

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](#)

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Paper 9680/22
Reading and Writing

Key messages

What candidates did well

- Many candidates demonstrated a good understanding of the texts and were able to identify relevant information from the appropriate sections.
- Candidates provided thoughtful and well-developed opinions when responding to extended writing questions.
- Many candidates applied their language knowledge effectively when answering grammatical questions.

What candidates needed to improve

- Candidates should expand their vocabulary through wider reading and develop their knowledge of antonyms. Responses should provide one appropriate antonym for the underlined word, either one that fits the context or a general opposite of the term.
- Candidates should strengthen their understanding of **إِنَّ** and its sisters, particularly their effect on nominal sentences.
- Candidates should pay closer attention to masculine and feminine agreement to ensure accurate use of gender forms.
- Candidates should improve their understanding and use of **لَقَدْ**.
- Candidates should revise the rules governing the correct use of the dual form.
- Candidates should read questions carefully and ensure that their answers address the specific requirements. They should identify key words in each question and extract information from the appropriate paragraph:

أمثلة:

- 'السياحة فوائد على صحة الإنسان النفسية. عدد فائدتين.'
- 'تؤثر السياحة في حياة الفرد الاجتماعية. اذكر دليلين.'
- 'تسهم السياحة في تخريب الحياة البحرية. هات ثلاثة أدلة.'

Comments on specific questions

Question 1

Comprehensive responses

- Many candidates answered the different parts of the question successfully. **Parts (a), (b) and (e)** were answered particularly well.

Limited responses

- Some candidates provided multiple answers to a single part, including both correct and incorrect responses. Candidates are encouraged to provide one clear and well-considered answer.

Question 2

Comprehensive responses

- **Questions 2(a) and (d)** were answered successfully, with many candidates demonstrating an appropriate understanding of the grammatical structures tested.

Limited responses

- Some candidates would benefit from further development of their understanding of gender agreement, the correct use of **لقد**, and the dual form.

Question 3

Comprehensive responses

- Most candidates responded correctly to most sections of the question, demonstrating an understanding of the texts and an ability to identify relevant information.

Limited responses

- Some candidates would benefit from paying closer attention to the key words in the questions. In **part (b)**, some candidates overlooked the phrase **الأسباب الاقتصادية** and provided responses such as **حضور المهرجانات الثقافية** and **التراثية مشاهدة المعالم**.
- In **part (d)**, some candidates referred to physical health rather than the required focus on mental health, for example **تحسين صحة القلب والشرابين**.
- In **part (f)**, some candidates referred to wider economic benefits rather than benefits of tourism for individuals, such as **زيادة أرباح الشركات** and **تحسين الاقتصاد المحلي**.

Question 4

Comprehensive responses

- Many candidates responded successfully to this question. **Parts (a), (b), (d) and (g)** were answered particularly well, with candidates identifying relevant information from the text.

Limited responses

- Some candidates would benefit from paying closer attention to the key words in the questions. In **part (c)**, some candidates included details related to citizens rather than disadvantages affecting tourists themselves, such as the weakening of citizens' purchasing power or leaving work in important sectors.
- In **part (e)**, some candidates referred to general economic disadvantages rather than the economic disadvantages affecting members of society, giving responses such as **الحد من قدرة الشركات على تحقيق الأرباح** and **رفع الضريبة على الشركات**.

Question 5

(a) Comprehensive responses

- Many candidates successfully identified and listed the relevant economic benefits and disadvantages of tourism from the two texts.

Limited responses

- Some candidates summarised the two texts without addressing the specific points required by the question or included information that was not relevant to the requirements of the question.

(b) Comprehensive responses

- Many candidates responded thoughtfully to the question, providing a range of ideas when expressing their personal opinions on whether they preferred tourism within their own country or abroad.

Limited responses

- Some candidates provided brief responses with one or two points. Candidates are encouraged to develop their answers further by including additional supporting details and explanations.

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Paper 9680/32 Essay
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Key messages

What candidates did well

- The candidates did well in expressed ideas and showcased vocabulary.
- The arguments are well-developed and supported with examples.
- The candidates demonstrated good control of grammar and used linking expressions for cohesive essays.
- Most candidates stayed focused on the chosen question and addressed the main task in their responses.

What candidates needed to improve

- Some candidates did not answer the question directly or develop their ideas fully.
- Some essays need clearer organisation, as some part of it contains repeated points.
- The candidates should improve the accuracy of their grammar, punctuation, and written Arabic.
- Planning ahead would help the candidates produce balanced, well-structured responses within the word limit.

Comments on specific questions

Question 1

Generation Gap

Parents should abandon the idea that their children are copies of them. Do you agree? Why or why not?

Comprehensive responses

- The candidates demonstrated a clear understanding of the topic and provided well-developed arguments.
- Ideas were supported with relevant examples and expressed in accurate Arabic.

Limited responses

- Some candidates discussed the topic generally without consistently linking back to the question.
- Organisation was less clear, and accuracy in grammar and spelling was inconsistent.

Question 2

Media

The media is a mirror that reflects people's opinions and reality. Discuss this view.

Comprehensive responses

- The candidates presented clear arguments and supported them with appropriate examples.
- Essays were well-structured and maintained focus on the question throughout.

Limited responses

- Some responses drifted into general discussion of media without addressing the specific question.
- Planning and organisation could be improved, as well as the language accuracy.

Question 3

Work and Unemployment

Unemployment leads to weaker social and family relationships. What is your opinion?

Comprehensive responses

- The candidates produced thoughtful essays with relevant examples that addressed the question directly.
- Responses were generally well-organised and written in accurate Arabic.

Limited responses

- Some essays began with broad discussion before focusing on the question in the conclusion.
- Organisation and accuracy of language were less consistent in these responses.

Question 4

Leisure Activities

Earning money in one's free time is better than engaging in other leisure activities. Explain your opinion.

Comprehensive responses

- The candidates showed clear understanding of the task and presented ideas logically.
- Responses were coherent, well-organised, and maintained accuracy in grammar and vocabulary.

Limited responses

- Some essays needed more fully developed ideas and did not consistently link back to the question.
- Language accuracy and organisation were less secure in these responses.

Question 5

Social and Economic Development

Rapid population growth has a negative impact on social and economic development. Explain your opinion.

Comprehensive responses

- The candidates demonstrated good understanding of the topic and produced well-developed essays.
- Ideas were clearly organised and expressed in accurate Arabic.

Limited responses

- A smaller number of candidates attempted this question, and some responses needed clearer organisation.
- Accuracy of grammar and coherence of writing were less consistent in these essays.

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Paper 9680/42
Texts

Key messages

What candidates did well

- Most candidates demonstrated significant development in their understanding of literary texts, analysing and responding to questions in a structured and thoughtful manner.
- There was an enhancement in critical thinking skills and the use of textual evidence to support their answers, reflecting intellectual maturity and a clear advancement in comprehension.
- The candidates handled the exam questions effectively and with clarity, indicating solid preparation and a secure grasp of the learning outcomes.
- Many candidates demonstrated meaningful understanding of texts.

What candidates needed to improve

- The candidates need to pay more attention to question selection. They were asked to choose 3 questions: one question from **Section 1**, one question from **Section 2**, one question from either **Section 1** or **Section 2**, not from the same question they chose before.
- The candidates need to improve their understanding of the poetic verses and avoid interpreting them word by word.
- The candidates should demonstrate analytical skills where required.

Comments on specific questions

Section A

Question 1

Tarikh al-Adab al-'Arabi 1: al-'Asr al-'Al-Jahili, Dr Shawqi Dhayf

- (a)
- Some candidates chose this question. Candidates handled the first part reasonably well. A few candidates offered surface-level interpretations or paraphrased the lines.
 - The candidates linked the poet's biography with the verses and analysed the poetic style effectively.
 - The candidates explained in depth the verses correctly.
- (b)
- The candidates provided rich and complete answers, addressing all three themes and supporting their analysis with poetic lines.

Question 2

Tarikh al-Adab al-'Arabi: al-'Asr al-Abbasi al- Thani, Dr Shawqi Dhayf

- (a)
- Many candidates answered this question well and provided a good explanation of the verses, showing their deep understanding and good preparation.
 - The candidates answered the questions related to the verses and provided excellent insight into them.
- (b)
- A few candidates answered this question.
 - The candidates need to focus on the question prompt and avoid writing in general about the poet.

Question 3

Min al- Adab al- Nisa'ee al- Mu'aser: Al- Arabi wa al-Maghribi, Laila Al- Sabbagh

- (a)
 - A few candidates chose this question. They wrote reasonably good answers, with long introduction about Nāzik's life and upbringing and provided verses from her poems.
- (b)
 - A few candidates answered this question.
 - The candidates who attempted this question displayed broad knowledge of Nāzik's poetry and biography.
 - The candidates' responses reflected good preparation and understanding of the poet's point of view and intentions.

Section 2

Question 4

Shams Al Nahar, Tawfiq Al-Hakim

- (a)
 - In this question, candidates are expected to comment on a specific excerpt from the play, focusing on immediate events or dramatic context. Many candidates summarised the entire story of the play. Candidates need to focus on the prompt and follow the instruction carefully.
 - The candidates must avoid retelling the story and answer the specific question directly. Good answers stay anchored to the scene, showing relevance and precision.
- (b)
 - Many candidates produced detailed and insightful responses about Qamar Al Zaman's character. They analysed his actions and their meaningful indications.
 - The candidates produced well-organised, articulate, analytical responses that showed thorough knowledge and considerable sensitivity to language and authorial intentions.

Question 5

Al- fajr Al- Kazheb, Najeeb mahfooz

- In both parts, many candidates showed solid understanding of theme and message, offering interpretations with evidence of careful reading.
- Most candidates wrote thorough analysis and evaluation of the story, paying close attention to details and analysing the author's intentions and purposes showing excellent insight and preparation.

Question 6

Toyyour Ayloul, Emily Dawood Nasrallah

- A few candidates chose this question. The responses showed excellent character analysis, and many responses revealed a solid awareness of authorial intent and literary techniques. These responses reflected deep engagement, critical thinking, and a mature appreciation for narrative structure.

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Paper 9680/52 Prose
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Key messages

The aim of this report is to provide feedback on the June 2026 exam and a general overview of the examination, with some key clarifications to signify strength and key points of the exam.

What candidates did well

- Most candidates demonstrated significant development in their understanding of the English texts, and their skill in transferring the full or close meaning.
- The English text was clear and straightforward with some complex vocabularies.
- Many candidates produced a well-structured translation from the English text to good and balanced Arabic structure.
- Some of the complex phrases were species, communicating, complex, rate, diversity, cultural identity, landscape, islands, inhabitants, measures, decline, invaluable.

What candidates needed to improve

- The candidates need to fully read the English text first to grasp the full meaning, then they start to translate. This technique helps candidates to use the correct word from the context.
- The candidates need to avoid summarising the text or using their own interpretation of the text.
- The candidates must avoid using spoken language and use instead MSA.
- The candidates are advised to widen their reading scope to include different topics in order to acquire a wealth of new vocabulary and knowledge of different styles and sentence structure.