

FIRST LANGUAGE ARABIC

Paper 7184/01
Reading

التوصيات الرئيسية:

- يجب على الطلبة مراعاة النقاط التالية:
- قراءة الأسئلة بعناية والإجابة عليها بدقة.
 - استخدام مفرداتهم وجملهم الخاصة في الإجابات.
 - تجنب قدر الإمكان نسخ أو نقل عبارات كاملة من النصوص.
 - استخراج فقط الأفكار ذات الصلة بسؤال التلخيص من كلا النصين.

تعليقات عامة:

- شارك الممتحنون النقاط التالية:
- يوجد تحسن ملحوظ في أداء الطلبة في هذا الامتحان.
 - على الرغم من وجود محاولات جيدة من الطلبة لاستخدام كلماتهم الخاصة وتجنب النقل المباشر من النص، إلا أن ما زال هناك حاجة لتكثيف التدريب لتحقيق مستوى أكثر دقة.
 - يحتاج بعض الطلبة إلى الدعم والتدريب ليتمكنوا من استخدام اللغة بصورة أكثر تنوعاً. كما يُعد تحسين قواعد النحو والإملاء أمراً ضرورياً في هذا الصدد.
 - لوحظ في هذا الامتحان تحسن ملموس في أداء الطلبة لسؤال التلخيص ويجب تشجيعهم على الاستمرار على هذا المنوال. فمن المهم تدريبهم على تجنب كتابة جميع الأفكار في النصين وانتقاء فقط ما يتعلق بمطلوب السؤال، والتركيز على الأفكار ذات الصلة، واستخدام الروابط المناسبة والمتنوعة من أجل إنتاج فقرات متماسكة واستخدام علامات الترقيم الصحيحة.

تعليقات على أسئلة مُحدّدة

السؤال الأول:

- (a) كان السؤال عن دور البحث العلمي وليس عن تعريفه. تمكن معظم الطلبة من التمييز بينهما وإعطاء الإجابة الصحيحة. وواجه البعض صعوبة في تحديد "دور البحث العلمي".
- (b) أجاب العديد من الطلبة بشكل غير دقيق على هذا السؤال؛ فوضعوا "الإنترنت" كإجابة، ولكن وفقاً للنص فإن غزارة قواعد البيانات المتاحة على الإنترنت هي الخاصية المميزة.
- (c) قدم العديد من المرشحين الإجابة الصحيحة، لكن البعض واجه صعوبة في التهجئة الصحيحة لكلمة "الوجاهة".
- (d) أعطى معظم الطلاب النتيجتين المطلوبتين وعبر المرشحون الأقوى عنهما باستخدام كلماتهم الخاصة.
- (e) أجاب العديد من الطلبة على نقطتين فقط من النقاط الثلاث المطلوبة. غاب عن معظمهم إدراج فكرة "الانخفاض الملحوظ في الفترة الأخيرة" كسبب ثالث.
- (f) قام بعض الطلبة المرشحين بدمج إجابات f1 و g1. ميز المرشحون الأقوى بين مطلوب السؤالين من خلال إدراك أن مفتاح السؤال في g1 يتعلق بالبحث العلمي بينما في g1 يتعلق بالنزاهة العلمية.
- (g) تمكن العديد من المرشحين من الحصول على نقطتين من النقاط الثلاث المطلوبة. بعضهم أغفل النقطة المتعلقة بصعوبة قياس المظاهر النفسية بشكل عام.
- (h) لم يستطع سوى الطلبة الأقوى من فهم فكرة "جمع المعلومات وتحليلها". تمكن الآخرون من الحصول على النقطتين المتبقيتين لكنهم جنحوا إلى نقلها مباشرة من النص.
- (i) يتطلب هذا السؤال من الطلبة فهم الفقرة بأكملها وشرح فكرة الصراع الذي يحدث في نفس الباحث بين تحيزه وهواه ونزاهته المهنية. أولئك الذين نسخوا مباشرة من النص حصلوا فقط على جزء من الإجابة لأن النقل لم يوفر الإجابة كاملة.
- (j) استطاع العديد من الطلبة تحديد إحدى قاعدتي البحث العلمي المطلوبين. أدرج البعض فكرة "أخطاء البحث المقصودة وغير المقصودة" باعتبارها القاعدة الثانية وهذا غير صحيح حسب ما ذكر في النص

جودة اللغة

تم أيضاً تقييم دقة اللغة المستخدمة في الإجابات ومدى ملاءمة الأسلوب. ينصب التركيز هنا على اختبار قدرة الطلبة على استخدام كلماتهم الخاصة عند الإجابة على أسئلة الفهم. لاحظ الممتحنون تفاوت في القدرات اللغوية؛ فبعض الإجابات استخدم الطالب كلماته الخاصة بينما لجأ آخرون إلى نسج كامل للمفردات والجمل من النص.

السؤال الثاني

يعتمد سؤال التلخيص على استخراج الأفكار التي تتعلق بالنزاهة العلمية وطريقة تحقيق بحث علمي سليم. تنقسم العلامة الإجمالية لهذا السؤال إلى ثلاثة أجزاء:

1. المحتوي: يتوقع من الطلبة

- إيجاد أفكار من كلا النصين لدعم التلخيص
- ربط الأفكار بطريقة منظمة ومنطقية
- استخدام كلماتهم وتعابيرهم الخاصة وتجنب النقل المباشر من النص
- تجاهل الأفكار التي لا تستهدف متطلبات السؤال، أو التي تكررت في النصين.

حاول كثير من الطلبة تحقيق ذلك ولكن هناك حاجة لتدريبهم على كيفية ربط الأفكار من كلا النصين واختيار فقط الأفكار التي تتناول المطلوب السؤال. أدرج عدد منهم في تلخيصهم بعض الأمثلة المذكورة في النصين ولهذا يجب التدريب على استبعاد الأمثلة عند التلخيص والاكتفاء بالأفكار الرئيسية. كما يجب التدريب على عدم كتابة مقدمة طويلة لأن هذا يؤثر على عدد الكلمات المطلوب.

2. الأسلوب والتنظيم: يجب على الطلبة إظهار المهارات التالية

- التعبير عن الأفكار ذات الصلة والتركيز عليها باستخدام مفرداتهم الخاصة
- عرض تلك الأفكار بأسلوب تلخيص جيد مع تجميع الأفكار بشكل منظم باستخدام كلمات الربط المناسبة.

لوحظ أن هناك بعض التحسن في إجابات الطلبة هذه السنة، ولكن ما زال هناك حاجة لتدريبهم على وضع الأفكار المختلفة في فقرات مستقلة وبناء الجمل واستخدام علامات الترقيم بصورة جيدة.

3. الدقة اللغوية: يُتوقع من الطلبة التمكن من المهارات التالية

- الاستخدام الصحيح للأفعال في أزمنتها المختلفة
- تصريف الأفعال بالشكل الصحيح خاصة مع حالات الجمع للعاقل وغير العاقل والمثنى
- الاستخدام الصحيح لحروف الجر والضمائر، المصادر المعرفة والنكرة بالإضافة.

بناءً على التعليقات الواردة من الممتحنين، تُنصح المراكز بشدة بمعالجة التهجئة بشكل مباشر في الفصل، حيث عانى العديد من الطلبة الذين حاولوا استخدام كلماتهم الخاصة من أخطاء كثيرة بما في ذلك الكلمات الأساسية البسيطة. والتأكيد على أهمية وضع النقاط على الحروف وتحتها لأنها ضرورية في نقل المعنى.

FIRST LANGUAGE ARABIC

Paper 7184/01 English Version
Reading

Key messages

Candidates should:

- Read both texts thoroughly and respond to questions carefully.
- Use own words in answering all questions.
- Avoid copying entire sentences or paragraphs from the texts.
- Succinctly convey relevant ideas from **both** texts in answer to **Question 2**.

General comments

The following was observed:

- There was a noticeable improvement in the performance of candidates in this series.
- There was an attempt to use own words and avoid lifting from the text, but more training is needed to achieve a higher level of accuracy.
- There remains a need for candidates to show control of a more varied range of language and structures in their writing. Further support of candidates with grammar is essential in this regard.
- In this series, it was evident that summary skills are improving. However, further work and refinement are still needed as there is a tendency on the part of some candidates to want to capture all the ideas contained in both texts, regardless of the demand and focus of the summary question. Such candidates will therefore need more support to help them produce focused, wholly relevant summaries through appropriate and varied linkage, coherent paragraphs, and correctly punctuated sentences.
- Candidates should ensure they refer to text 1 for text 1 questions.

Comments on specific questions

Question 1

- (a) Most candidates were able to give the correct answer, some struggled to identify what is ‘the role of scientific research’. Stronger candidates distinguished between the description of scientific research and its role.
- (b) Inaccurately answered by many candidates who put the ‘internet’ as their answer, but according to the text it is the wealth of the databases available on the internet.
- (c) Many candidates gave the correct answer, however some struggled with correct spelling of the word ‘prestige’.
- (d) Most candidates were able to provide the two results. Stronger candidates expressed them using own words.
- (e) Many candidates were only able to give two of the three required points. Most of them missed the idea of the ‘significant decrease in the recent period’.
- (f) Some candidates merged the answers of 1f and 1g. Stronger candidates differentiated between the demand of the two questions by recognising that in 1f the key word/demand is about scientific research whereas in 1g it is about scientific integrity.

- (g) Many candidates were able to get two of the three required points. The point about the difficulty of measuring psychological manifestations was generally missed.
- (h) Only stronger candidates were able to get the point about gathering and analysing information. Others managed to get the remaining two points but tended to lift them directly from the text.
- (i) This question required candidates to understand the whole paragraph and explain the idea of the struggle that occurs between the researcher's own prejudice and his professional integrity. Those who lifted from the text got only part of the answer.
- (j) Many candidates gave one of the two required rules of scientific research. Some incorrectly listed the idea of 'intended and unintended research faults' as the 2nd rule.

The answers to **Question 1(a) – (j)** were also assessed together on the quality of the language used to answer them, specifically their linguistic accuracy and appropriateness of style. The focus here is on testing candidates' ability to use their own words when answering comprehension questions. Examiners observed a range of linguistic ability, from answers wholly answered in candidates' own words to excellent effect to answers consisting almost entirely of language lifted from the source text.

Question 2

Candidates were asked to summarise what both texts mentioned about scientific integrity and the way to achieve a sound scientific research.

The total mark for this question covered three aspects:

1. Content, where candidates are expected to:

- Discuss equally ideas from both texts to support their summary.
- Link ideas in an organised and logical way.
- Use their own words and avoid direct lifting of phrases from both texts.
- Disregard ideas that do not target the requirement of the question, e.g., the positive effects of migration.

Many candidates tried to satisfy these demands but there is still some evidence that summary skills and techniques need further improvement.

2. Style and Organisation, where candidates are expected to:

- Express and focus relevant ideas with assured use of their own words.
- Present these ideas in a good summary style with orderly grouping of ideas using linking words.

There was some improvement in responses this series but there is still a need to train candidates in using paragraphs and sentences that are correctly punctuated.

3. Accuracy of Language, where candidates are expected to:

- Use the right verb tense.
- Conjugate verbs in the correct form (e.g. plural, dual).
- Use the hamza appropriately.
- Use possessives, prepositions, definite/indefinite articles, *idhafa* etc. correctly.

Based on feedback from Examiners, centres are strongly advised to address spelling more directly in class, as many candidates who otherwise expressed themselves quite clearly unfortunately struggled to write words as they ought to appear in writing, including basic words.

Teachers are urged to ensure their candidates understand the significance of dots on and under letters as these are crucial in conveying meaning.

FIRST LANGUAGE ARABIC

Paper 7184/02
Writing

This report is not currently available. This will be accessible as soon as possible.

FIRST LANGUAGE ARABIC

Paper 7184/02
Writing

Key messages

To do well on this paper, candidates need to:

- Read the question carefully and comprehend the task in the question well before starting to provide an answer.
- Provide an answer that is both relevant and precise to what is being asked.
- Try to understand which writing style is suitable to answer the question and comply with it. This is normally indicated in the question itself (discuss, clarify your opinion, describe, write a story, etc.).
- Stick to the required style throughout your essay; a narrative task should not be converted into descriptive or the other way round. Likewise, argumentative task should not be in the form of a discussion between two people.
- Continue to read more texts in different writing styles and analyse them to be able to distinguish between the styles.
- More revision of case endings in the nominative, accusative and genitive are needed to improve on the correct use of the language.
- Pay specifically more attention to the correct use of basic case endings when applying *إِنَّ* or *كَانَ وَأَخْوَاتِهَا* to a nominal sentence.
- Pay more attention to the difference between human and non-human plurals when conjugating verbs and in the use of pronouns.
- Pay more attention to the correct cases of verbs when applying أدوات النصب والجرم, especially weak verbs in *majzoum* case.
- Pay more attention to how to write الاسم المنقوص especially in nominative and genitive cases.
- Remember that prepositions that are composed of more than one letter, like *فِي*, do not attach to the following word. We write: *فَالصَّبَاحُ فِي الصَّبَاحِ* not *فَالصَّبَاحِ فِي الصَّبَاحِ*.
- Remember that nominative pronouns cannot be after a preposition. Pronouns in genitive case should be used in this situation. And should be attached: *مَعَهُ* not *فِي هِيَ* not *فِيهَا*.
- Remember that verbs in Arabic take different prepositions to English.
- Pay more attention to the difference between الألف المقصورة and الألف الطويلة.
- Improve on the writing of الهمزة within and at the end of words.
- More attention is needed to the distinction in writing: همزة الوصل and همزة القطع.
- Pay attention to the difference between التاء المفتوحة و التاء المربوطة especially with verbs.
- Improve on the conjugation of verbs especially with dual, feminine plural and non-human plural.

General comments

Not all questions proved to be popular in this session. In **Section 1, Question B** was the most popular followed immediately by **Question C**. Almost most candidates chose one of these two questions while **Question A** was the least popular. In **Section 2, Questions B** and **C** proved to be the most popular followed by **Question D**, while only few candidates opted for **Question A**.

In general terms, a good number of candidates showed a good understanding of the writing styles required and, in most cases, were able to comply with them. We continue to see an improvement in terms of the use of colloquial and foreign words and expressions. In this session, the use of such terms and expressions was much less than before, which shows that teachers and centres are making a good progress in this matter. Another area of improvement is the use of memorised introductions and conclusions that are generic and have no direct link with the task. In this session, candidates demonstrated that this point has also been addressed by avoiding them in a large scale. However, there are two main points that need to be addressed here. First, candidates need to focus on providing a precise answer to the question at hand rather than talking about the topic in general terms. In **Question B** for instance, many candidates, instead of discussing the question of whether the responsibility of saving the environment rests mainly with the individual, they discussed the importance of the environment in general. Such deviation from the topic has affected marks negatively. Secondly, a number of candidates still struggle to write a suitable climax for their stories.

Additionally, one of the major areas that continues to need more attention is the use of language itself and the application of grammar. Candidates are encouraged to continue reading novels and short stories in order to grow more familiar with the use of idiomatic Arabic language.

Comments on specific questions

Section 1

Question A

Very few candidates opted for this question and despite having some good responses, most essays were not able to develop wholly relevant content.

Question B

This is a very relevant topic to candidates at this age, it is a topic that they are likely to have read and heard about, not only in class but also in the news and social media. Therefore, it proved to be the most popular question in this section. The task was to discuss whether they agree that the individual holds the primary responsibility in saving the environment. Many candidates were able to address this question effectively and were able to produce some good points. The responses of some of those candidates were hindered by some basic grammatical mistakes. A few other candidates were unable to address the task accurately as their focus was on the importance on the environment in general, rather than the task in hand.

Question C

This question was slightly less popular than the previous one in this section, but it has nevertheless been chosen by numerous candidates. Like the previous question, the topic was relevant and accessible for this age group. The task here was to argue for or against the opinion that “learning foreign languages is a must”. A great number of candidates who opted for this question produced strong essays in which many relevant points were exhibited, and candidates were also able in most cases, to stick to the task and avoid slipping into unrelated aspects. Having said that, grammatical accuracy is still a problem that prevents many candidates from scoring higher marks.

Question D

Candidates were asked to give their opinion on whether emotional people are more likely to face problems in their lives. A good number of candidates who opted for this question were successful in producing some good answers with defined and developed arguments, as well as employing a good argumentative style. However, candidates are encouraged to further express their own view even more clearly and not limit their responses to the pros and cons of the matter.

Section 2

Question A

A very good question but unfortunately it did not draw a lot of interest from candidates. The candidates were asked to describe someone who they believe could be a role model for children. Many responses demonstrated a good ability in creating clear pictures in the mind of the reader by employing nice metaphors and allegory. Candidates were also able to stick to the descriptive style of writing.

Question B

This was the most popular question in this section. Candidates were given an imaginary scenario of a friend ending their friendship with them. Then they were asked to describe the character of this friend and their feelings towards this breakup. Many candidates produced a good range of detailed ideas and images although at times they slipped into the narrative style instead of the descriptive style which they were expected to use here.

Question C

This question is very relevant to this age group as it relates to their daily lives, and it is a scenario that they may face or have faced before. The task here also starts with a scenario; the candidate notices that a friend has been missing school for some time, so they contact this friend to find out the reason behind their absence, but they learn of a “surprise revelation”. Candidates were asked to write a story about this “surprise revelation”. Some of the stories were nicely written with good imagination in developing the details of the events. However, although the events throughout the stories were developed logically, many stories lacked a real climax and were purely in the form of an account of a series of incidents.

Question D

Although less popular compared to the previous question, a good number of candidates still opted for it. The task was to write a story of a medical doctor who spent his entire life helping the poor and needy. Many candidates were able to produce better stories than the previous task. Yet, like the previous question, while we see candidates committing better to the narrative style, it seems that there is still a need to address both: the importance of having a real climax in order to have a successful story, and how to develop it within the story itself.