

# ARABIC

Paper 9680/21  
Reading and Writing 21

## 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. The answer should be a synonym of the underlined word, whether according to the context of the sentence or just a general synonym of that word.

مثال:

تسهم في الحد من الأضرار.  
المرادف حسب سياق الجملة: إنهاء أو منع.  
المرادف العام للكلمة: الحاجز أو المستوى مثلاً.  
وكلها مقبولة.

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

مثال:

’اللذان يسعيان إلى جذب انتباه الزبائن‘، وليس ’اللذان تسعيان أو يسعان أو تسعي‘.

- Pay more attention to ‘إِنَّ’ and its sisters, and their effect on the nominative sentence.

مثال:

’لعلّ المستخدمين يتعاملون مع عالم افتراضي‘، وليس ’لعلّ المستخدمون يتعاملون‘.

- Practise use of the correct verb forms, in particular the jussive **الفعل المضارع المجزوم** and the correct use of the **حروف الجزم**

أمثلة:

’لم يتعدّ إلى إفلات المحتالين من العقاب‘، وليس ’لم يتعدى‘.

- 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:

’تؤدي مواقع التواصل الاجتماعي دوراً اقتصادياً مهماً؟ هات دليلين‘

تؤثر مواقع التواصل الاجتماعي سلباً في حياة الفرد الاجتماعية. اذكر دليلين.  
تسبب الشباب في تراجع استخدام اللغة العربية الصحيحة. هات ثلاثة أدلة.

### **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; many candidates successfully answered most parts of the question, which indicates a clear improvement in their level. **Part (b)** and **(c)** were the most challenging. A few candidates gave the antonyms instead of synonyms. **Candidates should read the question carefully.**

#### **Question 2**

**Questions 2(b), (d)** and **2(e)** were the most challenging, and **2(a)** and **(c)** were the most accurately answered. Many candidates would do well to review the **dual**, 'المثنى', the **rules of** 'إِنَّ' and its sisters 'وأخواتها', and the correct use of 'حروف الجزم'.

#### **Question 3**

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

As for **part (c)**, the question was about why the **political candidate** المرشح (key word) resorts to using social media platforms during his election campaign – whereas some candidates focused on the general use of social media platforms, including why voters use these platforms

إنَّ كثيراً من الناخبين يستخدمون تلك المنصات للتعرف إلى المرشحين.

As for **part (d)**, some candidates correctly realised that the question concerns the negative impacts of social media platforms on the user's **social life** الحياة الاجتماعية (Key word), whereas other candidates irrelevantly wrote about physical activity النشاط الجسدي.

As for **part (e)** some candidates answered the second part of the question and did not answer the first part which is asking if the author's own opinion agreed with the statement in the question.

'هل يتفق الكاتب مع هذا القول؟'

As for **part (f)**, the question was about the **current** groups حالياً (key word) that are trying to protect people from the negative aspects of social networking sites – so those who wrote about robots that will be useful in the future added irrelevant information.

#### **Question 4**

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

As for **part (d)**, some candidates included a piece of information about children الأطفال – whereas the question is clearly about the **youth** الشباب (key word)

In **part (e)** some candidates answered the second part of the question and did not answer the first part which is asking if the journalist's own opinion agreed with the statement in the question.

‘هل يوافق الصحفي على هذا الرأي؟’

In **part (f)**, some candidates merely wrote out the expert advice without commenting on the **consequences** of expert advice which is what the question asked for.

Some of those who understood the requirements of the question gave an answer without specifically mentioning the ‘subject’ of the sentence and used instead the attached pronoun rendering their responses vague. For example, instead of writing ‘**children** maintaining and preserving their Arab identity’ they wrote ‘**they** maintain and preserve their Arab identity’ الحفاظ على هويتهم العربية. This is ambiguous.

### Question 5

- (a) On the whole, there were some very good answers to this question. The question concerned the positive effects of social media sites on the individual and the Arabic language. Many candidates were successful in listing most of these, whereas some copied out sections of the text without elaborately addressing what is been asked.
- (b) The question asked for the candidate's own opinion on the impact of social media platforms on their daily life. The majority of candidates answered this question and there were many very interesting ideas. Some candidates wrote very brief answers with only one or two ideas.

# ARABIC

Paper 9680/22  
Reading and Writing 22

## 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. The answer should be a synonym of the underlined word, whether according to the context of the sentence or just a general synonym of that word.

مثال:

قراءة القصص لأغراض أكاديمية.  
المرادف حسب سياق الجملة: أهداف.  
المرادف العام للكلمة: حاجات مثلاً.  
وكلاهما مقبول.

- 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:

'قراءة القصص لغرض أكاديمي'، وليس '... لغرض أكاديمية'.  
'أصبح الناشر الحق في نشر أي قصة أو رفضها'، وليس '... أو رفضه'.

- Practise use of the correct verb forms, in particular the present tense accusative الفعل المضارع المنصوب and the correct use of the حروف النصب

أمثلة:

'لن تتراجع عادة القراءة'، وليس 'لن تراجع عادة القراءة'.

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

مثال:

'لعل للجهات الحكومية دوراً في ذلك، وليس '... دور في ذلك'.

- 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:

‘من قراء كتب الأطفال في هذا العصر؟ اذكر فئتين.’  
‘الكتب العربية الحالية لا تلائم الطفل العربي. اذكر سببين.’  
‘ما أثر المواقع الالكترونية في الأطفال؟ اذكر ثلاثة آثار.’

### **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; many candidates successfully answered most parts of the question, which indicates a clear improvement in their level. **Part (a)** and **(b)** were the most accurately answered. **Part (c)**, **(d)** and **(e)** were the most challenging. A few candidates wrote multiple answers that included both correct and incorrect answers, which should be avoided if full marks are to be attained.

#### **Question 2**

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

Many candidates would do well to review the **adjective-noun agreement** ‘تطابق الصفة والموصوف’ , the **rules of ‘إِنَّ’** and its sisters ‘وأخواتها’ , and the correct use of **حروف النصب**

#### **Question 3**

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

As for **part (a)**, the question was about who the readers of children’s books are in **this era** هذا العصر (key word) – whereas some candidates wrote about mothers and grandmothers الأمهات والجدات referring to an irrelevant paragraph.

As for **part (e)**, the question was about why contemporary Arabic books do not meet the needs of today’s Arab children. The text states that Arabic literature should be relatable and relevant to today’s child rather than antiquated, repetitive, and unrelatable. This could be done through leaving aside these traditional texts and using novel educational methods that make use of modern technology.

The first correct reason is that current Arabic literature is traditional and repetitive, thereby uninteresting to modern children. The second reason is that current books do not meet the children’s needs in this technological age.

Most candidates, however, replied: ‘this could be done by leaving aside these traditional texts’ and ‘by finding novel methods that fulfil the needs of modern children in the technological age’. These are not reasons.

#### **Question 4**

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

As for **part (a)**, Some candidates managed to answer this question only partially. They omitted the second part of the answer, i.e., تخصيص جوائز قيمة لصغار القراء

As for **part (b)**, the question was about the impact of social media on children. Some candidates did not pay attention to the word **CHILDREN** (key word) and rushed to answer that these platforms help university's candidates in gaining news and information.

In **part (c)** some candidates answered the second part of the question and did not answer the first part which is asking if the author's own opinion agreed with the statement in the question.

‘هل يوافق الكاتب على هذا الرأي؟’

In **part (f)** Some candidates managed to answer this question only partially. They omitted the first part of the answer, i.e., ضرورة تضافر الجهود instead they added irrelevant answer such as

الدول المتقدمة يحرص أبنائها على القراءة

### Question 5

(a) On the whole, there were some very good answers to this question. The question was about how the society and modern technology **support** reading. Many candidates were successful in listing most of these, whereas other candidates irrelevantly wrote about the negative impact of society and technological developments such as:

1- تراجع عادة القراءة.

2- انطفاء بريق الحكي الشفاهي.

3- إغلاق بعض المكتبات أبوابها في وجه الأطفال.

(b) The question asked for the candidate's own opinion on which they prefer: an e-book or a physical book and why. The majority of candidates answered this question and there were many 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**

When writing for this assessment, it is important to use clear and accurate language and show that you have a good knowledge of words. Your arguments should be well-organised and supported by examples when needed. It is noticeable that some students have used the same introductions and conclusions in their essays, which seems like they have memorised them. To encourage creativity and originality, teachers and schools should help students develop their own ideas rather than just memorising parts of essays.

It is also noticeable the numerous spelling errors and the repetitive use of some words even if they do not fit the text, indicating a limited vocabulary known by the candidate. This is something that centres should work on to improve the candidates' level.

## **General comments**

In this essay paper, candidates are tasked with creating a single essay, choosing from five topics provided. The essay should fall within the word count range of 250 to 400 words. The assessment is based on a total of 40 marks: 16 allocated for Content evaluation and 24 for assessing Language Use.

## **Comments on specific questions**

### **Question 1**

This question was the very popular among the candidates in this series, and their answers ranged from good to average and weak. However, overall, the content was good and indicated a solid understanding of the topic, despite occasional weaknesses in language.

### **Question 2**

This question was the least popular among the candidates, but it is notable that the candidates who chose this question achieved high score, and this indicates their good preparation on this topic.

### **Question 3**

This question was adequately popular, and most of the responses were good. The content reflected a good level of preparedness from the students to answer this question.

### **Question 4**

This question was quite popular, and the candidates provided good answers using clear language. Overall, the content reflected a good level of preparedness; however, many scripts lacked sufficient content and contained a lot of repetition of ideas.

### **Question 5**

This question was the most popular, and the answers were lengthy and detailed. However, most of the responses made a mistake by explaining the meaning of pollution and its negative effects on the environment and society without paying attention to the fact that the question was about the impact of pollution on the economy of individuals and the nation. Although the language, in general, was good, the content did not meet the same quality.

# ARABIC

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

When writing essays for this assessment, it is important to use clear and accurate language and show that you have a good knowledge of words. Your arguments should be well-organised and supported by examples when needed. It is noticeable that some students have used the same introductions and conclusions in their essays, which seems like they have memorised them. To encourage creativity and originality, teachers and schools should help students develop their own ideas rather than just memorising parts of essays.

It is also noticeable the numerous spelling errors and the repetitive use of some words even if they do not fit the text, indicating a limited vocabulary known by the candidate. This is something that centres should work on to improve the candidates' level.

## **General comments**

In this essay paper, candidates are tasked with creating a single essay, choosing from five topics provided. The essay should fall within the word count range of 250 to 400 words. The assessment is based on a total of 40 marks: 16 allocated for Content evaluation and 24 for assessing Language Use.

## **Comments on specific questions**

### **Question 1**

This question was not popular and only few candidates chose to answer it. However, those who did received good marks, indicating that they chose it because they were well-prepared to answer it. The language used was generally average, but the content was good.

### **Question 2**

Very few candidates chose this question, nevertheless, the grades obtained by those who answered this question were high due to the quality of language and the diverse content. This indicates that they chose it because they were well-prepared.

### **Question 3**

A reasonable number of candidates answered this question, and the responses varied between good, average, and weak. However, overall, the language was good, and the content was satisfactory. This indicates good preparation in answering this question.

### **Question 4**

It is evident that this question was popular among the candidates, and the answers were detailed, indicating good preparation to respond to this question. The language was good, and the content was diverse, containing a lot of details.



### Question 5

This question was the most popular among the candidates, and the answers were diverse. The language used was clear and straightforward. However, there was a recurring mistake in some responses, extensively discussing the definition of pollution and its negative effects on the environment and society, without realising that the question was about increasing awareness among people to reduce pollution. As a result, candidates hurriedly approached the discussion towards the conclusion of their responses.

# ARABIC

Paper 9680/41  
Texts 41

## Key Messages

- 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 **3(a)** they should not choose **3(b)** for their next answer.
- Candidates should be reminded that the answers should 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 unable to access the full range of marks.
- Most candidates did better in answering **Question b** in both sections, as they were able to summarise and analyse the events they studied.
- Candidates are not strongly penalised for their grammar and spelling mistakes unless they obstruct the readability of the answer. Therefore, candidates should always be encouraged to use good grammatical readable sentences that makes sense.
- There were long biographical introductions, especially in **Question 3, Question 4, Question 5, Question 6** about the poet/author in the answers given. This was not necessary unless specified in the question.

## General comments

The 2023 November Exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, a Play, a Short Story book, and a novel.

Overall, the performance for candidates was moderately good. Some candidates wrote excellent and impressive essays, using an almost accurate and effective variety of grammatical structures and styles. Weaker candidates used basic, less accurate language.

Many candidates understood the task of each selected question very well and addressed it adequately and, in several cases, presented extremely high standards responses, showing understanding of the author's intentions and underlying themes. A few candidates showed well planned essays and understanding of literary techniques.

Some candidates displayed the ability to write concisely. Not only did they fulfil the assignment, but they also wrote more details that went beyond the prompt. 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 Shawqī Dhayf**

تاريخ الأدب العربي: العصر الجاهلي، د. شوقي ضيف

- (a) Candidates were required to identify **معتّم وزيد** and to explain why Orwa Ibn Alward fought for them, explaining the lines in details. Candidates were asked to discuss how Orwa has changed the image of bandits by setting a good example of noble behaviour and generosity. Few candidates answered this question accurately. Some tried to explain the verses using general information or what they had previously learnt. Candidates should be encouraged to elaborate on the ideas and the imagery

in the poems and not to copy the exact words from the verses to increase the number of words. Some only wrote general information about al Asr al Jahili, and Orwa Ibn Alward.

- (b) Some candidates chose this question. A few achieved high marks for writing a well-structured essay about Antara Ibn Shaddad suffering to prove his identity by continuously writing about his noble behaviour and emotions. Some candidates went on writing further about the poets' other topics to show what they had learnt. It is still a good credit for the candidate to have a full understanding of the topic and be able to write well.

## 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) A few candidates were able to answer this question in a well-constructed essay. Some tried answering this question generally, and their writing needed more depth to show their understanding. Few candidates did well and knew what the poet was referring to when he said القوم. They successfully wrote about his unique poetic style using البيدع in the second verses.
- (b) Many candidates attempted this question. They wrote about the poet's life in general, or more generally about the different topics the poet dealt with. A few candidates were more knowledgeable and produced good essays explaining that despite Ibn AlMuataz royal upbringing, his life was full of suffering and pain that he reflected on his poetry.

## 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) Some candidates chose this question. The first part of the question required candidates to write about the feelings that showed in the verses and explain them fully. The second part required candidates to identify the difficult stage in the poet's life and write about it while explaining the verses which were connected to it.
- (b) In this question, candidates had to write about Nazek's different types of emotions that were reflected in her poems. Many chose this task and some answered it brilliantly, writing excellent essays, supporting their answers with a good choice of verses.

## Section 2

### Question 4

#### Suliman Al Hakim, Tawfiq Al-Hakim

سليمان الحكيم ، توفيق الحكيم

- (a) This question was about explaining the quotation, identifying who said it and to whom, and then what happened after it was said. Some candidates wrote very good responses, while others wrote only a summary of the whole play, and then went on to write everything they had learnt about the play. The highest marks were given to the specific responses.
- (b) This was a popular question: many candidates produced detailed and insightful responses about the theme of loyalty and sacrifice in the play, using two positive examples of Shahbaa and the fisherman. Well organised, articulate, and insightful responses were produced. This showed thorough knowledge and considerable amount of sensitivity to language and author's intentions.

### Question 5

#### Al-Awasif, Gibran Khalil Gibran

الفجر الكاذب ، نجيب محفوظ

(a) and (b) Many responses started with a long introduction about the author's life which was not required in the question. The responses also included a summary of his other short stories in the book that candidates had studied. Candidates achieved generally good marks in this question in both (a) and (b). A few candidates narrated the stories as they are, not showing understanding of how to compare, evaluate and analyse. On the other hand, some candidates paid close attention to details, analysed the author's intentions and purposes, and compared the two stories successfully.

### Question 6

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

الرواية المستحيلة: فسيفاء دمشقية، غادة السمان

- (a) Candidates were required to write about how Boran, the socially oppressed character, tried to solve her problem by resorting to and promoting myths. Only few chose this question and produced a reasonably adequate response.
- (b) Candidates required to write about the theme of Divorce, its causes and repercussions, its psychological effects, as well as the solutions the author suggested to solve these problems. Only few chose this question and produced a reasonably adequate response.

### Recommendations

- Candidates should be reminded to follow the instructions on the front cover, then read the questions carefully, and underline the keywords in a question to focus their answers on the question prompt only.
- Candidates should ensure they answer **three** questions, one question from **section 1** and one question from **section 2**, and another question from either **section 1** or **section 2** (avoiding choosing from the same question they chose before).
- Candidates could choose to study 3 books, to allow themselves the ability to answer and to prepare for their exam.
- Candidates are encouraged to write a plan for their answer, in order to write a balanced essay, and to respond only to the prompt. They should be aware that they do not gain extra marks by expanding and including unnecessary information.
- Candidates should adhere to the word limits specified.
- Candidates should ensure that their work is legible, accurate and logically presented.
- Candidates should allow time for thorough checking of their work.

# ARABIC

Paper 9680/42  
Texts 42

## Key Messages

- 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 **3(a)** they should not choose **3(b)** for their next answer.
- Candidates should be reminded that the answers should 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 unable to access the full range of marks.
- Most candidates did better in answering **Question b** in both sections, as they were able to summarise and analyse the events they studied.
- Candidates are not strongly penalised for their grammar and spelling mistakes unless they obstruct the readability of the answer. Therefore, candidates should always be encouraged to use good grammatical readable sentences that makes sense.
- There were long biographical introductions, especially in **Question 3, Question 4, Question 5, Question 6** about the poet/author in the answers given. This is not required unless specified in the question.

## General comments

The 2023 November Exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry from three different Periods, a Play, a Short Story book and a novel.

Overall, the performance for candidates was good this series. Some candidates wrote excellent and impressive essays, using an almost accurate and effective variety of grammatical structures and styles.

It has also been observed that many candidates understood the task of each selected question very well and addressed it adequately and, in several cases, presented extremely high standards responses that showed understanding of the author's intentions and underlying themes. Furthermore, some candidates showed good, planned essays, and understanding of literary techniques.

Some candidates have the ability to write concisely. Not only did they fulfil the assignment, but they also wrote more 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 identify ابن براق and to explain the poem's lines in detail, then explain how the poet portrayed the ideal picture of the الصعلوك المثالي during that era. Some candidates answered this question immaculately, while others tried to explain the verses using general

information or what they had previously learnt. Candidates should be encouraged to elaborate on the ideas and the imagery in the poems and not to copy the exact words from the verses to increase the number of words. Some only wrote general information about al asr al Jahili, and  
الشاعر تأبط شراً

- (b) Some candidates chose this question and achieved good marks for writing a well- structured essay about the knights' poetry vs the bandits' poetry in outlining the difference between their lives. Some candidates went on writing further about the poets' other topics to show what they had learnt. It is still a good credit for the candidate to have a full understanding of the topic and be able to write 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) A few candidates were able to answer this question in a well-constructed essay. Some tried answering this question generally and their writing needed more depth to show their understanding. Very few candidates knew what the poet was describing and what his similarity to the Romantic western period was, which was necessary to explain the poet's skills in description.
- (b) Many candidates attempted this question. They wrote about the poet's life in general, or generally about the different topics that the poet has dealt with. Few candidates were more knowledgeable and produced better quality essays with more accurate details.

## 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) Some candidates answered this question. The first part of the question was related to the different parts or stages in her life that she went through and required the candidates to write about the feelings that showed in the poem and explain them fully. The second part required the candidates to identify the natural element and usages of certain words or vocab to serve the purpose.
- (b) This was a popular question and many candidates answered it brilliantly, writing excellent essays about this topic. They had to write about Nazek's description of her emotional experiences throughout her life with good and bad events. Many candidates supported their answers with a good choice of verses.

## Section 2

### Question 4

#### Sulieiman Al Hakim, Tawfiq Al-Hakim

سليمان الحكيم ، توفيق الحكيم

- (a) This question was about explaining the quotation and how events escalated in the first scene. Some candidates wrote very good responses, while others wrote a summary of the whole play, and then wrote everything they had learnt about the play.
- (b) This was a popular question. Many candidates produced detailed and insightful responses about the theme of unrequited love, and how it led to sad endings with examples from the play. Well organised, articulate and insightful responses were produced, that showed thorough knowledge and a considerable amount of sensitivity to language and author's intentions.

### Question 5

#### Al-Awasif, Gibran Khalil Gibran

الفجر الكاذب ، نجيب محفوظ

- (a) and (b) Many responses started with a long introduction about the author's life which was not required in the question. The responses also included a summary of his other short stories in the book that candidates had studied. Candidates achieved generally good marks in this question in both a and b. Few candidates narrated the stories as they are, and needed to show understanding of how to compare, evaluate and analyse. On the other hand, many candidates paid close attention to details, analysed the author's intentions and purposes and compared the two stories successfully.

### Question 6

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

الرواية المستحيلة: فسيفاء دمشقية، غادة السمان

- (a) Candidates were required to write about the suffering of Juhaina after her marriage and how it led her to identify a better future for herself. Candidates were also expected to write about related events to support their answers.
- (b) Candidates were required to write about Zain's determination to achieve her goals despite all the obstacles.

### Recommendations

- Candidates should be reminded to follow the instructions on the front cover, then read the questions carefully, and underline the keywords in a question in order to focus their answers on the question prompt only.
- Candidates should ensure they answer **three** questions, one question from **Section 1** and one question from **Section 2**, and another question from either **Section 1** or **Section 2** (avoiding choosing from the same question chosen before).
- Candidates could choose to study 3 books, to gain the ability to answer and to prepare for their exam.
- Candidates are encouraged to write a plan for their answer, in order to write a balanced essay, and to respond only to the prompt. Candidate should be aware that they do not gain extra marks by expanding and including unnecessary information.
- Candidates should adhere to the word limits specified.
- Candidates should ensure that their work is legible, accurate and logically presented.
- Candidates should allow time for thorough checking of their work.

# ARABIC

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

The aim of this report is to provide feedback on the November 2023 exam and a general overview of the examination, with some key clarifications to signify strength and key points of the exam.

With regards to the centres as their handling of the paperwork was excellent. The only suggestion I would make is to ask the candidates to read the English text first to understand the full meaning, then translate it choosing the right meaning, as the literal translation could lead to a different meaning.

## **General Notes:**

- Marks are awarded positively for correct and valid answers. Credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Answers are judged on the quality of spelling, punctuation, and grammar when these features are specifically assessed by the question. The meaning should be unambiguous.

## **Specific comments**

- Generally, the English text was clear and straightforward. There was some challenging vocabulary to test the candidates' different abilities to produce a well-structured translation from the English text. Some of the challenging phrases were: popular, restorers, workshop, presenters, stories behind them, valued possession, such, majority, it will be passed down, it is not unusual, in tears, create.
- There was some confusion when candidates translated phrases such as:

إلى فريق من المرممين/ المصلّحين الذين يعملون معاً في ورشة.  
ولكن الحكايات/القصص من وراءها  
سيتم توريثها  
ليس من غير المؤلف رؤية رجالاً ونساءً سيكون

- Full marks were awarded for the top quality of translation: vocabulary and style.
- To score a mark, sentences needed to be complete and unambiguous.

## **Recommendations to teachers:**

- Candidates need to read the whole English text first to grasp the full meaning.
- Candidates then need to read the individual English sentences to understand the correct meaning, then translate choosing the right meaning, as the literal translation could lead to a different meaning.
- Candidates need to leave an empty space where they could not translate and carry on afterwards for the rest of the text.
- Candidates must be informed that when they cross a word or a sentence, no mark is awarded even if they were correct.
- Candidates must indicate when they use a continuation page.
- Candidates are encouraged to widen their reading scope to include different topics to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.



# ARABIC

**Paper 9680/52**  
**Prose 52**

The aim of this report is to provide feedback on the November 2023 exam and a general overview of the examination, with some key clarifications to signify strength and key points of the exam.

With regards to the centres as their handling of the paperwork was excellent. The only suggestion I would make is to ask the candidates to read the English text first to understand the full meaning, then translate it choosing the right meaning, as the literal translation could lead to a different meaning.

### **General Notes:**

- Marks are awarded positively for correct and valid answers. Credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Answers are judged on the quality of spelling, punctuation, and grammar when these features are specifically assessed by the question. The meaning should be unambiguous.

### **Specific comments:**

- Generally, the English text was clear and straightforward. There was some challenging vocabulary to test the candidates' different abilities to produce a well-structured translation. Some of the challenging phrases were: time flies, engaged, emphasizes, reactions, developed, arrange, the other way round, schedules, aspects.
- There was some confusion when candidates translated the phrase "our individual reactions to time":  
ردود أفعالنا الفردية تجاه الزمن/ الوقت
- To score a mark, sentences needed to be complete and unambiguous.

### **Recommendations to teachers:**

- Candidates need to read the whole English text first to grasp the full meaning.
- Candidates then need to read the individual English sentences to understand the correct meaning, then translate choosing the right meaning, as the literal translation could lead to a different meaning.
- Candidates need to leave an empty space where they could not translate and carry on afterwards for 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 they were correct.
- Candidates must indicate when they use a continuation page.
- Candidates are encouraged to widen their reading scope to include different topics to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.