

ARABIC

Paper 0544/11
Listening (Multiple Choice)

There were too few candidates for a meaningful report to be produced.

ARABIC

Paper 0544/12
Listening (Multiple Choice)

Question Number	Key
1	C
2	B
3	A
4	C
5	D
6	B
7	D
8	A

Question Number	Key
9	C
10	B
11	D
12	B
13	A
14	C

Question Number	Key
15	B
16	F
17	D
18	A
19	C

Question Number	Key
20	C
21	A
22	B
23	C
24	A
25	A
26	C
27	C
28	C

Question Number	Key
29	D
30	B
31	A
32	C
33	B
34	D

Question Number	Key
35	B/E
36	C/D
37	A/E

General comments

June 2021 was the first time the Listening test was introduced.

Most candidates attempted all questions.

The Arabic extracts heard by candidates gradually increased over the course of the paper, in terms of length and density. There were monologues, conversations and interviews. The emphasis of the questions moved

from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, opinions and explanations in longer extracts.

Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise.

Questions 9–14

Candidates heard a longer extract which featured an advertisement of 'Al-Nejoom' restaurant opening. Overall, candidates performed well in this exercise. **Question 9** tested days of the week and all managed to get it right. **Question 10** focused on professions and most candidates chose the correct answer. A few incorrectly chose answer **A** or **C**. **Question 11** tested digital device names, and most candidates chose the correct answer. Some confused the correct answer with option **A** تلفزيون. **Question 12** tested names of fruits and **Question 13** tested price and number. Most candidates chose the correct option for both questions. For **Question 14**, some candidates missed the correct answer **C** (يسار) and chose answer **D** (يمين) instead.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about schools. Many candidates performed well in this exercise. For **Question 16**, a few candidates did not recognise the correct answer **F** and chose **E**. For **Question 18**, some candidates answered **F** instead of **A**.

Questions 20–28

In this exercise, candidates heard two conversations, one with Maryam about her home and the second with Yusuf about a club. The exercise represented a step up in the incline of difficulty of the test.

Many candidates answered **Question 21** correctly, however a few candidates chose the distractor الحديقة. **Question 22** was successfully answered by most candidates. Candidates who incorrectly answered usually chose **A**. **Question 23** tested places in the house and it was successfully answered. A few chose distractor **B**. **Question 24** was answered correctly by many candidates. **Question 25** was answered correctly by most candidates. Candidates who incorrectly answered usually chose **B**. Most candidates chose the correct option in **Question 26**. Those who incorrectly answered this question chose distractor **B**. Most candidates chose the correct option **C** in **Question 27** with no pattern of incorrect answers. Many candidates answered **Question 28** correctly, however a few candidates chose the distractor, option **A**.

Questions 29–34

Candidates heard an interview with Aisha about the environment.

Question 29 tested environmental issues. Some heard ليس لدينا حدائق and chose distractor **A**. Candidates found **Question 30** the most challenging in this exercise, with several choosing the distractor option **A**, whereas the correct answer was **B**. Many candidates answered **Question 32** correctly. Some candidates were confused by the distractor صناعة الورق. **Question 33** was attempted well, with a small number of candidates incorrectly choosing the distractor صندوق خاص, and **Question 34** was answered well with candidates choosing the correct option **D**. The small number who answered incorrectly chose distractor **A**.

Questions 35–37

Candidates heard an interview with Adam about his life. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

For **Question 35**, a good number of candidates correctly chose option **B** and option **E**. Some candidates chose distractor **A** or **D**. For **Question 36**, in general candidates correctly chose options **C** and **D**. A few chose distractors **A** and **E**. For **Question 37** successful candidates chose options **A** and **E**. A small number of candidates chose distractors **C** and **D**.

ARABIC

Paper 0544/13
Listening (Multiple Choice)

Question Number	Key
1	B
2	B
3	D
4	A
5	B
6	C
7	A
8	D

Question Number	Key
9	C
10	D
11	A
12	A
13	D
14	B

Question Number	Key
15	D
16	C
17	A
18	F
19	E

Question Number	Key
20	C
21	A
22	B
23	B
24	A
25	B
26	C
27	C
28	A

Question Number	Key
29	B
30	D
31	B
32	A
33	D
34	C

Question Number	Key
35	B/E
36	D/E
37	B/D

General comments

June 2021 was the first time the Listening test was introduced.

Most candidates attempted all questions.

The Arabic extracts heard by candidates gradually increased over the course of the paper, in terms of length and density. There were monologues, conversations and interviews. The emphasis of the questions moved

from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, opinions and explanations in longer extracts.

Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise.

Questions 9–14

Candidates heard a longer extract which featured an advertisement of 'Al-Zuhoor' school celebration.

Overall, candidates performed well in this exercise. For **Question 9**, some candidates did not recognise **تخرج** and answered **B** (حفل غنائي). For **Question 10**, some candidates also did not distinguish the shape 'دائري' and chose instead **A** or **C** (مستطيل أو مربع) and finally, for **Question 13**, some candidates missed the correct answer **D** (حزام) and chose answer **B** (فستان) instead.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about friendship. Many candidates performed well in this exercise. For **Question 16**, the most frequent incorrect answer was **A**. For **Question 17**, some candidates answered **F** instead of **A**. For **Question 18**, some candidates answered **B** or **E** instead of **F**. In **Question 19**, some answered **F** instead of **E**.

Questions 20–28

In this exercise, candidates heard two conversations, one with Huda about her trip to Oman and the second with Ahmed about a photo. The exercise represented a step up in the incline of difficulty of the test.

For **Question 20**, many candidates chose the correct option **C**. Those who answered incorrectly chose the distractor **فتدق**. Many candidates answered **Question 21** correctly, however a few candidates chose the distractor **مزدهمة**. **Question 22** was successfully answered by almost all candidates. Candidates who incorrectly answered usually chose **A**. **Question 23** and **Question 27** were the most successfully answered question in this exercise with no clear pattern of incorrect answers. **Question 24** was answered correctly by most candidates. Candidates who incorrectly answered usually chose **B**. **Question 25** was answered correctly by most candidates with no clear pattern of incorrect answers. Most candidates chose the correct option **C** in **Question 26**. Those who incorrectly answered this question heard **أبيض** and chose distractor **B**. Most candidates chose the correct option **A** in **Question 28** with no pattern of incorrect answers.

Questions 29–34

Candidates heard an interview with Sawsan about youth and social media.

Just over half the candidates chose the correct option **B** for **Question 29**. Many heard **الموسيقى** and chose distractor **C**. **Question 30** was the most challenging in this exercise. Those who answered incorrectly usually chose distractor **A**. **Question 31** was attempted well. A few candidates incorrectly chose the distractor **D**. Many candidates answered **Question 32** correctly. Some candidates were confused by the distractor **الواجبات المدرسية**. **Question 33** was attempted well, with no pattern of incorrect answers. **Question 34** was answered well with most candidates choosing the correct option **C**, with distractor **A** sometimes being chosen.

Questions 35–37

Candidates heard an interview with Hassan and Deena about their future aspirations. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

For **Question 35**, most candidates correctly chose option **B**, and a few correctly chose the second option **E**. Some candidates chose distractor **C**. Candidates needed to listen carefully to Hassan when he said his sister thinks English is the only way to communicate with the whole world. Just over half the candidates correctly chose options **D** and **E** for **Question 36**. Many chose distractor **A**. **Question 37** was demanding with successful candidates choosing options **B** and **D**. Many candidates chose distractors **C** and **E**.

ARABIC

Paper 0544/21
Reading

There were too few candidates for a meaningful report to be produced.

ARABIC

Paper 0544/22
Reading

Key messages

This was the first year of the new syllabus structure.

In their preparation for this paper, candidates are expected to:

- demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
- communicate information using straightforward vocabulary and grammatical structures
- locate specific information using manipulation of verbs and personal pronouns.

General comments

In general, most candidates answered the questions correctly. However, some candidates could benefit from extended reading in the target language, as this will boost their confidence when responding to **Questions 4, 5 and 6** of this paper. Candidates could also benefit from practising not only how to locate the answer in the reading text, but also how to manipulate the language so that their answers are clear.

Comments on specific questions

Question 1 a – e

Most candidates answered these questions correctly.

Question 2 a – e

Most candidates responded very well to these questions. A few candidates did not identify مخرج الطوارئ 'Emergency Exit' for **Question 2a** and مقهى المسرح 'the theatre's cafe' for **Question 2c**.

Question 3 a – g

Candidates responded extremely well to this question. A few errors occurred in **Question 3f** on 'family members' and **Question 3g** on 'adjectives'.

Question 4 a – k

Most candidates responded well to this question, but some candidates did not manipulate the language enough to demonstrate their comprehension skills; i.e. the need to use the 3rd person in the answer instead of lifting the information in the 1st person from the text. This was the case for **Question 4a** and **Question 4b**. Also, some candidates needed to be more clear and specific in their answers. For example, **Question 4d** asks about 'the difficulty that Salma faced in the new school'. If candidates responded by saying 'German language' only that was not enough. They needed to specify that 'all subjects were taught in German'. Another example is **Question 4e** which only asks about the mother's feeling. If candidates included the father's feeling too, it meant that they did not comprehend the specific requirement of the question.

Question 5 a – e

A good number of candidates did very well in responding correctly to this multiple matching question, which is new for this syllabus. A few candidates answered **Question 5b**, **Question 5c** and **Question 5d** incorrectly. A small number of candidates left answers blank.

Question 6 a – i

Most candidates responded well to this question. Weaker candidates provided incomplete answers, lifted large chunks from the text, or made grammatical mistakes which made their response inaccurate. Many candidates struggled with **Question 6g** because they used the wrong possessive pronoun (referring to the glass-making machine as opposed to the demand for glass), which invalidated their answer.

ARABIC

Paper 0544/23
Reading

Key messages

This was the first year of the new syllabus structure.

In their preparation for this paper, candidates are expected to:

- demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
- communicate information using straightforward vocabulary and grammatical structures
- locate specific information using manipulation of verbs and personal pronouns.

General comments

In general, most candidates answered the questions correctly. However, some candidates could benefit from extended reading in the target language, as this will boost their confidence when responding to **Questions 4, 5 and 6** of this paper. Candidates could also benefit from practising not only how to locate the answer in the reading text, but also how to manipulate the language so that their answers are clear.

Comments on specific questions

Question 1 a – e

Most candidates answered these questions correctly.

Question 2 a – e

Most candidates responded very well to these questions. A few candidates did not identify مكتب الاستقبال 'Reception desk' for **Question 2c**, خزائن السباحة 'lockers' for **Question 2d** and دكان الهدايا 'souvenirs shop' for **Question 2e**.

Question 3 a – g

Candidates responded extremely well to this question. There were a few errors in **Question 3f** and **Question 3g**.

Question 4 a – k

Most candidates responded well to this question, but some candidates did not manipulate the language enough to demonstrate their comprehension skills; i.e. the need to use the 3rd person in the answer instead of lifting the information in the 1st person from the text. This was the case for **Question 4a** and **Question 4b**. Also, some questions required very brief answers and some candidates lifted a whole sentence from the text e.g. **Question 4c** and **Question 4g**.

Question 5 a – e

A good number of candidates did well in responding to this multiple matching question, which is new for this syllabus. Some candidates answered **Question 5b**, **Question 5c** and **Question 5e** incorrectly. A small number of candidates left answers blank.

Question 6 a – i

Some candidates responded well to this question except for those who lifted large chunks from the text e.g. **Question 6c**. Some candidates also found **Question 6f**, **Question 6g** and **Question 6h** challenging.

ARABIC

<p>Paper 0544/03 Speaking</p>

Key messages

This was the first year of the new syllabus structure.

- Candidates should build up a good knowledge of vocabulary in various contexts so that they feel confident to tackle the role plays. Short answers are acceptable for the role play section.
- For the conversation sections, both topics are now unprepared (contrasted with the previous syllabus model in which there was a pre-prepared topic presentation). Candidates should be ready to include opinions and explanations in their responses.

General comments

Both the role play and the topic conversations are set in a predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the supervised preparation time, candidates study a role play scenario provided on a candidate card. Candidates are not allowed to make notes.

Candidates also participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g., family, friends, home, environment, hobbies and interests, education, work, travel). They should describe past and future events and experiences, hopes and ambitions and give brief reasons for opinions and plans. He/she must communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation and use simple connectors (e.g., and, but, because then) to link a series of shorter discrete elements into a connected sequence of points. It is important to use pronunciation and intonation to convey meaning and attitude.

The speaking exam must be conducted in Modern Standard Arabic and the candidates must respond in Modern Standard Arabic.

Comments on specific questions

SECTION 1

ROLE PLAY

Questions 1 and 2

These two tasks require the candidate to give a piece of a simple information in the present tense. It is sufficient for candidates to answer with one or two words.

Most of the candidates answered these two questions well. Many of them prolonged their answers, which is not required in this part of the exam. Centres are reminded that Teacher/Examiners should keep to the prompts given in the role play tasks and not invent their own tasks. Please do not omit any tasks.

Questions 3, 4 and 5

Tasks 3, 4 and 5 are more open to elicit a longer response from the candidate. One of the tasks obligates the candidate to use past tense/timeframe, the other obligates them to use the future tense/timeframe. The third asks them to express a preference, give an opinion, justify their answer or give a reason.

Many candidates did well in these three tasks. Weaker candidates tended to provide partial responses, which were sometimes ambiguous. Occasionally, marks could not be awarded because the Teacher/Examiner did not ask the question as set.

Centres are reminded that Teacher/Examiners must use the questions provided and not create their own questions. Marks cannot be awarded for elements/sections of the examination that are missing. When a role play task is not attempted, no marks can be awarded. No marks can be awarded if the Teacher/Examiner supplies the answer, and the candidate simply repeats it.

SECTION 2

TOPIC CONVERSATIONS

The candidates are examined in two topic conversations, each consisting of five tasks and lasting for four minutes.

Tasks 1 and 2 in each topic are straightforward and should require short responses in the present tense only. Most candidates succeeded in answering these questions.

Tasks 3, 4 and 5 are more challenging. The candidate needs to elaborate his/her answers, respond confidently, communicate relevant information, develop ideas and opinions, justify and explain his/her answers, use a wide range of structures and vocabulary. If a candidate cannot answer the question, an alternative question is provided to provide more support enable the candidate to deliver a similar answer as the one required by the original question.

Many candidates did well on **tasks 3, 4 and 5** and scored high marks. Stronger candidates developed their answers with details.

If the candidate does not answer the original question, or answers only very briefly, the Teacher/Examiner can encourage him/her by asking extension questions such as 'tell me more ... هل يمكنك قول المزيد عن ذلك؟/هل تحب ...'. If the candidate response is still short/ambiguous or they have difficulty understanding the question, the Teacher/Examiner should ask the alternative question. It is permissible to repeat the original question and the alternative question once only.

All five tasks should be completed within the four minutes available. If the topic conversation lasts less than three minutes, the Teacher/Examiner must ask up to two further questions of their choice on the same topic. If the topic conversation lasts less than three and a half minutes even after asking extension questions, the conversation must end.

Candidates who performed very well reacted well to the five tasks in the role play, responded to all five tasks in topic conversation 1 as well as the five tasks in topic conversation 2. Their answers to **Question 1 and 2** in both topic conversations were excellent, and their responses to **Question 3, 4 and 5** were detailed with opinions and justifications. They used more difficult structures, conveyed both past and future meaning and responded satisfactory to unexpected questions in both conversations. The Teacher/Examiner allowed them to speak without unnecessary interruption. The time limits were respected.

CONDUCT OF THE EXAMINATION

The best Teacher/Examiners put candidates at ease as they started the exam, using the greeting exactly as it is written in the instruction's booklet, then they introduced the role play scenario. They played their role exactly as it is printed, repeated questions once only when necessary and made sure that the candidate completed all tasks. They asked for detailed answers in **task 3, 4 and 5** in both conversations, and used the alternative questions where candidates could not answer the original question. They listened carefully to the candidates' answers and asked for more details and justification.

In general, the timings for were about right in topic conversation 1 and topic conversation 2, however some exams were either too short in both conversations or too long in topic conversation 1 and too short in topic conversation 2.

Teacher/Examiners must follow the randomisation grid available in the instructions for Teacher/Examiners on page 14 and 15. This sequence must not be changed.

Most Teacher/Examiners made a clear transition from topic conversation 1 to topic conversation 2, however a few did not announce the title of each topic conversation, which confused the candidate. Teacher/Examiners are encouraged to make it very clear to candidates when they are moving from one section of the examination to the next. This helps to put candidates at their ease. The transitions can be managed easily by using the following:

انتهينا من الجزء الأول من الامتحان.
ننتقل الآن إلى جزء المحادثة: موضوع المحادثة الأولى "العطلات".
انتهينا من المحادثة الأولى، ننتقل إلى المحادثة الثانية: الموضوع هو "الهاتف الجوال".

Teacher/Examiners must ask all the role play tasks exactly as they are printed. If there are two parts to the question (e.g., 'when ...? why?'), Teacher/Examiners should pause and wait for the answer to the first part before asking the second part. The Teacher/Examiner can repeat any role play task (once only), if the candidate has not understood or did not hear, but they must not rephrase any of the role play tasks. If the candidate still cannot answer one of the questions after it has been repeated, the Teacher/Examiner must move to the next task.

Recorded sample

Please note, once a candidate's examination has begun, the recording should not be stopped or paused. It should run continuously until the end of that candidate's examination.

All centres are required to select a range of recordings for external moderation, according to the instructions provided. The sample should, wherever possible, include examples from each Teacher/Examiner.

Most centres sent the appropriate sample. A few did not due to the following:

- either the top mark or the bottom mark was not sent
- not all the recordings of the first 10 candidates were sent
- the appropriate sample was sent but it did not represent all the Teacher/Examiners.

In general, the quality of the recordings was satisfactory, largely due to the more widespread use of digital technology. Centres are reminded to check the position of microphones and the quality of the recording, both during the examinations (between candidates) and before samples are despatched to Cambridge. Centres should ensure well in advance of the speaking examination that a suitably quiet room will be available. It is essential to exclude unnecessary background noise, e.g., phones, bells ringing, shuffling of papers nearer to the microphone.

Recordings should be saved as .mp3 files and labelled in accordance with the naming convention specified in the Teachers' Notes booklet. Please make sure to record each candidate's exam on a separate file (each candidate's exam should be recorded on one file only). Please ensure that before each examination, the Teacher/Examiner announces the candidate's name, number, and role play card number. Please remember to identify all candidates on the recording and mark sheets, using their official examination number.

Internal Moderation

The purpose of the Internal Moderation procedure is to ensure that marks submitted by centres are consistent for all candidates, irrespective of which Teacher/Examiner conducted and assessed the examination. Some centres with more than one Teacher/Examiner did not carry out any Internal Moderation and this affected the time of the External Moderation process. When the centre's Internal Moderation reveals a trend for severe or generous marking from a Teacher/Examiner, which is out of line with the other Teacher/Examiners from the same centre, the lead Teacher/Examiner must adjust the marks of **all** candidates in the affected mark range for that Teacher/Examiner. In addition, the final column on the Working Mark Sheet (Internal and/or External Moderation) must be used to record the results of Internal Moderation. Details of the centre's Internal Moderation procedures must be enclosed with the materials for External Moderation. Many centres did not provide any details of the Internal Moderation process which made the External Moderation more time consuming.

ARABIC

Paper 0544/41
Writing

There were too few candidates for a meaningful report to be produced.

ARABIC

Paper 0544/42
Writing

Key messages

This was the first year of the new syllabus structure.

Question 1 is marked out of 5 marks; the candidates are required to fill in five gaps in a form in Arabic.

Question 2 is marked out of 12 marks; the candidates are required to answer this question including the bullet points.

Question 3 is marked out of 28 – 10 marks for communication, 10 marks for Range and 8 paper marks for Accuracy.

Candidates should:

- take care over their spelling, grammar and punctuation
- read all the instructions carefully
- choose the question (in the last section) that they consider to be the best suited to their knowledge of Arabic
- cover each bullet point task in the response
- respect the word limit.

General comments

The performance of the candidates spanned a range of ability. Many responses were excellent. In the last section, many responses were adequately focused on the question and covered all the required tasks.

Weaker responses either did not cover all the required information or were negatively affected by errors of spelling and grammar.

Comments on specific questions

Question 1

This question was set in the broad theme of holiday and travel. In this question the candidates were required to complete 5 gaps in a travel form for a friend. Most candidates scored full marks by listing the required items. Some candidates misinterpreted the nationality as gender *الجنسية* and *الجنس* and failed to get the mark. Other candidates could not differentiate between nationality and country.

Question 2

This question addressed the topic of free time activities 'At the cinema', and was well attempted by most candidates. There were some very good answers where all five bullet points were covered with good use of time frames, linking words, appropriate vocabulary and complex structures. However, some candidates missed out the last bullet point. Some candidates were not secure in grammar and spelling, mainly with gender agreement, expressing opinion and using the future tense. Some candidates did not use the required number of words, and although they covered all the points, they did not get full marks because there was a lack of detail. A few candidates did not appear to have paid sufficient attention to the information requested in the question.

Question 3

Candidates were required to answer one question from a choice of two, in which they could be awarded 10 marks for completing all the tasks, 10 marks for using extended, well-linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar.

- (a) This question addressed the topic of the use of technology and candidates were asked to write a letter to their headteacher discussing the decision of banning the use of mobile phones at school. This question was popular. Most candidates attempted this question successfully and their responses were excellent as they covered and developed all bullet points required with some very interesting ideas and sentence structures. Some responses were brief and lacked some detail.

A few candidates misinterpreted the first bullet point. Most candidates responded well to the second bullet point and expressed their opinion in a very creative way. In the fourth task, a good number of candidates responded by writing about how school students in general use mobile phones outside the school rather than focussing on how they themselves use the phone outside the school.

Conjugating verbs with the subject pronoun was a challenge for some candidates, especially in bullet point 5 where they had to write about the opinion of the families. Weaker candidates were unable to use the correct ending of verbs as well as the correct adjectival agreement, or use those verbs in the future tense.

- (b) This question addressed the topic of the local area and candidates were asked to write an article to the local youth magazine about the shopping centre. This question was less popular. A good proportion of candidates who answered this question covered all bullet points successfully. Language was very effective with some creative ways to express individual thoughts and ideas.

Some candidates found bullet point 2 more difficult, mentioning the activities currently available at the shopping centre, rather than using the past tense. Responses to bullet point 4 tended to be shorter and less developed.

Common Errors:

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty, but there were of persistent errors including:

- using tanween as a letter and not as tashkeel such as أيضاً instead of أيضاً
- misuse of the gender, when describing male or female objects or people
- confusing التاء المربوطة and التاء الطويلة or confusing الهاء and التاء المربوطة
- not applying the correct agreement between nouns and adjectives
- verbs used in inappropriate person or tense with expressed subject
- not applying feminine adjective to refer to non-human plural
- using colloquial spoken dialect
- not applying the correct possessive pronoun endings
- the predicate of kana not used in the accusative case
- using long and short vowels incorrectly
- using prepositions incorrectly.

ARABIC

Paper 0544/43
Writing

Key messages

This was the first year of the new syllabus structure.

Question 1 is marked out of 5 marks; the candidates are required to fill in five gaps in a form in Arabic.

Question 2 is marked out of 12 marks; the candidates are required to answer this question including the bullet points.

Question 3 is marked out of 28 – 10 marks for communication, 10 marks for Range and 8 paper marks for Accuracy.

Candidates should:

- take care over their spelling, grammar and punctuation
- read all the instructions carefully
- choose the question (in the last section) that they consider to be the best suited to their knowledge of Arabic
- cover each bullet point task in the response
- respect the word limit.

General comments

The performance of the candidates spanned a range of ability. Many responses were excellent. In the last section, many responses were adequately focused on the question and covered all the required tasks.

Weaker responses either did not cover all the required information or were negatively affected by errors of spelling and grammar.

Comments on specific questions

Question 1

This question was set in the broad theme of leisure and activity. In this question the candidates are required to complete 5 gaps filling an application form for a friend to join the gym. This question was very accessible to most candidates and most of them scored full marks by listing the required items. A small number of candidates found it difficult name any job.

Question 2

This question addressed the topic of free time activities 'At the public library', and was well attempted by most candidates.

There were some very good answers where all five bullet points were covered with good use of time frames, linking words, appropriate vocabulary and complex structures. However, some candidates omitted the last bullet point or did not use the correct timeframe (future). Some candidates were not secure in grammar and spelling, mainly with gender agreement, expressing opinion and using the future tense. Some candidates did not use the required number of words, and although they covered all the points, they did not get full marks because there was a lack of detail. A few candidates did not appear to have paid sufficient attention to the information requested in the question.

Question 3

Candidates were required to answer one question from a choice of two, in which they could be awarded 10 marks for completing all the tasks, 10 marks for using extended, well-linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar.

- (a) This question addressed the topic of educational visits and candidates were asked to write a letter to their cousin discussing details of the visits. Most candidates who attempted this question were successful and their responses covered and developed all bullet points required with some very interesting ideas and sentence structures. Weaker responses were brief and lacked detail.

Most candidates responded well to the fourth bullet point and expressed their parents' opinion in a creative way.

Conjugating verbs with the subject pronoun was a challenge for some candidates. Weaker candidates were unable to use the correct ending of verbs as well as the correct adjectival agreement, or use those verbs in the future tense.

- (b) This question addressed the topic of celebrating a special occasion at a restaurant and candidates were asked to write an article for a magazine about the restaurant they visited. This question was popular. A good proportion of candidates who answered this question covered all bullet points successfully. Language was very effective with some creative ways to express individual thoughts and ideas.

Some candidates found bullet point 5 more difficult. Answers to this bullet point were rather short and often less developed compared to other bullet points.

Common Errors:

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty, but there were of persistent errors including:

- using tanween as a letter and not as tashkeel such as أَيْضاً instead of أيضاً
- misuse of the gender, when describing male or female objects or people
- confusing التاء المربوطة and التاء الطويلة or confusing التاء المربوطة and الهاء
- not applying the correct agreement between nouns and adjectives
- verbs used in inappropriate person or tense with expressed subject
- not applying feminine adjective to refer to non-human plural
- using colloquial spoken dialect
- not applying the correct possessive pronoun endings
- the predicate of kana not used in the accusative case
- using long and short vowels incorrectly
- using prepositions incorrectly.