

# ARABIC

**Paper 3180/01**  
**Composition**

## Key messages

- Candidates should expand their range of vocabulary by reading a rich variety of materials.
- Candidates need to improve in using paragraphing effectively.
- Many students used punctuation marks correctly, but further improvement is needed in this area.
- More practice is needed in correct uses of verbs, particularly the jussive case. المضارع المنصوب والمجزوم.
- More practice is needed in the correct use of numbers and counted nouns. العدد والمعدود.
- Candidates should give more attention to the use of كان وأخواتها and إن وأخواتها.
- Candidates should adhere to the word limits specified.

## General comments

The overall performance of candidates on this paper was good. A small number of candidates used colloquialisms, which were not always appropriate, in their answers. Candidates should aim to avoid inappropriate colloquialisms in formal writing. In general, candidates need to improve their grasp of grammatical structures and the correct use of gender in Arabic. Candidates also need to improve their range of vocabulary. Candidates can help to enrich their vocabulary by reading a variety of articles and short stories in Arabic. This will also help to consolidate grammar points and spelling.

## Comments on specific questions

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

- (a) This was the most popular question in (**Section A**) and most candidates coped well with it. A small number of candidates wrote about pets in general. Candidates should be reminded to read the question carefully before beginning to answer and to ensure that they have answered the specific question asked. It was clearly obvious that some candidates used pre-learnt and memorized introductory forms of greeting and pleasantries.
- (b) This topic was the least popular and there was a mixed response to this question. Some candidates did well, but others did not answer the question in the style required. Many candidates chose to write about the school's activities in general and not mentioning the role their school in protecting the environment in their areas.
- (c) This was the second most popular option of the three. This option requires specific practice and there were some good pieces where candidates were able to construct a realistic dialogue, formulating questions correctly and including a range of vocabulary. However, some candidates struggled to form questions and included very few details.

### **Section B – Essay**

- (a) This was the second most popular choice and, many candidates provided a clear description of the event. The narrative was frequently competently executed, but some candidates dwelt at too great a length on the description of the event without expressing their feelings at length of the event which led to loss of scoring higher marks. However, the quality of the language used was variable, but many candidates showed confident use of the necessary vocabulary as well as a variety of appropriate structures.

- (b)** This option was the third most popular choice. Overall, some candidates performed well on this question. However, there were some grammatical slips in candidates' responses. Candidates can improve their writing skills by receiving more practice in writing compositions and by expanding their range of reading materials in order to enrich their vocabulary and to consolidate points of grammar.
- (c)** Although fewer candidates chose this option and it was the least popular of the four, it resulted in some strong answers. Some candidates found it difficult to say enough about their success. They were some occasional grammatical errors arising from attempts to use sophisticated structures.
- (d)** This question was the most popular question and it was attempted by a good number of candidates. The title and subject matter were within the experience of candidates and many made good use of a wide range of vocabulary. There were opportunities to use descriptive language and to express opinions and preferences. However, some candidates should be reminded to pay attention to the rubric concerning word limits.

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<p><b>Paper 3180/02</b> <b>Translation and Reading</b> <b>Comprehension</b></p>
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## General comments

Candidates should be reminded of the special skill required to translate from Arabic into English and vice versa. Centres should provide ample practice to manage vocabulary, various phrases and good sentence structure to allow pupils to accurately translate. They also need to pay particular attention to punctuation and spelling; have legible handwriting and use tenses correctly.

## Comments on specific questions

### **Section A**

#### **Question 1 – Translate into English**

The text includes varied assessment objectives and the various sentences test different abilities.

Most candidates attempted this question successfully and the topic seemed familiar and the ideas easy to comprehend.

These words/phrases posed the most challenging to some candidates:

- The word 'children' was translated to 'sons'.
- 'Junior/most senior employee' wrongly translated young and old worker.
- Cutting was answered instead of harvesting or reaping olives.
- Use of the future tense in the phrase 'happiness will spread'.
- Use of past tense in the phrase 'they felt for others'.

#### **Question 2 – Translate into Arabic**

Most candidates managed a good translation of this passage. The topic seemed to be at their level and of an interest to them.

These words/phrases proved to be challenging to some candidates:

- The word 'our town' was translated as 'our village' or 'our neighbourhood'.
- The use of the superlative in 'the busiest day'.
- The use of the feminine gender in the word 'owner'.
- The correct spelling of the verb 'came'.
- The correct verb for the phrase 'and looked at'.
- The correct translation for the phrase 'is always noisy'.
- The correct feminine adjective of 'the young girls'.
- The correct feminine form of the verb 'to choose'.
- The feminine plural for the 'balls' in the phrase 'to buy them'.
- The spelling of the verb 'spending some time'.

**Section B – Reading comprehension**

**Questions 3–11**

Nearly all candidates were able to answer all these questions confidently, which reflected their ability to comprehend the meaning of the questions.

These are the points that centres should train their candidates on:

- **Question 4** asks about the reason behind neglecting the traditional places in some Arab countries. The text highlights modernity as the reason, but candidates who listed the characteristics of the modern markets lost the mark for this question. Candidates should have realised that the characteristics are the answer to the following question (**Question 5**).
- **Question 5** consists of two parts, most candidates missed mentioning the writer's opinion, hence, they were not awarded the allocated one mark to this part.
- **Question 7** asks about the most important improvements, so candidates should select 'the hisba' system to gain the mark.
- **Question 8** specifically asks for the phrase that proves the high degree of organisation. Thus, candidates are guided to paragraph three.
- **Question 10** is an inference question which necessitates understanding the purpose of the rhetorical question at the end of the text and write its implication, not copy and paste the statement.
- **Question 11** requires the explanation of 3 out of the 5 words. Most candidates gave very accurate and error free spelling for this. However, some gave the meaning but lacked accuracy in spelling.