

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- [Digital mocks service](#)
- [Insight assessments](#)
- [Professional development](#)
 - [Focus on assessment](#)
 - [Online marking workshops](#)

ARABIC

Paper 3180/01 Composition
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Key messages

What candidates did well

- Candidates responded appropriately to command words and followed instructions carefully.
- Awareness of differing requirements in extended-response questions was demonstrated.
- Candidates planned their ideas and organised extended responses logically.

What candidates needed to improve

- Some candidates need to avoid using the rehearsed introductions.
- Incorrect spellings need to be improved.
- Candidates should improve the use of Hamza.

Comments on specific questions

Section A – Letter, Report or Speech, Dialogue

Question 1

- (a) **Letter writing:** This question was a popular one, and majority of candidates have chosen to write the letter about Eid presents they bought for their families. Candidates demonstrated good knowledge of the letter structure, and most of them adhered to words count.
- (b) **Report writing:** Very few chose this type of writing. Candidates used narration instead of report style about the School Award Ceremony. They often focused on what happened during the day, and sometimes would mention their point of view towards such an event. Candidates need to use the appropriate structure and register.
- (c) **Dialogue:** Some candidates chose to write a dialogue with their brothers about the importance of spending time with family. Candidates demonstrated good demand of dialogue writing and structure. They addressed the topic with different tones and showed good knowledge of this topic.

Section B – Essay

Question 2

- (a) Many candidates addressed the topic well and used many techniques such as imagery and similes. Many candidates described their emotions very well the moment they met the new baby, and used many excellent adjectives to enhance their description of the preparation for this event.
- (b) Story writing and imagination: Candidates excelled in producing stories that showed their vivid imagination and good knowledge of the requirement of this type of writing.
- (c) Narration is very popular. Many candidates chose this question and showed their good writing skills. They used many literary devices to narrate what happened after seeing their friend running away from them. Some even ended the story with a suspense like a rhetorical open ended.
- (d) Many candidates chose this topic. Some candidates produced excellent and balanced argument about the negative side of excessive usage of electronic devices which could lead to loneliness. Some used good linking phrases, and argument structure.

In addition to that, candidates have been able to discuss, evaluate material and express their opinion regarding the topic. Some candidates discussed the topic from one point of view.

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Paper 3180/02
Translation and Reading
Comprehension

Key messages

Candidates performed well on **Questions 3, 4, 5.**

Candidates performed less well on **Questions 6, 7, and 12**

In the translation section, most candidates were able to translate simple sentences. Candidates need to improve in translating sentences containing conjunctions, pronouns, prepositions and simile.

In comprehension section, some candidates needed to improve in questions that required selecting specific information and excluding distractors.

Comments on specific questions

Question 1

Comprehensive responses

- Candidates translated the whole text using correct spelling and sentence structure.
- Responses maintained correct form: adhered to the sequence of the text with no omissions.
- Responses followed coherent paragraphing and correct punctuation.

Limited responses

- Candidates translated the majority of the text while translation of some sentences were not attempted at all.
- Phrases 'such as rain, wind and strong storms, 'many colours, dark colours', 'rare birds and animals', 'a piece of moon, fell on earth', were the easiest to translate.
- Candidates needs improvement with phrases such as 'يوجد جبل بركاني', 'فصحراء ليبيا تتميز', 'تتكون الجبال', 'يعد الجبل الاسود', 'تعد موقعا', 'تحيط بها' because they were either translated incorrectly or were not attempted at all.
- Candidates frequently inverted geographic direction. For example, translating 'south' as 'North'.

Question 2

Comprehensive responses

- Candidates found the topic of the gift shop interesting and engaging.
- Phrases in the first paragraph were the easiest because they are short and easy to translate.
- Responses were coherent and punctuated.

Limited responses

- Candidates showed an active attempt to translate all phrases in the text and these were incorrectly translated due to their special structure Arabic. 'Sarah spent all day', 'now, it was time to go home', 'she thought she could', 'her little sister', 'she only had ten pounds', and 'she did not need a long time'.
- Spelling mistakes were common even in simple words, such as, الأرفف, نظرت, قضت, الهدايا.
- There were several grammatical structures that proved to be hard to translate, such as,

كتبًا عن أفلامها المفضلة. ماذا يمكنها أن تشتري لأختها؟ لم تحتج وقتًا طويلاً. لتجد هديتين. الحيوان المفضل لأختها.
كان الأطفال الآخرون يقفون حاملين/يحملون.

Question 3

- Most candidates understood the reason why nomads move constantly.

Question 4

- Candidates understood the way nomads benefited from animals.

Question 5

- Responses that addressed the changes without mentioning any irrelevant information demonstrated good understanding of the idea in the text.

Question 6

- Candidates selected details with precision and conveyed them succinctly rather than copying whole sentences.

Question 7

- Candidates comprehended the key work in the question 'activities' and listed them correctly.

Question 8

- Responses that selected 'prominent writers and talented poets' and excluding 'tribal chiefs' reflected good understanding of the text.

Question 9

- Candidates identified the relationship between the rapid speech of nomads, their omission of certain sounds, and the resulting difficulty in understanding them.

Question 10

- Responses showed awareness of the differences between the fact, resolving family feuds, and the example, inheritance disputes, as well as resolving disputes between people and the example, theft claims.

Question 11

- Candidates selected details with precision and conveyed them succinctly rather than copying whole sentences. Responses that included details such as men wear shawls of different shapes contained irrelevant information.

Question 12

- Candidates who recognised the key word in the question 'most of' understood the idea in the last paragraph and were able to select the correct information from the phrase.

إذ بدأت بعضهم ارتداء عباءات عصرية بدلاً من أثواب تقليدية.

Question 13

- Out of the five words given, many candidates attempted يلتقي وتعديلات, many avoided اكتسبت or did not give the right synonym.