

# ARABIC

---

<p><b>Paper 3180/01</b> <b>Composition</b></p>
--

## Key messages

Overall performance for both **Sections (A and B)** ranged from good to very good, with some impressive performance by some candidates who scored almost the full mark.

Many candidates understood the task at hand and addressed it adequately, using appropriate vocabulary, variety of structures (some of which are impressive) and less grammatical and spelling errors. It has also been observed that a good number of candidates planned their essays well in terms of the main ideas and presented them in a coherent way in the form of an introduction, presentation, and conclusion. Many divided their essay into meaningful paragraphs with the use of appropriate linking words and phrases. There were also excellent examples where candidates deployed idiomatic language, figures of speech and similes, particularly for **Question 2A** and **Question 2D**.

There were a few candidates who exceeded the word limit, particularly for **Question 1(a)**. This was due to writing lengthy introductory paragraphs that included long and unnecessary forms of greetings at the expense of the main task.

Despite visible improvement in the use of more accurate grammatical structures, it has been observed that weaker candidates' writing as well as some stronger candidates' writing was characterised by the presence of common spelling mistakes, common grammatical errors, and the use of colloquial words and phrases that are summarised below.

## General comments

The question paper is composed of two main **sections, A and B**. **Section A** includes three **Questions (1(a), 1(b), 1(c))** from which candidates select one and write about 120 words. The mark is 15. **Section B** consists of four **Questions (2(a), 2(b), 2(c), 2(d))**; the candidates will have to select one and write about 200 words. The mark for this section is 30. The total mark for the paper is 45.

As mentioned above, overall performance for both sections ranged from good to very good, and in several cases to excellent. For **Section A**, performance for **1(b)** was the highest, followed by **1(a)** and **1(c)**. As for **Section B**, overall performance ranged from good to very good, with **2(b)** being the highest, followed by **2(c), 2(a)** and **2(d)**.

Overall performance for this series demonstrated a good improvement where many candidates achieved a higher range of marks, and the number of candidates who achieved a lower range of marks was much smaller by comparison.

It has also been observed that there were hardly any cases where candidates wrote irrelevant content for the topics, and there were few candidates who were very weak in terms of content and language usage, as their vocabulary was very limited, and they have used basic and repetitive structures characterised by many spelling and grammatical errors.

## Comments on specific questions

### **Section A – Letter, Report, Dialogue or Speech**

- (a) This question was the most popular. Candidates' performance was on average very good. Most candidates understood the task well and organised their piece very well, demonstrating good

understanding of the style of letter writing. They also adhered to the word limit, except for few cases of candidates who wrote lengthy introductory paragraphs of different forms of greetings at the expense of the main task.

- (b) This was the least popular question where very few candidates opted for it. However, performance for this question was better than 1(a) and 1(c).
- (c) It was the second most popular option. and overall performance ranged from average to very good. By comparison, performance for this question was lower than 1(a) and 1(b). It has also been observed that a good number of candidates did not use appropriate punctuation marks or employ quotations for reported speech. There were very limited cases where the dialogue structure was not used.

### **Section B – Essay**

- (a) This was the most popular question. A third of the candidates (32%) opted for it. Overall average performance was good. Many candidates addressed the topic very well and, in some cases, there were excellent performances not just in terms of content but also in terms of accurate structures and the deployment of imagery and idioms, particularly when it came to describing the favourite restaurant from outside and inside.
- (b) It was the third most popular question. Almost third of the candidates (28%) selected it. Overall average performance was also good and better than the remaining questions. Many candidates demonstrated awareness of the narrative style of writing, and some came up with very interesting imaginative stories.
- (c) The question was the least popular where just over 7 per cent of candidates opted for it. Overall performance ranged from good to very good and ranked almost equally with 2(a).
- (d) This question was the second most popular where almost third of the candidates (32%) opted for it. Although performance is the lowest compared to the other questions, it was still good overall. Candidates seem to have enjoyed writing about this topic because they could relate to it, and some have included their personal experiences but, in some cases, they dwelled long on these experiences rather than focussing on presenting ideas on how sports can bring peoples together.

### **Common spelling mistakes**

The following spelling mistakes were observed in the writing of many candidates, particularly weaker ones:

- Using the normal 't' instead of the feminine 't': قاموا بمراقبت بيتي، أسرعت لغرفت أخي
- Incorrect adjoining of the prepositions with the definite article: فالببيت، بلمطعم بل امتحانات،
- Using empathic letters instead of non-empathic and vice versa: أيداً، العمال يعملون بإطلاق، في هذه اللحضة أخذت الكرار، شريث حذاء باهض الثمن، اقطربنا من المطعم
- Adding the letter ي at the end of attached pronouns and other forms: كيف حالكي، أشرح لكي، أتمنى من الله أن يلبسكي، لي مساعدة صديقي ، لأخبركي كيف صرفت المبلغ، عندما أرسلتي الأموال
- Adding the 'alif to demonstratives and comparative particles: هذا، لاكن، ذلك، أجمال (أجمال)
- In good number of cases, no use of the glottal stop (hamzah) with the 'alif as well as writing shortened 'alif ي instead of ي.
- Adding the letter و at the end of attached pronouns: اشتريت لهو دراجة جميلة، فإني أزور هو كل يوم الخميس
- Use of the letter ن with adverbs instead of nunation: فعَلْنَ، أَيْضَنْ

### **Common grammatical errors**

- Incorrect use of the accusative/genitive cases: أصدقائه كانوا مندهشون، كان المطعم مزدحم جداً، كم كنت سعيدة وقتها، سنشتري لها صندوق من الرمل، إذا لاحظت شيء غير طبيعي، كنت محتاج إلى هاتف جديد.

- Verb-subject agreement: قاموا أصدقائي بالمغادرة، يرحبوا العمال بك إلى الداخل، حيث تأسست مطعم جبل علي، عائلتي ذهب إلى الدكان، نحن ذهبنا إلى مدينة الصين
- Employing the wrong prepositions with some verbs: ساهمت بشكل كبير على القضاء على العنصرية، ساعدت صديقي على أخذه إلى المستشفى، اتصلت على الشرطة
- Incorrect use of the subjunctive mood: أتمنى أن تكونين في أفضل صحة
- Noun-adjective agreement: نأكل الطعام اللذيذة، اشتريت لأخي الصغير لعبة جديد
- Using the plural form of verbs instead of the dual: أمي وأبي ذهبوا لمطعم جيد
- Subject-predicate agreement: لهذا الدرجة

### Examples of colloquialisms

- الزينة (في المطعم) كانت تجذب الزبائن
- كنت أرى المنيو الملونة (في المطعم)
- كررت أن أطلب برجر بالجبن والسوس
- بعد عدة مكالمات حسيت بالخوف
- تخبيبت ورا جدار حتى رأيت الشخص يركض

### Examples of strong structures

- المطعم دائماً مزدحم وهذا ما يدل على شدة جماله، والعمال فيه ليس أطف منهم حتى تحت الضغط لا ترى إلا الابتسامة على وجوههم.
- كاد أن ينفجر من السعادة.
- لظالما أردت حيواناً أليفاً يؤنس وحدتي.
- إن أعنتني بها (القطعة) جيداً وتلقت اللقاءات اللازمة ستكون كالطفل الصغير في العائلة.
- يستطيع اللاعبون والمشجعون التحلي بالروح الرياضية عند الخسارة وتهنئة الفريق الفائز بصدر منشرح.
- في النهاية، أود أن أوضح أن أثر الرياضة هائل وأكبر مما تتصور على علاقات المهتمين بها وبلدانهم، والأحداث الرياضية لقطة رائعة للجمع بين مختلف الشعوب والحضارات.

# ARABIC

**Paper 3180/02**  
**Translation and Reading**  
**Comprehension**

## General comments

The overall performance of the candidates this year was very good. They attempted all questions, and the majority scored well. Good translation skills were displayed, with good knowledge of vocabulary, grammar, and syntax.

## Comments on specific questions

### **Section A**

#### **Question 1**

#### **Translate into English**

The standard of translation on this question is generally good and many candidates achieved a high number of marks. Good syntax was evident in the rendered translation. However, some candidates did not do so well in translating certain expressions or phrases. Examples of incorrectly translated words/terms include:

- تقدير كبير (great appreciation/respect).
- خبيراً (expert, has great experience/knowledge). Some candidates translated this term as 'genius'.
- فقد قال أحد الأمراء (as one prince said). This was either missed or translated as 'king' by some candidates.
- Many candidates did not get a mark for points 18, 19 and 20 in the mark scheme, and many translated the word إصلاح as 'fix' instead of 'reform/correct'
- Points 23 and 24 in the MS, (قصص الحكماء) and (أخلاق المفكرين), also proved to be challenging for some candidates.
- Point 27 in the MS, (المنظمات العالمية) (International/World/Global organisations), was translated by some candidates as 'government institutions.'

#### **Question 2**

#### **Translate into Arabic**

Most candidates performed well in this translation. The results ranged from good to excellent. Some candidates struggled with some expressions, such as:

- The word 'headteacher' in point 19 in the MS, was sometimes translated as المعلم الرئيس or رئيس المعلمين instead of simply مدير/ناظر المدرسة.
- Point 25 in the MS صناديق الغداء was sometimes translated as 'food boxes' instead of 'lunch boxes', so no mark was awarded. Candidates for this syllabus are expected to know the vocabs for 'breakfast, lunch and dinner'.
- Also, some candidates translated 'e-mails' in point 35 as 'رسائل' instead of 'إيميلات' or 'رسائل إلكترونية'.

## **Section B**

### **Questions 3 – 12**

Most candidates answered these questions successfully and confidently. However, some candidates struggled with **Questions 3, 4, 5 and 7**. For **Question 3**, the candidate needed to display a good understanding of the question to be awarded the mark, not just repeat what is already in the question that 'green furniture' was an old idea because it was used in the olden days. As for **Questions 4, 5 and 7**, each has 3 marks. Some candidates identified the 3 correct answers but for some reasons allocated the right answers under the correct respective question. For example, the 3 answers for **Question 5** were put under **Question 4** and vice versa, although the questions are very clear in the question paper. Again, this reflects a lack of close reading or full understanding of the question.

**Question 6, 8, 9 and 11** were answered correctly by most candidates, including weaker ones.

For **Question 12**, candidates should be encouraged to answer all 5 words, and not just 3 as the question state. This will give candidates good chance to achieve better marks, since Examiners will mark the best 3 answers and ignore the rest. Candidates are also advised to give or explain the meaning of words within the context of the text, because certain words can have so many synonyms, but some are very far from the intended meaning within the text.

In this series no 1 mark was awarded for a partial correct answer, and where there is a benefit of doubt 2 marks were awarded.