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Paper 9680/22
Reading and Writing 22

Key messages

In order to do well in this paper, candidates should:

- Expand their range of vocabulary by reading more extensively and learning more synonyms. The answer should be a synonym of the underlined word, whether according to the context of the sentence or just a general synonym of that word.

مثال:

- تحسين عناصر اللياقة البدنية.
- مرادف (تحسين) حسب سياق الجملة: تطوير.
- المرادف العام للكلمة: تزيين أو تجميل.
- وكلاهما مقبول.

- Pay more attention to 'إن' and its sisters and their effect on the nominative sentence.

مثال:

'إنَّ التَّريُّضَ جزءٌ'، وليس 'إنَّ التَّريُّضَ جزءًا'.

- Pay attention to the correct use of the **dual**.

مثال:

'الضرران المتعلقان بالرياضة'، وليس 'الضرران المتعلقتان أو المتعلقة بالرياضة'.

- Pay more attention to verb conjugation, especially with 'هَنَّ'.

مثال:

'يساعد النساء على إظهار مواهبهن' وليس 'يساعد النساء على إظهار مواهبها'.

- Practice use of the correct verb forms, in particular the jussive:

مثال:

'لم يقل الخبير أن للرياضة دورًا'، وليس 'لم يقول الخبير إن للرياضة دورًا'.

- Understand the requirements of the questions, and specifically respond to what is being asked **from the correct paragraph**, paying attention to the **key words** mentioned in the questions.

أمثلة:

- 'يؤثر النشاط البدني في الصحة النفسية. هات ثلاثة أدلة من الفقرة الأولى.'
- 'ما الأضرار الناجمة عن ممارسة كبار السن الرياضة؟ عدد ثلاثة أضرار.'
- 'يستفيد الأفراد من انتشار الفعاليات الرياضية. اذكر ثلاث فئات.'

General comments

Overall, the quality of responses was commendable. It was evident that teachers had effectively prepared the candidates, significantly enhancing the quality of their answers, with several insightful opinions being expressed.

Candidates are encouraged to **avoid directly copying sections of the text**. Instead, they **should strive to use their own words and expressions** wherever feasible, especially when responding to **Question 3**, **Question 4**, and **Question 5**.

Comments on specific questions

Question 1

The responses varied; many candidates successfully answered most parts of the question, **demonstrating a noticeable improvement in their performance**. **Parts (a) and (b)** were answered most accurately. A few candidates provided multiple answers, some correct and some incorrect, which should be avoided to achieve full marks.

Question 2

Questions 2(b) and (c) were the most challenging, and **2(a) and (d)** were the most accurately answered.

Many candidates would do well to review the **rules of dual**, the **rules of 'كان'** and its sisters 'وَأَخَوَاتُهَا', and the correct use of **حروف الجزم**.

Question 3

Most candidates responded correctly to most sections of question 3.

As for **part (b)**, some candidates did not pay attention to the word **الصحة النفسية** (key word), and rushed to provide irrelevant answers unrelated to the **mental health** such as:

- تزيد المهارات الذهنية.
- ترفع من معدلات الذكاء.
- محاربة الأمراض الجسدية.

As for **part (c)**, many candidates responded to the question; however, some used words in their answers that were similar to those in the text but had different meanings. For example, they used 'المساواة بين الجنسين' instead of 'المساواة بين الجنسين', which changes the meaning significantly and deviates from the correct answer. Additionally, a few candidates wrote part of the correct answer followed by three dots without completing the sentence, such as: 'وأن مشاركة المرأة في الرياضة أبرزت دورها ...' which made their answer incomplete.

As for **part (e)**, the question concerned the damages caused by sport to elderly people **كبار السن** (key word) – however, some candidates provided irrelevant answers that included children, such as:

- قد يُصاب الأطفال ببعض الالتواءات.
- قد يُصاب الأطفال بالإعياء.

Question 4

There were some very good responses to this question. **Parts (a), (b) and (c)** were the most accurately answered.

As for **part (d)**, the question asked about the individuals who benefit from sporting events. Some candidates were only able to answer the question partially, and instead of focusing on the individuals **الأفراد**, as stated in the question, they included irrelevant information about entities such as the advertising sector **قطاع الدعاية** or clothing companies **شركات الملابس** والإعلان.

As for **part (e)**, many candidates were able to answer this question. Some provided three answers where the third answer was incomplete, rendering it insufficient. For example: 'يُعدّ تسهيل الإجراءات الإدارية للمشروعات الاستثمارية ...'. This impacted their grades.

Question 5

- (a)** On the whole, there were some very good answers to this question. The question focused on the positive impact of sports activities on candidates and children, as well as on the country's economy. Some candidates were successful in listing most of these points, while others merely summarised the two texts without addressing the key points required by the question.
- (b)** The question asked for the candidates' personal opinion on what they do not like about their sports lessons at school and what they would like to change. Some candidates answered this question thoughtfully, offering many interesting ideas. However, some provided very brief responses with only one or two ideas, while others focused on their sports activities outside of school instead.

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Texts 42

Key messages

- Candidates are required to answer only three questions out of six: one question from **Section 1** (either **(a)** or **(b)**), one question from **Section 2** (either **(a)** or **(b)**) and one question from either **Section 1** or **Section 2** referring to a different text, not chosen before. For instance, in **Section 1**, if they choose **Question 1(a)** as the first question to answer, they cannot choose **Question 1(b)** in that same Section as the third question to answer, given that they relate to the same text. If candidates answer **Question 1(a)** and **1(b)**, for example, the system will choose the highest mark from either of them. Also, candidates should not choose to answer all three questions from the same Section.
- Candidates should adhere to the word limits and be reminded that the answers should be between 500 – 600 words. Candidates might attempt to write the correct answer, but when they do not elaborate and write only briefly (100 – 300 words) they will not get a higher band mark.
- Candidates are not penalised for their grammar and spelling mistakes unless these obstruct the readability and understanding of the answer. Therefore, candidates should always be encouraged to use sentences that are grammatically correct and make sense.
- Candidates should be reminded to follow the instructions on the front cover, then read the questions carefully, and underline the keywords in a question in order to focus their answers on the question prompt only.
- Candidates are encouraged to write a plan for their answer, in order to write a balanced answer, and to respond only to the prompt. Candidates should be aware that they do not gain extra marks by expanding and including unnecessary information.
- Candidates must ensure that their work is legible, accurate and logically presented.
- Candidates should allow time for thorough checking of their work.

General comments

The 2024 November Exam aimed to test the candidates' ability to answer questions on different literary texts: Poetry extracted from three different topics, a play, a collection of short stories book and a novel.

Overall, the candidates' performance was varied and depended on their preparation. Some candidates wrote excellent essays, using a good and effective variety of grammatical structures and styles that showed their ability and interest in the subject. A few candidates did not expand their answers to cover all points requested, and that reflected on their marks.

It has also been noticed that many candidates understood the task of each selected question very well and addressed it adequately. In several cases, candidates presented extremely high-standard responses that showed understanding of the author's intentions and underlying themes. These candidates have therefore achieved the full mark. A few candidates showed well-planned essays and a good understanding of literary techniques.

Repeated error - Some candidates chose to answer combinations of questions that are not allowed. Candidates should not answer both options **((a)** and **(b))** from the same question/text (e.g. **Question 1(a)** and **1(b)** in **Section 1**), nor answer the required three questions from one section only.

Most candidates did better in answering **Questions (b)** in both sections, as they were able to summarise and analyse the events they studied.

As a recommendation, candidates could choose to study 3 books only from the list offered, to allow themselves the ability to answer and to prepare for their exam.

Comments on specific questions

Section 1

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

تاريخ الأدب العربي الأول : العصر الجاهلي، د. شوقي ضيف

- (a) Few candidates answered this question. The question specifically asked the candidates for the reason behind mentioning the name of Salaman bin Mufrej in the 1st set of poetry lines. They needed to write about the occasion of the poem, as shown in the Mark Scheme. Also in (b), the 2nd set of lines, candidates were asked to explain the poet's leadership skills as described in these lines.
- (b) Popular question - While marking this question, I could see clearly that the candidates who chose this question were well-prepared and learnt the topic well and used some verses to justify their answer. Candidates wrote about عامر بن الطفيل والمهلهل التغلبي who were the most famous poets and knights at that time. They fought for their tribes and showed unique bravery and selfless sacrifices.

Question 2: Tarikh al-Adab al-'Arabi: al-'Asr al-'Abbasi al-Thani, Dr Shawqi Dhayf

تاريخ الأدب العربي: العصر العباسي الثاني، د. شوقي ضيف

- (a) There were too few answers to make an appropriate comment.
- (b) There were too few answers to make an appropriate comment.

Question 3: Min al-Adab al-Nisa'ee al-Mu'aser: Al-Arabi wa al-Maghribi, Laila Al-Sabbagh

من الأدب النسائي المعاصر: العربي و المغربي، ليلي الصبّاغ

- (a) Popular question - Many candidates answered this question brilliantly. Many wrote excellent essays about this topic. They have to write about the seriousness of a very dangerous social problem that Nazek tackled in her poem. She described different social issues in (a) and (b), and candidates were asked to identify and explain them in detail.
- (b) There were too few answers to make an appropriate comment.

Section 2

Question 4: Sulieman Al Hakim, Tawfiq Al-Hakim

سليمان الحكيم ، توفيق الحكيم

- (a) Popular question - Many candidates produced detailed and insightful responses about the agreement between the fisherman and the genie, explaining the consequences.
- (b) There were too few answers to make an appropriate comment.

Question 5: Al-Awasif, Gibran Khalil Gibran

الفجر الكاذب ، نجيب محفوظ

- (a) Most candidates who chose this question achieved generally good or top marks. It seemed to be a popular question. Candidates showed good understanding of the plot and attention to the details.
- (b) Few candidates chose this question and achieved top marks for writing an extremely thorough analysis and evaluation of both short stories. They paid close attention to detail, analysed the author's intentions and purposes, showing excellent insight and preparation.

Question 6: Toyyour Ayloul, Emily Dawood Nasrallah

طيور أيلول، اميلي داوود نصر الله

- (a) There were too few answers to make an appropriate comment.
- (b) There were too few answers to make an appropriate comment.

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Key messages

- Candidates are encouraged to read the English text as a whole first, to understand the general meaning and to enable them to choose the right vocabulary that convey the correct meaning. A literal translation could lead to an incorrect meaning.
- Candidates need to avoid summarising the text or using their own interpretation of the text.
- Candidates must avoid using spoken language and use Modern Standard Arabic (MSA) instead.
- Candidates need to leave an empty space where they cannot translate and carry on translating the rest of the text.
- Candidates must be informed that when they cross a word or a sentence, no mark will be awarded even if that word or sentence is correct, unless it was not replaced with another word.
- Candidates must indicate when they use a continuation page.
- Candidates are encouraged 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 structures.
- The mark scheme identifies 40 marking units: 1 mark is awarded for the correct whole unit, and 0 mark if the unit is incorrect or incomplete.
- Marks are awarded positively for correct and valid answers that transfer the meaning correctly or give close meaning, as defined in the mark scheme. Credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Marks are not deducted for omissions, spelling mistakes or errors as long as they do not impede understanding. The meaning should also be unambiguous.
- Answers are only judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question or if indicated by the mark scheme.
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks are not awarded with grade thresholds or grade descriptors in mind.

General comments

Generally, the English text was clear and straightforward with some challenging vocabulary and expressions to test the candidates' different abilities to produce a well-structured translation.

Comments on specific questions

- Most candidates achieved good marks. Few candidates were unable to find the correct vocabulary or meaning of it, leaving an empty space instead.
- Some of the challenging terminology was: 'believe', 'imagine', 'documents', 'performing calculations', 'dictionaries', 'encyclopaedias', 'instruction booklets', 'available', 'stores', 'diaries', 'appointments', 'platform', 'increasingly', 'relied', 'remotely', 'reliance', 'area of education', 'inequalities', 'access', 'afford', 'equipment'.
- Marks were applied consistently on what we would accept or not accept in translation.
- Full marks were awarded to high-quality translations containing appropriate vocabulary and style.
- Incomplete sentences that did not include the key word of the sentence, or were too ambiguous to be understood, were awarded 0 mark.

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Paper 9680/32 Essay
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Key messages

Essays for this paper should feature precise language and a strong command of vocabulary. Arguments should be well-developed and supported with relevant examples as needed. Candidates are discouraged from relying on memorised introductions and conclusions. Teachers across centres are encouraged to foster creativity and originality in their students, moving away from rote memorisation of essay components.

Students should ensure they answer the question directly, including a conclusion and personal opinion, as required. Writing broadly about the topic without addressing the specific question may result in low content scores, even if the language used is proficient.

General comments

This essay paper requires candidates to write one essay, choosing from five available topics. The essay should be between 250 and 400 words in length. The total score for the essay is 40 marks, divided into two components: Content, which is worth 16 marks, and Language Use, which is worth 24 marks. Some common mistakes are given below:

- The verb is not conjugated correctly with the appropriate subject, leading to situations where the noun is masculine while the verb conjugation is feminine.
- There is also a lack of agreement between adjectives and the nouns they describe, resulting in cases where the noun is masculine and the adjective is feminine, or vice versa.
- Another common mistake is the presence of complete sentences that contain correct words, but the sentence lacks meaning.
- Additionally, there is frequent misuse of prepositions and incorrect verbs.
- There were numerous spelling errors that altered the overall meaning of the text.

Comments on specific questions

Question 1

The candidates provided mostly detailed and well-developed responses, demonstrating solid preparation. Most scripts displayed a good command of language, vocabulary, and grammar. In some cases, frequent spelling and grammatical errors prevented candidates from achieving higher marks.

Question 2

The candidates who chose this question provided good, detailed responses, demonstrating their ability to include a well-reasoned conclusion and personal opinion. Some candidates provided weaker answers with unclear language. There were frequent spelling and grammar errors, along with some sentences that lacked clarity.

Question 3

This question prompted good responses, with well-argued answers that conveyed clear viewpoints. Other responses appeared confused and overly general, discussing the importance of sports and the health benefits of physical activity, which did not directly address the question.

Question 4

There were too few answers to make an appropriate comment, suggesting that candidates may not have been adequately prepared or that the question was more challenging than the others.

Question 5

There were too few responses to this question to make meaningful comment.