsibility of adults towards their children. Part **(f)** asked about the advice given by vets, but some candidates focused on animal charities.

## Question 5

- (a)** On the whole, there were some good answers to this summary question. Some candidates copied out large sections of the text without paying attention to the requirements of the question thus they did not demonstrate their language skills fully. Moreover, some focused almost exclusively on the positives of animal training whilst neglecting the risks and disadvantages therein.
- (b)** The question asked for the candidate's own opinion on domestic animal training. A number of candidates merely copied the opinions within the text itself so did not perform well, while other responses contained some interesting ideas.

# ARABIC

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<p><b>Paper 9680/31</b> <b>Essay</b></p>
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## **Key messages**

Essays should reflect the candidates' ability to express themselves clearly and accurately in the target language with good usage of grammar and vocabulary in order to argue the content as well as possible and support this argument with examples to prove their understanding. This was the case with the majority of scripts, however, there was evidence that some of the scripts relied on memorisation and the outcome was out of context. Teachers and centres should support their candidates and help them to be creative and demonstrate the ability to use the language well.

## **General comments**

This is an essay paper for which candidates are required to produce only one essay (between 250 and 400 words) from a choice of five topics. The essay is marked out of 40: there are 16 marks for the Content, and 24 marks for Language Use.

## **Comments on specific questions**

### **Question 1**

This question was not popular, and answered by few candidates. Candidates discussed the gap between generations and the responsibility of each generation to bridge the gap. Most candidates who attempted this question argued the topic well and gave relevant examples from life.

### **Question 2**

This was the most popular topic. In this question, candidates discussed the importance of physical fitness and exercise for young as well as old people. They argued the topic well and gave good reasons and examples to support their point of view. Some candidates used examples from their own life to prove their argument.

### **Question 3**

This popular question was on the importance of university degrees in order to get better jobs or improve standards of life. Some candidates put themselves in the shoes of young graduates and provided excellent arguments with many examples and good use of language.

### **Question 4**

This question about future inventions was not popular. The responses given by the small number of candidates who attempted this question were very creative and excellent arguments were provided to support the candidates' views on the future of technology. The language used in this topic was full of foreign words however candidates used their imagination to make their points clear.

### **Question 5**

This was the least popular topic. Candidates may have found it difficult to relate to the topic of nature reserves and therefore avoided it.

# ARABIC

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

Essays should reflect the candidates' ability to express themselves clearly and accurately in the target language with good usage of grammar and vocabulary in order to argue the content as well as possible and support this argument with examples to prove their understanding. This was the case with the majority of scripts, however, there was evidence that some of the scripts relied on memorisation and the outcome was out of context. Teachers and centres should support their candidates and help them to be creative and demonstrate the ability to use the language well.

## General comments

This is an essay paper for which candidates are required to produce only one essay (between 250 and 400 words) from a choice of five topics. The essay is marked out of 40: there are 16 marks for the Content, and 24 marks for Language Use.

## Comments on specific questions

### **Question 1**

This question on inter-generational relations was not popular, and answered by few candidates. Candidates' answers showed good ability in arguing the topic and making their point of view clear.

### **Question 2**

This was not a popular topic and answered by fewer candidates than **Question 1**. In this topic they discussed the importance of ethics in sports. Many candidates were able to argue the topic well, with few grammar mistakes, however examples to clarify their point of view were rarely given.

### **Question 3**

This topic about adult education was the most popular as it was chosen by the majority of candidates. It was evident that the candidates were able to write on this topic, giving examples from their own families, and consequently they performed well.

### **Question 4**

This question on the dependence on electronic devices was the second most popular after **Question 3**. Candidates were able to find examples from real life to prove their point of view when arguing the topic. Writing skills were good and candidates performed relatively better than on other topics.

### **Question 5**

There were too few responses to this question to make a general comment appropriate

# ARABIC

Paper 9680/41  
Texts

## General comments

- Section 1 requires candidates to choose a poetry question while for Section 2, candidates can choose questions from a play, novel or short story.
- Candidates are required to answer only three questions out of six (choosing either (a) or (b) in each case). They should answer one question from **Section 1**, one from **Section 2** and another one from either. It is important that all candidates are aware that each answer must be on a different set text e.g. if they choose 5a they should not choose 5b for their next answer.
- Candidates should be reminded that the answers have to be between 500 – 600 words. Candidates might attempt to write the correct answer, but when they do not elaborate and write only briefly (100 – 300 words) they are not able to access the full range of marks.
- Most candidates performed better in **Section 2** than they did in **Section 1** as they were able to, in some instances, give a summary and some analysis of the events in the story or play studied.
- Candidates are not strongly penalised for grammar and spelling mistakes, but these might still obstruct the readability of the answer/text. Thus, candidates should always be encouraged to good, grammatically accurate sentences.
- Candidates are highly encouraged to clearly indicate on the first page the question number they have answered, as otherwise un-numbered questions may potentially lead to confusion when examiners are marking.

## Comments on specific questions

### **Section 1**

#### **Question 1**

**Ta-ri-kh al-Adab al-'Arabi- 1: al-'Asr al-Ja-hili-, Dr Shawqi- Dhayf,**

تاريخ الأدب العربي الأول: العصر الجاهلي د. شوقي ضيف

- (a) Candidates who answered this question found it difficult to explain the imagery and ideas in the verses. They explained some of the expressions very briefly without expanding on the incidents and imagery quoted. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the whole poem so that they increase the number of words. Candidates should be aware that they could answer (i) and (ii) in one essay that has word count between 500-600 words.
- (b) Many candidates attempted to answer this question as it is an essay where candidates had to explain the poet's honesty in praising good qualities, merits and values. Candidates had to write about some of his poetry about life, his faith, bravery, generosity and peace. Candidates needed to cite and explain fully some of the related poems in order to achieve a higher grade.

#### **Question 2**

**Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-al-Tha-ni-, Dr Shawqi Dhayf,**

تاريخ الأدب العربي، العصر العباسي الثاني

- (a) The verses selected are supposed to help candidates construct a full response to interpret the poet's ideas and imagery as illustrated in the verses given. Candidates can expand their answer by referring to the poet's life and perhaps other verses that they have studied.

Some candidates found it difficult to construct a detailed answer, i.e., their answer was brief and with no explanation and interpretation of the events reflected in the poems, and some mentioned wrong names related to the second part of the questions.

- (b) Very few candidates answered this question. Most of them wrote about the poet's life and philosophy in general without referring to, or explaining, some of his poems or any specific names of the caliphs he praised for money.

### Question 3

#### **Min al-Adab al-Nisa'ee al-Mu'a-ser: Al-Arabi wa al-Maghribi, Laila Al-Sabbagh,**

من الأدب النسائي المعاصر: العربي و المغربي، ليلي الصباغ

- (a) Many candidates answered this question. It required the candidates to write extensively about the poet's life, and to explain the reasons behind the poet's feelings of anger and sadness towards what happened to her country Palestine in 1948. Candidates should refer to her poems about this and mention her description of the little refugee girl at Eid.
- (b) Very few candidates answered this question as they have to cite some of the poems in order to show their full understanding of the poet's emotions and how reflected in her poems. Candidates are required to quote and explain some of the poems related to her childhood, her love to her brother and country, her love poems and her descriptive poems. Many candidates were not able to cite poems, they just explained a few points very briefly.

### Section 2

#### Question 4

#### **Ahl-ul-Kahf, Tawfiq Al-Hakim,**

أهل الكهف ، توفيق الحكيم

- (a) This question was the one chosen by most candidates. Some candidates produced detailed and insightful responses about the appearance of the three men, and people's reactions when they first saw them. Candidates should write a background introduction about each of the men then describe their personality and life before entering the cave. Many candidates answered this part, but went on to describe all events to the end of the play.
- (b) Very few candidates answered this question which required them to critically analyse the play, and specifically the human values and principles it contains. Many candidates wrote about the play as a whole without showing their awareness of the requirements of the question.

#### Question 5

#### **Al-Awasif, Gibran Khalil Gibran**

العواصف ، جبران خليل جبران

- (a) Very few candidates attempted this question which required them to demonstrate understanding of the themes of human values in the short stories collection. Some candidates were able to explain Gibran's attitude towards social injustice and the corruption that ruled people's relationship with each other, as well as the political and religious system. Candidates should refer to at least two or three of the short stories with brief description.
- (b) Many candidates answered this question which required them to explain and clarify the symbolism in both short stories: 'الشيطان' and 'السم في الدسم', and the tragic events that encourage the reader to think about some philosophical aspects of life.

#### Question 6

#### **Qindil Ummu Hashim, Yahya Haqqi**

قنديل أم هاشم



- (a) Many candidates were able to answer this question and demonstrate an awareness of the problem that Ismail faced after his return to his country, and his dealing with the society's beliefs and traditions. Candidates had to mention the western influence on his character and Mary's role in his life, and his clever way of solving the dilemma by combining eastern and western ways of thinking.
- (b) Very few candidates answered this question. The few that answered it wrote generally about the whole story and briefly about his feeling of disgust upon returning to his country.

# ARABIC

Paper 9680/42  
Texts

## General comments

- Section 1 requires candidates to choose a poetry question while for Section 2, candidates can choose questions from a play, novel or short story.
- Candidates are required to answer only three questions out of six (choosing either **(a)** or **(b)** in each case). They should answer one question from **Section 1**, one from **Section 2** and another one from either. It is important that all candidates are aware that each answer must be on a different set text e.g. if they choose 5a they should not choose 5b for their next answer.
- Candidates should be reminded that the answers have to be between 500 – 600 words. Candidates might attempt to write the correct answer, but when they do not elaborate and write only briefly (100 – 300 words) they are not able to access the full range of marks.
- Most candidates performed better in **Section 2** than they did in **Section 1** as they were able to, in some instances, give a summary and some analysis of the events in the story or play studied.
- Candidates are not strongly penalised for grammar and spelling mistakes, but these might still obstruct the readability of the answer/text. Thus, candidates should always be encouraged to use good, grammatically accurate sentences.
- Candidates are highly encouraged to clearly indicate on the first page the question number they have answered, as otherwise un-numbered questions may potentially lead to confusion when examiners are marking.

## Comments on specific questions

### **Section 1**

#### **Question 1**

*Ta-rī-kh al-Adab al-'Arabi- 1: al-'Asr al-Ja-hilī-*, Dr Shawqī- Dhayf,

تاريخ الأدب العربي الأول: العصر الجاهلي د. شوقي ضيف

- (a) Candidates who answered this question found it difficult to explain the imagery and ideas in the verses. They explained some of the expressions very briefly without expanding on the incidents and imagery quoted. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the whole poem so that they increase the number of words. Candidates should be aware that they could answer **(i)** and **(ii)** in one essay that has word count between 500-600 words. Candidates, while explaining the poem and the poet's aim, should answer the questions in connection to the aim.
- (b) Very few candidates attempted to answer this question as it is an essay where candidates had to explain the aspects that affected the content of Zuhair ibn Abi Sulma's poems. Candidates had to write about his life and family, society and environment, and the topics he described that were popular at that time. Candidates needed to cite and explain fully some of the related poems in order to achieve a higher grade.

#### **Question 2**

*Tarīkh al-Adab al-'Arabi: al-'Asr al-'Abbāsī al-al-Tha-nī-*, Dr Shawqī Dhayf,

تاريخ الأدب العربي، العصر العباسي الثاني

- (a) The verses selected are supposed to help candidates construct a full response to interpret the poet's ideas and imagery as illustrated in the verses given. Candidates can expand their answer by referring to the poet's life, character and perhaps use other verses that they have studied.

Some candidates found it difficult to construct a detailed answer and were unable not relate the second part of the question to the correct prince and only explained word by word without mentioning the event for which the poem was written.

- (b) Very few candidates answered this question. Most of them wrote about the poet's work in general, without referring to, or explaining, some of his various poems that dealt with the topics in the question.

### Question 3

#### *Min al-Adab al-Nisa'ee al-Mu'a-ser: Al-Arabi wa al-Maghribi, Laila Al-Sabbagh,*

من الأدب النسائي المعاصر: العربي و المغربي، ليلي الصباغ

- (a) Many candidates answered this question. It required the candidates to write extensively about the sadness throughout the poet's life. Candidates had to clarify the reasons behind the poet's feelings, since her childhood, of grief and sadness towards what happened to her country Palestine in 1948, and her disappointment in love. Candidates should refer to her poems about these topics and mention the impact of her brother's death on her poems and life.
- (b) Very few candidates answered this question. It requires candidates to cite some of the poems in order to show their full understanding of the poet's emotions during her childhood and how they were reflected in her poems. Candidates are required to quote and explain some of the poems related to her loneliness in her childhood, her emotional isolation, her strict upbringing, and her social background. Many candidates were not able to cite poems, and instead they just explained a few points very briefly.

### Section 2

#### Question 4

#### *Ahl-ul-Kahf, Tawfiq Al-Hakim,*

أهل الكهف ، توفيق الحكيم

- (a) Some candidates produced detailed responses to the question about Prisca's character and her response to Mishlinya's strange attitude towards her. Many candidates answered this part but went on to describe all the events to the end of the play.
- (b) Very few candidates answered this question which required a critical analysis of the theme of the protagonists' attachment to life in the play. Many responses retold the events of the play without demonstrating awareness of the requirements of the question.

**Question 5**

***Al-Awasif, Gibran Khalil Gibran***

العواصف ، جبران خليل جبران

- (a) Very few candidates attempted this question which required an understanding of the social themes in the short stories collection. Some candidates were able to explain Gibran's aim to expose the social injustice through the conflict between simplicity on one hand, and greed/ disbelief on the other hand. Candidates should refer to at least two or three of the short stories with some brief description.
- (b) Many candidates answered this straightforward question. Candidates had to explain the symbolism of the flower's life, and its tragic end, that prompt the reader to think about some philosophical aspects of life such as ambition and contentment.

**Question 6**

***Qindil Ummu Hashim, Yahya Haqqi***

قنديل أم هاشم

- (a) Many candidates were able to answer this question and demonstrate an awareness of Ismail's cultural shock at his society's beliefs and traditions that were far removed from the scientific thinking he acquired during the 7 years he spent in Europe. Candidates had to mention the western influence on his character and Mary's role in his life that left him feeling trapped in his community.
- (b) Very few candidates answered this question. The few that answered it wrote generally about the whole story and briefly about the role of religious beliefs and old traditions in shaping people's thinking.

# ARABIC

**Paper 9680/51**  
**Prose**

## Key messages

Translation is the interpretation of text from one language into another. It not only requires a good level of proficiency in reading and writing in both languages, but also the ability to depict the intent of the original meaning of the passage. In order to do well in this paper, candidates are encouraged to do the following:

- Initially read the English text thoroughly to gain a clear understanding of the content and of the grammatical structure of the passage.
- Re-read their translation after completing the task to make sure it is clear and comprehensible, with minimal errors in spelling and grammar.
- Select equivalent terms or phrases in Arabic to stay true to the meaning of the English text. Marks are awarded not only for the translated words, but also for conveying the meaning accurately.

## General comments

The text is divided into 40 phrases where only one mark is given to each phrase i.e., the entire translated phrase should be correct to achieve the mark. The text is marked out of 40. Marks are awarded for readability and for maintaining the meaning of the original text.

The translation passage was about 'technology and education'. It is a topic which most candidates are familiar with. Most candidates were able to translate with confidence and success, but more accurate use of the proper linking words and adjectives should be taken into consideration as an incorrect link might impair the meaning of the sentence/phrase that is translated.

Candidates are not penalised for the sentence arrangement or some grammar mistakes, but they should try to maintain and use the grammar, syntax, and spelling of the Arabic language. Candidates should not be afraid to rearrange or rebuild sentences as long as all the words in the English text are translated.

Candidates are granted a point if the whole phrase is translated properly with all the words concerned. They are not penalised twice for the same mistake. It is advised that Teachers give candidates specific instructions about writing legibly, i.e. good handwriting and spelling, as incorrect spelling can obscure the meaning of a word and a change of one letter can change the meaning of a word completely. Even though examiners are required to make a great effort to decipher every word that some candidates have written, candidates should not forget that it is their responsibility to write their answers legibly and clearly.

## Specific comments

Some phrases that are considered to be incorrect either for spelling or choice of the inappropriate word:

Correct	Incorrect	English Phrase
المتوفرة الآن على الإنترنت	موجودة للقراءة في الشاشة	now available to read online
لا توجد حاجة بعد الآن	ليس من الضرورة طويلا	there is no longer any need
حاجة لإيجاد مكان/ مساحة	ليدوروا على فضاء	need to find space
لكن/ إلا أن	ومع ذلك	However
استبدال الكتب المدرسية	لتفعيل الكتب	to replace textbooks
للاستفادة الكاملة	للمعرفة بالكامل	making full use

مع المواد/الكتب الرقمية	بالأشياء الإلكترونية	with digital material
من جهة أخرى	وعلى يد أخرى	On the other hand
بيع الكتب الورقية	تنزيلات على الكتب الورقية	the sale of paper books
زينة/ زخرفة على الرف	تزين المكتبات	decorative on the shelf
المظهر الخارجي لكتاب	المظهر الجسدي	physical appearance of a book
للمادة المقروءة/ مواد القراءة	للأشياء للقراءة	reading material

## Conclusion

Teachers are encouraged to practice with their candidates the translation of different textual genres that include proper and meaningful translation and use of conjunctions and adverbs. Words and phrases such as 'however', 'In addition', 'On the other hand' and 'whether' should be learned and translated in a communicative manner according to the context.

# ARABIC

Paper 9680/52  
Prose

## Key messages

Translation is the interpretation of text from one language into another. It not only requires a good level of proficiency in reading and writing in both languages, but also the ability to depict the intent of the original meaning of the passage. In order to do well in this paper, candidates are encouraged to do the following:

- Initially read the English text thoroughly to gain a clear understanding of the content and of the grammatical structure of the passage.
- Re-read their translation after completing the task to make sure it is clear and comprehensible, with minimal errors in spelling and grammar.
- Select equivalent terms or phrases in Arabic to stay true to the meaning of the English text. Marks are awarded not only for the translated words, but also for conveying the meaning accurately.

## General comments

The text is divided into 40 phrases where only one mark is given to each phrase i.e., the entire translated phrase should be correct to achieve the mark. The text is marked out of 40. Marks are awarded for readability and for maintaining the meaning of the original text.

The translation passage was about 'Environment and Deforestation'. It is a topic that is frequently discussed and reported on. Most candidates are familiar with the topic and the syntax used within it. Most candidates were able to translate with confidence and success, but more accurate use of the proper linking words and adjectives should be taken into consideration as an incorrect link might impair the meaning of the sentence/phrase that is translated.

Candidates are not penalised for the sentence arrangement or some grammar mistakes, but they should try to maintain and use the grammar, syntax, and spelling of the Arabic language. Candidates should not be afraid to rearrange or rebuild sentences as long as all the words in the English text are translated.

Candidates are granted a point if the whole phrase is translated properly with all the words concerned. They are not penalised twice for the same mistake. It is advised that Teachers give candidates specific instructions about writing legibly, i.e. good handwriting and spelling, as incorrect spelling can obscure the meaning of a word and a change of one letter can change the meaning of a word completely. Even though examiners are required to make a great effort to decipher every word that some candidates have written, candidates should not forget that it is their responsibility to write their answers legibly and clearly.

## Specific comments

Some phrases that are considered to be incorrect either for spelling, choice of the inappropriate or colloquial word, or for translating part of the phrase:

Correct	Incorrect	English Phrase
كثيرًا ما يقال	إذ يقال بأن	It is often said
امتصاص الغازات الضارة	شفط الهواء/ الغاز الضار	absorbing harmful gases
باختفائها	لغيابها	by their disappearance
أسباب تجارية	أسباب اقتصادية/اقتصادية/اقتصادية	commercial reasons
لتوفر موئلًا/ بيئة/ موطنًا	مئوى/ ملجأ	Habitat
للحياة البرية من جميع الأنواع	للحيوانات الوحشية كلها	for wildlife of all types



من التطور/ من التنمية  
التهديد دائماً موجود  
لإنقاذ أشجارنا  
للأجيال المقبلة

من التجديد  
التهديد حاضر  
لصون/ لصيانة/ لننقذ  
لشباب المستقبل

from development  
threat is always present  
to save our trees  
future generations