

# ARABIC

Paper 9680/22  
Reading and Writing

## 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, either in the context of the sentence or as a general synonym of that word.
- Pay attention to the correct use of masculine and feminine forms, as well as **gender agreement**.
- Pay more attention to the correct use of the **dual form**.
- Practise using the correct verb forms, in particular **the jussive**.
- Pay attention to the correct use of **Numerical Specification (تمييز العدد)**.
- 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:

- هل يتفق الكاتب مع القول الآتي: "بدأ الناس حديثاً بالاهتمام بأعمارهم؟"
- "ما فوائد تجربة الأدوية الجديدة على الأفراد؟"
- "زيادة أعداد كبار السن أثرت سلباً في البيئة". انكر ثلاثة آثار.

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

Many candidates would benefit from reviewing the rules of the **dual form** and the correct use of **Numerical Specification (تمييز العدد)**.

### Question 3

Most candidates responded correctly to most sections of **Question 3**.

As for **part (d)**, many candidates responded to the question; however, some did not pay attention to the key word الأفراد and provided irrelevant answers unrelated to the **individual**, such as:

تقليص الميزانيات الضخمة التي تتكبدها الوزارات.

As for **part (e)**, the question was whether increasing life expectancy has a positive effect on the economy. Some candidates did not pay attention to the key word الاقتصاد and provided irrelevant answers, such as:

إطالة العمر تمنح كبار السن فرصة قضاء وقت ممتع مع الأسرة.

### Question 4

There were some very good responses to this question.

As for **part (a)**, many candidates engaged with the question; however, some did not focus on the key word الأشخاص and provided answers that were less relevant to the **individual**, or did not recognise that the question was asking for **negative impacts** rather than positive, for example:

- شكلت تحديات اجتماعية واقتصادية للدول.
- وفرت فرص عمل للأطباء.

As for **part (e)**, the question concerned the important role of **individuals** in supporting the elderly. Many candidates addressed the question; however, some did not focus on the key word الأفراد and provided answers that were less relevant, for example:

- تمول الحكومات مشروعات العناية بكبار السن.

### Question 5

- (a) Overall, there were many strong responses to this question. The task required candidates to discuss the advantages and disadvantages of increasing life expectancy. While many candidates successfully identified most of these points, some only summarised the two texts, mentioning just two or three points.
- (b) The question sought the candidates' personal opinions on how the world will make use of medical advancements in the future. Most candidates responded, with many sharing very interesting ideas. However, some provided only brief answers, mentioning just one or two points.

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| <p><b>Paper 9680/32</b><br/><b>Essay</b></p> |
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## **Key messages**

Essays for this paper should demonstrate precise language and a strong command of vocabulary. Arguments should be well-developed and supported with relevant examples. 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.

Candidates 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**

Candidates must write one essay from five available topics. The essay should be between 250 and 400 words and is worth 40 marks, divided into two areas: Content (16 marks) and Language Use (24 marks).

## **Comments on specific questions**

### **Question 1**

There were too few responses to this question to make an appropriate comment.

### **Question 2**

There were too few responses to this question to make an appropriate comment.

### **Question 3**

This question was very popular. Responses to this question were clear and demonstrated a wealth of thoughtful ideas and strong arguments. Many candidates shared personal perspectives on work and leisure, making their answers both relatable and informative.

### **Question 4**

Most candidates who answered this question provided responses that were generally strong and grammatically correct, despite a few minor spelling errors.

### **Question 5**

There were too few responses to this question to make an appropriate comment.

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**Paper 9680/42**  
**Texts**

## 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

Paper 4 (Texts) Exam is designed to assess the candidates' ability to understand and respond to a range of literary topics. It is structured into two main sections:

**The first section** focuses on poetry drawn from various historical periods, including classical, pre-modern, and modern Arabic literature.

**The second section** includes various questions on dramatic texts from a play, short stories, and a novel. Candidates are required to answer specific questions while adhering strictly to the guidelines regarding the number of questions chosen from each section.

Candidate performance showed a noticeable improvement in the November exam 2025 compared to the previous year. Most candidates demonstrated significant development in their understanding of literary texts, as well as in their ability to analyse and respond to questions in a structured and thoughtful manner. There was a marked enhancement in critical thinking skills and the use of textual evidence to support their answers, reflecting intellectual maturity and clear development in comprehension.

Overall, candidates handled the exam questions with confidence and clarity, indicating solid preparation and a strong grasp of the learning outcomes.

However, a few recurring issues were still observed that should be addressed in future exam series. Some candidates selected all their answers from the same section — for example, answering three questions from **Section A** or all from **Section B** — rather than distributing their choices as required (e.g., two from **Section**

**A** and one from **Section B**, or vice versa). Some candidates also chose both parts of the same question, despite clear instructions not to do so. It is important to note that the system automatically disregards one of the three answers if all are taken from the same section, which can result in a significant reduction in the final mark. This highlights the need to better communicate the instructions and ensure candidates understand how their selections impact their scores.

The candidates must answer three questions, and must be as follows:

- 1 a question from **Section 1** (*either (a) or (b), not both*)
- 2 a question from **Section 2** (*either (a) or (b), not both*)
- 3 the third answer must be from either **Section 1 OR Section 2** (but not from the same question they chose before, e.g.: if they chose **1(a)**, they cannot choose **1(b)**, they need to choose from other questions in that section that they did not attempt before), The final mark will be awarded to two answers only.

Examples of valid combinations include: **(1(a), 2(b), 5(a))**, or **(3(a), 4(a), 5(a))**, and so on.

Additionally, very few candidates interpreted the poetic verses on a word-for-word basis, without demonstrating a meaningful understanding of the text as a whole. These responses lacked depth and often suggested that the candidate had not studied the material adequately. This emphasises the importance of proper preparation, familiarity with the texts, and the development of interpretive and analytical skills.

Candidates are not penalised for their grammar and spelling mistakes unless obstructing the readability/understanding of the answer. Therefore, candidates should always be encouraged to use coherent and grammatically accurate sentences.

## **Comments on specific questions**

### **Section 1**

#### **Question 1: Tarikh al-Adab al-'Arabi: al-'Asr al-'Al-Jahili, Dr Shawqī Dhayf**

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

- (a) Candidates were asked to write about the poet's distinctive style in the opening lines which he addressed to Yazid and explain the verses in detail. In the second part, they were required to identify and explain the reasons for the difference between the linguistic style of Al Aasha and the Jahili/Pre Islamic style. Candidates generally performed well on this part.
- (b) This question required a discussion about Al Shanfara's poetry that highlighted the pride that pre-Islamic *Ṣa'ālīk* (vagabonds) took in their Bedouin spirit and moral values despite the harshness of their life. A few candidates provided well-developed answers, addressing the topic and supporting their analysis with poetic lines. However, some responses were too brief and lacked proper engagement with all required aspects. Only well-prepared candidates who cited relevant examples earned top marks.

#### **Question 2: Tarikh al-Adab al-'Arabi: al-'Asr al-Abbasi al- Thani, Dr Shawqī Dhayf**

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

- (a) Few candidates selected this question. Some relied on memorised, general material about Ibn Al Motaz or attempted literal, word-for-word explanations, resulting in superficial responses.
- (b) In contrast, a small group provided excellent answers, demonstrating strong awareness of Al-Ṣunūburī's creative style in describing the Nature. The candidates showed a strong grasp of his poetic vision.

#### **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) Few candidates wrote reasonably good answers, often beginning with long introductions about Nazek's life and upbringing and provided verses from her poems.
- (b) Although this question was not widely selected, candidates who attempted it displayed broad knowledge of Nāzik's poetry and biography. Many wrote about all categories in her works (national, social, humanistic, existential, symbolic), even though the question was specifically about Hope despite the failure in her emotions. While the responses reflected good preparation, they often lacked focus and did not fully address the core of the prompt.

### **Section 2**

#### **Question 4: Sulieman Al Hakim, Tawfiq Al-Hakim**

سليمان الحكيم ، توفيق الحكيم

In this question, candidates were expected to comment on a specific excerpt from the play, focusing on immediate events or dramatic context. However, many candidates summarised the entire plot of the play instead of analysing the selected passage.

Candidates must be reminded that the goal is not to retell the whole story, but to answer the specific situation only directly. A strong answer is one that stays anchored to the scene, showing relevance and precision.

- (b) Popular question:  
Many candidates produced detailed and insightful responses about just punishment through the fate of some characters. Well organised, articulate, analytical and intelligent responses were produced by candidates, that showed thorough knowledge and considerable amount of sensitivity to language and author's intentions.

**Question 5: Al- fajn Al- Kazheb, Najeeb mahfooz**

الفجر الكاذب ، نجيب محفوظ

This section produced some of the strongest responses. In the short story question (**Section 5**), candidates showed impressive understanding of theme and message, offering nuanced interpretations with evidence of careful reading.

Many candidates achieved full mark for writing an extremely thorough analysis and evaluation of the story, paid close attention to details, 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

In the novel section, a small number of candidates produced excellent character analyses, and their 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.

**Teacher Recommendations:**

To support continued improvement in candidate outcomes, it is recommended that teachers:

- Reinforce exam instructions consistently and ensure candidates fully understand the structure and expectations of the paper. (Candidates should ensure they answer **three** questions: one from **part 1**, one from **part 2**, and one from either **1** or **2** but not from the same question they chose before).
- Emphasise the importance of balanced question selection across exam sections to avoid disqualification or mark penalties.
- Train candidates to respond directly to questions, especially in passage-based analysis (drama and poetry) where they focus on the specific situation rather than analysing a topic or whole theme.
- Allocate time to model how to approach different types of literary questions, including balanced question selection across sections.
- Provide guided practice in interpreting poetry beyond literal translation, emphasising meaning, tone, and context.
- Encourage active engagement with the texts through discussion, annotation, and thematic analysis.
- Identify candidates struggling with comprehension early on and offer targeted support or intervention sessions.
- Guide candidates in text-based commentary, discouraging generalised summaries.
- Offer targeted support in interpreting figurative language and integrating biographical context appropriately.
- Continue fostering close reading skills, encouraging evidence-based analysis across all genres.
- Candidates should adhere to the recommended word limits.
- Ensure that their work is legible, accurate and logically presented.

**Recommendations for Candidates:**

- Read the question carefully and stay focused on the prompt.
- Do not summarise full texts unless explicitly required. Focus on analysis, not narration in **Section B, part (b)**.
- Make sure to vary question choices according to exam instructions (e.g., two from **Section A**, one from **Section B** – as mentioned at the beginning of this report).
- Use textual evidence (verses or quotations) to support your points wherever asked especially in **Section A, part (b)**.
- Prepare by studying the themes and context of all authors and poets, not rely solely on memorising background notes.
- Candidates should try to avoid writing very short essays or spoken language.
- Allow time for thorough checking of your work.

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| <p><b>Paper 9680/52</b><br/><b>Prose</b></p> |
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The aim of this report is to provide feedback on the November 2025 exam and a general overview of the examination, with some key clarifications to signify strength and key points of the exam.

## 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 or spelling errors provided 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

On marking this paper according to the mark scheme:

Candidate performance showed a noticeable improvement in the November 2025 exam compared to the previous year. Most candidates demonstrated significant development in their understanding of the English texts, as well as in their ability to transfer the full or close meaning.

- The mark scheme identifies 40 marking units: 1 mark is awarded for the correct whole unit or 0 marks 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. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme.
- Marks are not deducted for spelling mistakes or errors unless they impede understanding completely. However, candidates are encouraged to avoid using spoken language and focus on using the MSA.
- The meaning should be unambiguous.
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## Specific comments

- Generally, the English text was clear and straightforward with some challenging vocabulary/expressions suitable for this intended level, to test the candidates' different abilities in order to produce a well-structured translation from the English text. Some of the challenging phrases were:
  - identity
  - driving licence
  - nationality
  - identification number
  - ambitious
  - passions
  - taken away.
- Candidates should read all of the English text first to understand the overall meaning to enable them to choose appropriate vocabulary that transfers and conveys the correct meaning.
- Marks were applied consistently based on what was acceptable or unacceptable.
- Full marks were awarded for high-quality translation: vocabulary and style.
- Incomplete sentences received 0 marks when they did not include the key word or when the meaning was ambiguous.

**Recommendations to teachers**

- Candidates need to read the English text first fully to grasp the full meaning, then they start to translate.
- Candidates need to read the full English sentences to understand the correct meaning, then attempt the translation, **choosing** the right meaning, as the literal translation could lead to a different meaning.
- Candidates should **avoid summarising** the text or using their own interpretation of the text.
- Candidate must avoid using spoken language and use instead MSA.
- Candidates should leave an empty space where they could not translate and carry on afterwards for the rest of the text.
- Candidates should note that when they cross a word or a sentence, no mark will be awarded even if they were correct, unless it was not replaced with other words.
- Candidates should indicate when they use a continuation page.
- Candidates are to be 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 structure.