

# 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.
- Pay more attention to the correct use of the dual. The following are some examples from the candidate's responses:

أمثلة:

الذي يساهمان في تكوين العظام، الذين يساهمان في تكوين العظام، اللتان يساهمان في تكوين العظام.

- Practice use of the correct verb forms, in particular the jussive:

مثال:

لم يؤدّ إلى انخفاض الوزن، وليس لم يؤدي إلى انخفاض الوزن.

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

مثال:

ظلّ هناك كثيرٌ من الناس، وليس ظلّ هناك كثيرًا من الناس.

- Pay more attention to verb conjugation, especially with 'هَنَّ':

أمثلة:

'هَنَّ يعانن الأمراض'، 'هَنَّ يعانن الأمراض'، 'هَنَّ يعانن الأمراض'.

- Correct usage of the 'Lam' in definite and indefinite nouns:

أمثلة:

'من وجهة نظري لمستقبل'، 'أن يكون بتوازن'، 'أهمية أنظمة النباتي'.

- Understand the requirements of the questions, and specifically respond to what is being asked from the correct paragraph.

## General comments

Overall, the standard of answers was good. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting opinions were expressed.

Candidates should be reminded not to copy out sections of the text and, as far as possible, they should use their own words and phrases, particularly in response to **Question 3**, **Question 4**, and **Question 5**.

**Comments on specific questions:**

**Question 1**

The answers were variable; the majority of candidates answered successfully **parts (a), (b), and (d)**. A few candidates were not successful in answering **part (c) and (e)**.

**Question 2**

**Question 2(b) and 2(e)** were the most challenging, and **2(a) and 2(c)** were the most accurately answered. Many candidates would do well to review verb conjugation, especially with 'هَنَّ', the jussive (الجزم) and the dual (المثنى).

**Question 3**

Many candidates responded correctly to all different sections of **Question 3**.

As for **part (a)**, the question asked for two advantages of strict vegetarianism from the first paragraph. Some candidates answered this question referring to the entire text.

As for **part (d)**, the question was about the positive impacts of humans abstaining from consuming meat on the environment (key word). – Weaker candidates focused on the general positive impacts of vegetarianism.

In **part (f)** Some candidates only partially managed to answer this question. They omitted the first part of the answer, i.e., استشارة الطبيب/الاهتمام بالآراء الطبية

**Question 4**

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

As for **part (c)** Some candidates realised that the question was about the psychological and social (key word) damages of fast food. Weaker candidates who wrote about the damages of fast food on physical health added irrelevant information.

**Question 5**

- (a) Many candidates answered the question well and some interesting ideas were expressed. Some candidates did not focus on the requirements of the question and instead summarised the two texts more generally.
- (b) Many candidates answered this question; there were some interesting ideas. The question asked for the candidate's own opinion on 'how the restaurants will look like in the future'; a number of candidates merely copied the opinions within the text itself which influenced their mark.

# 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 attention to the correct use of male and female gender and gender agreement. The following are some examples from the candidate's responses:

أمثلة:

يعتمد الدراسة على التكنولوجيا، شكل التعليم ستكون، يرى أن التكنولوجيا الحديث.

- Learning and understanding the correct use of *Idafa* – possessive construction:

أمثلة:

التبادل التعليم عبر الإنترنت، أذهب إلى المكتبة المدرسة، عبر الوسائل الإعلام، بدون المساعدة المعلم.

Improve on the use of prepositions:

أمثلة:

بالنسبة للأولاد وللمعلمون أيضًا، هذا يؤدي على الإدمان، التعليم في مشكلات كثيرة.

- Pay more attention to the correct use of the dual:

أمثلة:

الاستغناء عن هؤلاء النوعين من التعليم، الاستغناء عن هاذان النوعين، الاستغناء عن هذه النوعين.

- Pay more attention to verb conjugation, especially with 'أنتن':

أمثلة:

'أنتن تريتَن ذلك'، 'أنتن ترون ذلك'، 'أنتن يرون ذلك'.

- Correct usage of the 'Lam' in definite and indefinite nouns:

أمثلة:

'بنسبة إلى ما ذكره الكاتب'، 'توجد سلبيات لاستعمال التكنولوجيا'، 'هذا مهم لطلاب في المدرسة'.

- Understand the requirements of the questions, and specifically respond to what is being asked from the correct paragraph.

### General comments

Overall, the standard of answers was good. It was apparent that teachers were effective in preparing the candidates well and raising the standard of their responses; a number of very interesting opinions were expressed.

Candidates should be reminded not to copy out sections of the text and, as far as possible, they should use their own words and phrases, particularly in response to **Question 3**, **Question 4**, and **Question 5**.

### Comments on specific questions

#### Question 1

There was a wide range of answers for this question. The majority of candidates successfully answered **parts (a), (b), and (d)**. Weaker candidates struggled answering **part (c) and (e)**.

#### Question 2

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

Many candidates would do well to review verb conjugation, especially with 'أنتنّ'، and the dual (المتنى).

#### Question 3

Many candidates responded correctly to all different sections of **Question 3**.

- (a) the question was about the two **main** (Key word) goals of education. Weaker candidates focused on the goals of education in general.
- (c) some candidates answered the second part of the question but did not answer the first part asking whether the author's own opinion agreed with the statement in the question. 'هل يتفق الكاتب مع هذا القول؟'

#### Question 4

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

- (c) stronger candidates wrote about the improvement of the teacher's professional life. Weaker candidates wrote about how distance education played a role in improving education in general, thus adding irrelevant information.
- (d) some candidates simply mentioned the word population density (سكانية كثافة) in their answer without paying attention to the correct answer which is low population density (كثافة سكانية قليلة).

#### Question 5

- (a) On the whole, there were some very good answers to this question. The question was about the advantages of both types of education and the ways to avoid their imperfections. Many candidates were successful in answering this question. Weaker candidate summarised both texts without paying attention to requirements of the question.
- (b) Many candidates answered this question and there were some very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

# ARABIC

Paper 9680/23  
Reading and Writing

## Key messages

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- Expand their range of vocabulary by reading more widely and learning more synonyms.
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أمثلة:

يعتمد الدراسة على التكنولوجيا، شكل التعليم ستكون، يرى أن التكنولوجيا الحديث.

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أمثلة:

التبادل التعليم عبر الإنترنت، أذهب إلى المكتبة المدرسة، عبر الوسائل الإعلام، بدون المساعدة المعلم.

Improve on the use of prepositions:

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بالنسبة للأولاد وللمعلمون أيضًا، هذا يؤدي على الإدمان، التعليم في مشكلات كثيرة.

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الاستغناء عن هؤلاء النوعين من التعليم، الاستغناء عن هاذان النوعين، الاستغناء عن هذه النوعين.

- Pay more attention to verb conjugation, especially with 'أنتن':

أمثلة:

'أنتن تريتَن ذلك'، 'أنتن ترون ذلك'، 'أنتن يرون ذلك'.

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

- (c) stronger candidates wrote about the improvement of the teacher's professional life. Weaker candidates wrote about how distance education played a role in improving education in general, thus adding irrelevant information.
- (d) some candidates simply mentioned the word population density (سكانية كثافة) in their answer without paying attention to the correct answer which is low population density (كثافة سكانية قليلة).

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- (a) On the whole, there were some very good answers to this question. The question was about the advantages of both types of education and the ways to avoid their imperfections. Many candidates were successful in answering this question. Weaker candidate summarised both texts without paying attention to requirements of the question.
- (b) Many candidates answered this question and there were some very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

# ARABIC

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

- Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary.
- The content needs to be very well argued, supported with examples when necessary.
- Candidates should ensure the introductions and conclusions they are writing are relevant to the specific question they choose to answer and not rely on memorisation.
- Teachers and centres are encouraged to help candidates to be more creative and productive in their answers.

## **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. 16 marks for the Content, and 24 marks for Language Use. Language instructors and centres are encouraged to aid candidates in practicing the Arabic language by using online resources, printed books or even holding workshops to encourage candidates to practice Arabic Language skills.

## **Comments on specific questions**

### **Question 1**

This topic was about youth being foundational in building nations and progressing societies. This question was popular, and it was clear that candidates were well prepared to answer it with good arguments and clear ideas. Candidates must be encouraged to ensure their introductions are creative and reflect their own understanding.

### **Question 2**

This question was about the belief that electronic media has outperformed traditional media. It was answered by good number of candidates with good content and clear arguments. Weaker candidates wrote about the importance of social media instead.

### **Question 3**

This question was about the necessity for equal opportunities among people to achieve security and stability within societies. This question was not popular and was chosen by confident candidates only.

### **Question 4**

This question was very popular, and many candidates answered the questions with good language and clear ideas. Some candidates focused on the importance of hobbies without writing about how hobbies can help people to improve their psychological life

### **Question 5**

This topic was about organ transplants between medical necessity and ethical principles. This question was chosen by very small number of candidates.

# ARABIC

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

- Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary.
- The content needs to be very well argued, supported with examples when necessary.
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## **Comments on specific questions**

### **Question 1**

This question was about friends and their influence on their other friends. Many candidates chose this question, and their answers were mostly clear with good arguments. The language and content complimented each other in most of the scripts and resulted coherent texts. Weaker candidates provided less argued answers with unclear content but overall, it was straightforward question and easy to answer.

### **Question 2**

This question was about media and if it always tells the truth as some people believe. It was answered by a good number of candidates with very well-argued content. The language was clear and most of the texts were very informative.

### **Question 3**

This topic was about how the equal employment opportunities and wages between sexes can positively affect the economies of countries. This question was the least popular and very few candidates answered it.

### **Question 4**

This question was about how the proper planning of free time can have a positive effect on improving the candidates' academic level. This question was the most popular question however some candidates misunderstood the questions and wrote about the importance of the free time and hobbies instead.

### **Question 5**

This question was about how cosmetic surgeries can threaten people's health and waste money. It was not popular question and there were not enough scripts to decide why candidates did not chose it.



# ARABIC

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<p><b>Paper 9680/33</b> <b>Essay</b></p>
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## Key messages

- Essays written for this paper need to be accurate in terms of language used, with very good use of vocabulary.
- The content needs to be very well argued, supported with examples when necessary.
- Candidates should ensure the introductions and conclusions they are writing are relevant to the specific question they choose to answer and not rely on memorisation.
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### **Question 5**

This question was about how cosmetic surgeries can threaten people's health and waste money. It was not popular question and there were not enough scripts to decide why candidates did not chose it.

# ARABIC

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<p>Paper 9680/41 Texts</p>
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## Key messages

This paper tests the candidates' ability to answer questions on different literary texts which cover a variety of periods. **Section 1** requires the candidates to respond to poetry questions while for **Section 2**, candidates respond to questions related to a play, short story or novel.

- 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 then choose one more question from either section.
- It is important that all candidates are aware that each answer must be on a different set text e.g. if they choose **3(a)** they should not choose **3(b)** for their next answer.
- For this paper, candidates are not strongly penalized for their grammar and spelling, however, candidates are encouraged to use good grammatical readable sentences. Frequent mistakes can obstruct the readability of a response.
- Candidates are encouraged to write a plan for their answer, to write a balanced essay.
- Candidates should be reminded that the answers should be between 500 – 600 words.
- Ensure that their work is legible, accurate and logically presented.
- Allow time for thorough checking of their work.

## General comments

This exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, Play, Short Story and a novel.

Overall, the performance for candidates was average to good. Some candidates wrote excellent and interesting pieces, demonstrating good choice of diction, an accurate and effective use of variety of grammatical structures, imageries, and similes.

Most candidates understood the task for each selected question very well and addressed it adequately and, in several cases, presented extremely high standards. Furthermore, candidates planned their essays effectively in terms of an introduction, presentation, and conclusion, with good implementation of paragraphing, punctuation marks, linking words/phrases and connectors.

Most candidates did better in answering **(b)** questions in both sections, as they were able to summarise and analyse the events in the story or play studied. There was a prevalence of biographical details about the poets in the answers given, rather than quoting and explaining the poems. This stopped candidates reaching higher marks, as the majority of tasks were about the poems and not the poet/writer.

Some candidates were able to write concisely. Not only did they fulfil the assignment, but they also included details that went beyond the prompt in an attempt to answer. Doing so within the word limit and doing it well deserves recognition.

## **Comments on specific questions**

### **Section 1**

#### **Question 1**

##### **Tarikh al-Adab al-'Arabi: al-'Asr al-'Al-Jahili, Dr Shawqi Dhayf**

تاريخ الأدب العربي: العصر الجاهلي، د. شوقي ضيف

- (a) Candidates were required to explain how Zuhair has used rhetorical methods to show his views about the war. Few candidates answered this question well and some candidates tried to explain the verses using general information or what they have previously learnt. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the exact words from the verses to increase the number of words.
- (b) Many candidates chose this question. Many achieved almost full marks for writing a full and well-structured essay about Zuhair bin Abi Sulma's unique style in writing love poems. However, some of them went on writing further about the poet's other topics too, to showing a full understanding of the topic and being able to create a good piece of writing.

#### **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) This question showed candidates who prepared and studied well were able to answer this question in a well-constructed essay. Some candidates answered this question generally by making their own interpretation of the verses vocabulary, so their writing had little depth and did not show their understanding.
- (b) Many candidates attempted this question. They wrote about the poet's life in general, however few candidates were knowledgeable and struggled to produce good essays.

#### **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، ليلي الصبّاغ

- (a) Few candidates answered this question as the verses given are self-explanatory. The question required candidates to write extensively about the struggle of the poet's country and her feelings during that difficult time.
- (b) This was a popular question and many candidates answered it brilliantly. Many wrote excellent essays about this topic. They had to write about the role of men in Fadwa Touqan's life. Many candidates supported their answers with good choice of verses.

## Section 2

### Question 4

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

أهل الكهف، توفيق الحكيم

- (a) This question is about explaining the quotation, what it meant, then explaining its connection to the main events. Many candidates just wrote about the whole play, and only few wrote only about the prompt, they would go further to write everything they learnt about the play.
- (b) This question was popular and many candidates produced detailed and insightful responses about the main three characters in this play, showing how their different social relationships had affected their final destinies. Very good responses were produced for this question.

### Question 5

#### Al-Awasif, Gibran Khalil Gibran

العواصف، جبران خليل جبران

- (a) and (b) Most responses started with a long introduction about the author's life which was not required, the responses also included summary of his other main short stories in the book. Candidates generally achieved average to good marks in this question in both a and b.

### Question 6

#### Al-Riwayah Al-Mustahilah Foosayfisa Dimashqiyah, Ghada Al-Samman

الرواية المستحيلة: فسيفساء دمشقية، غادة السمان

- (a) Some candidates chose this question; they were required to write about the feeling of guilt that tortured Abdul Fattah following his brother's wife death. Candidates had to write also about some related events to support their answer.
- (b) In this question candidates were required to write about the two symbols that the author has inserted into her novel: The Owl and the Eagle. Few candidates answered this question

# ARABIC

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<p><b>Paper 9680/42</b> <b>Texts</b></p>
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Some candidates were able to write concisely. Not only did they fulfil the assignment, but they also included details that went beyond the prompt in an attempt to answer. Doing so within the word limit and doing it well deserves recognition.

## **Comments on specific questions**

### **Section 1**

#### **Question 1**

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- (b) Many candidates chose this question. Many achieved almost full marks for writing a full and well-structured essay about Zuhair bin Abi Sulma's unique style in writing love poems. However, some of them went on writing further about the poet's other topics too, to showing a full understanding of the topic and being able to create a good piece of writing.

#### **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) This question showed candidates who prepared and studied well were able to answer this question in a well-constructed essay. Some candidates answered this question generally by making their own interpretation of the verses vocabulary, so their writing had little depth and did not show their understanding.
- (b) Many candidates attempted this question. They wrote about the poet's life in general, however few candidates were knowledgeable and struggled to produce good essays.

#### **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، ليلي الصباغ

- (a) Some candidates answered this question as the verses given are self-explanatory. The question has two parts related to two different types of prisons the poet has experienced during her life as shown in her poetry. The first about her family home that imprisoned her and locked her between its walls preventing her from continuing her schooling. The second is the prison of love that made her question its effect on her feelings and life.
- (b) Few candidates answered this question. They wrote excellent essays about this topic. They had to write about the poets feminine experience in love, revolution, and women's freedom in her society.

## Section 2

### Question 4: Ahl-ul- Kahf, Tawfiq Al-Hakim

أهل الكهف، توفيق الحكيم

- (a) Many candidates wrote about the whole play rather than about the lesson of how to have strong principals in life and commit to them whatever difficulties we face in life. Only few wrote about the prompt, they went further to write everything they learnt about the play.
- (b) This question is about explaining the quotation, what it meant, to whom it was said then explain its connection to the main events. Many candidates just wrote about the whole play, and only few wrote only about the prompt, they would go further to write everything they learnt about the play.

### Question 5

#### Al-Awasif, Gibran Khalil Gibran

العواصف، جبران خليل جبران

- (a) Some candidates chose this question that which required a focus on the similar ideas/points in both short stories of pessimism, belief, love and misery.
- (b) Most candidates did well with this popular short story about an ambitious violet and the lessons learnt from her story.

### Question 6

#### Al-Riwayah Al-Mustahilah Foosayfisa Dimashqiyah, Ghada Al-Samman

الرواية المستحيلة: فسيفاء دمشقية، غادة السمان

- (a) Very few candidates chose this question; they were required to write about the events that led to this quotation, narrating the story of Juhaina, how she was treated by her husband's family especially his father, then what happened during the night of her husband's wedding to another woman. Candidates had to write about some related events to support their answers.
- (b) Very few candidates answered this question. They were required to write about Zain's challenging character and how she always wanted to explore everything that was forbidden for girls at that time.

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<p><b>Paper 9680/43</b> <b>Texts</b></p>
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## Key messages

This paper tests the candidates' ability to answer questions on different literary texts which cover a variety of periods. **Section 1** requires the candidates to respond to poetry questions while for **Section 2**, candidates respond to questions related to a play, short story or novel.

- 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 then choose one more question from either section.
- It is important that all candidates are aware that each answer must be on a different set text e.g. if they choose **3(a)** they should not choose **3(b)** for their next answer.
- For this paper, candidates are not strongly penalized for their grammar and spelling, however, candidates are encouraged to use good grammatical readable sentences. Frequent mistakes can obstruct the readability of a response.
- Candidates are encouraged to write a plan for their answer, to write a balanced essay.
- Candidates should be reminded that the answers should be between 500 – 600 words.
- Ensure that their work is legible, accurate and logically presented.
- Allow time for thorough checking of their work.

## General comments

This exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, Play, Short Story and a novel.

Overall, the performance for candidates was average to good. Some candidates wrote excellent and interesting pieces, demonstrating good choice of diction, an accurate and effective use of variety of grammatical structures, imageries, and similes.

Most candidates understood the task for each selected question very well and addressed it adequately and, in several cases, presented extremely high standards. Furthermore, candidates planned their essays effectively in terms of an introduction, presentation, and conclusion, with good implementation of paragraphing, punctuation marks, linking words/phrases and connectors.

Most candidates did better in answering **(b)** questions in both sections, as they were able to summarise and analyse the events in the story or play studied. There was a prevalence of biographical details about the poets in the answers given, rather than quoting and explaining the poems. This stopped candidates reaching higher marks, as the majority of tasks were about the poems and not the poet/writer.

Some candidates were able to write concisely. Not only did they fulfil the assignment, but they also included details that went beyond the prompt in an attempt to answer. Doing so within the word limit and doing it well deserves recognition.



## **Comments on specific questions**

### **Section 1**

#### **Question 1**

##### **Tarikh al-Adab al-'Arabi: al-'Asr al-'Al-Jahili, Dr Shawqi Dhayf**

تاريخ الأدب العربي: العصر الجاهلي، د. شوقي ضيف

- (a) Candidates were required to explain how Zuhair has used rhetorical methods to show his views about the war. Few candidates answered this question well and some candidates tried to explain the verses using general information or what they have previously learnt. Candidates should be encouraged to elaborate on the ideas and imagery in the poems and not to copy the exact words from the verses to increase the number of words.
- (b) Many candidates chose this question. Many achieved almost full marks for writing a full and well-structured essay about Zuhair bin Abi Sulma's unique style in writing love poems. However, some of them went on writing further about the poet's other topics too, to showing a full understanding of the topic and being able to create a good piece of writing.

#### **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) This question showed candidates who prepared and studied well were able to answer this question in a well-constructed essay. Some candidates answered this question generally by making their own interpretation of the verses vocabulary, so their writing had little depth and did not show their understanding.
- (b) Many candidates attempted this question. They wrote about the poet's life in general, however few candidates were knowledgeable and struggled to produce good essays.

#### **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، ليلي الصباغ

- (a) Some candidates answered this question as the verses given are self-explanatory. The question has two parts related to two different types of prisons the poet has experienced during her life as shown in her poetry. The first about her family home that imprisoned her and locked her between its walls preventing her from continuing her schooling. The second is the prison of love that made her question its effect on her feelings and life.
- (b) Few candidates answered this question. They wrote excellent essays about this topic. They had to write about the poets feminine experience in love, revolution, and women's freedom in her society.

## Section 2

### Question 4: Ahl-ul- Kahf, Tawfiq Al-Hakim

أهل الكهف، توفيق الحكيم

- (a) Many candidates wrote about the whole play rather than about the lesson of how to have strong principals in life and commit to them whatever difficulties we face in life. Only few wrote about the prompt, they went further to write everything they learnt about the play.
- (b) This question is about explaining the quotation, what it meant, to whom it was said then explain its connection to the main events. Many candidates just wrote about the whole play, and only few wrote only about the prompt, they would go further to write everything they learnt about the play.

### Question 5

#### Al-Awasif, Gibran Khalil Gibran

العواصف، جبران خليل جبران

- (a) Some candidates chose this question that which required a focus on the similar ideas/points in both short stories of pessimism, belief, love and misery.
- (b) Most candidates did well with this popular short story about an ambitious violet and the lessons learnt from her story.

### Question 6

#### Al-Riwayah Al-Mustahilah Foosayfisa Dimashqiyah, Ghada Al-Samman

الرواية المستحيلة: فسيفاء دمشقية، غادة السمان

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- (b) Very few candidates answered this question. They were required to write about Zain's challenging character and how she always wanted to explore everything that was forbidden for girls at that time.

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Paper 9680/51  
Prose

## Key messages

- Candidates need to read the English text and sentences to understand the correct meaning, then translate. Choosing a meaning that does not fit the context could lead to an inaccurate translation.
- Candidates need to translate sentence by sentence, and not summarise the meaning of the text and use their own interpretation of the text to translate only the summary. This may lead to mistranslating key words and losing marks.
- Candidates need to leave a space where they could not translate and carry on with the rest of the sentence.
- Candidates should indicate if they use a continuation booklet.
- Candidates are encouraged to widen their reading scope to include different topics in order to acquire a wealth of vocabulary, knowledge of different writing styles, and sentence structures.

## General comments

Overall, the average performance for all candidate as very good again this year. The text was understood fully by the majority of the candidates, a few found some vocabulary challenging and tried to find alternatives.

## Comments on specific questions

- Most candidates were able to produce a well-structured translation from the English text.
- Some of the challenging phrases were: (noise, culture, announcements, belongings, constant assault, consequences, wearing headphones, capacity).
- Some English words cannot be translated literally, as candidates translated 'wearing headphones' to something we 'put on' rather than 'use', and that resulted in most candidates making the same error.
- Some candidates tried to find alternatives to certain words, but opted for unaccepted ones.
- Full marks were awarded for the high quality of translation: correct vocabulary and style.
- Incomplete sentences were not awarded marks, when they did not include the key word of the sentence, or were ambiguous to be understood.

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Paper 9680/52  
Prose

## **Key messages**

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- Candidates need to translate sentence by sentence, and not summarise the meaning of the text and use their own interpretation of the text to translate only the summary. This may lead to mistranslating key words and losing marks.
- Candidates need to leave a space if they cannot translate, and carry on with the rest of the sentence.
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## **Comments on specific questions**

- Most candidates were able to produce a well-structured translation from the English text.
- Some of the challenging phrases were: (associated, indicator, acquired, political term, referring, exploitation, awareness, priorities, environmental concerns, take measures, economic stability).
- Full marks were awarded for high quality of translation: correct vocabulary and style.
- Incomplete sentences were not awarded marks, when they did not include the key word of the sentence, or were ambiguous to be understood.

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Paper 9680/53  
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