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Examiners' Report
Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In Arabic (1AA0) Paper 3H: Reading and
Understanding in Arabic

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Summer 2024

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Introduction

- Reading and Understanding paper (and listening paper) is structured so that questions set in the target language are in a separate section from those questions requiring responses in English.
- This paper is also structured so that questions are progressive in their level of demand with the most demanding question being the final question in the paper.
- Translation task is progressive in its level of difficulty and is of appropriate demand at each tier.

Themes

The paper draws on vocabulary and structures across all themes and topics covered in this qualification specification. Candidates are assessed on their understanding of standard written Arabic texts based on 5 topics as follows:

- (1) Identity and Culture
- (2) Local area, holiday and travel
- (3) School
- (4) Future aspirations, study and work
- (5) International and global dimension.

Each of these themes has a number of sub-topics (please refer to the specification page 9:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Arabic/2017/specification-and-sample-assessments/specification-gcse2017-l12-arabic-issue5.pdf>

Question type

This Higher Tier Reading and Understanding in Arabic exam paper is made up of 10 questions with 50 total marks.

Candidates will respond to multiple-choice questions (MCQ) and open-response questions and will be required to translate a short text into English.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Arabic is spoken.

In addition to **two literary texts (Q02 and Q04)** from a variety of sources, mainly novels and stories, there is a short text in Arabic for candidates to translate into English.

(Four questions are common across both tiers including the two target language questions).

(N.B: Candidates should allow enough time for the translation question with the recommendation of allowing 10 minutes for this section).

Sections

The paper is divided into **three sections as follows:**

- Section A: questions are **set in English and candidates are required to answer in English.**
- Section B: All questions are **set in Target Language (Arabic) and candidates are required to answer in Arabic.**
- Section C: it consists of **1 translation from the Target Language (Arabic) into English question.**

The vocabulary list

For the Higher paper the vocabulary for both Foundation and Higher tiers must be studied extensively to enable candidates to understand and express themselves with reading and understanding authentic material.

Teachers should present and exploit a range of vocabulary relevant to the themes and topics in the specification.

Note: in this series Non-Vocabulary words were NOT used in the question paper.

Grades distribution (per each question and whole paper):

This Higher Tier question paper targets grades 4 to 9:

- Question 1: targets grade 4
 - Question 2: targets grade 5
 - Question 3 and 4: target grades 6 and 7
 - Question 5 targets grades 7 and 8
 - Questions 6: targets grade 9
 - Question 7: targets grades 4
 - Question 8: targets grade 5
 - Question 9: targets grades 8 and 9
 - Question 10: targets grades 6 to 9
- **Grade profile of papers & rough equivalents to new grading system**
 - **Targets across grades 4 to 9**
 - Grade 6 = 17% of paper
 - Grades 7 to 9 = 50% of paper
 - Crossover (four questions)
 - Grades 4 and 5 = 33% of paper

- **Equivalence to old grades:**

4=C

5=C+/B-

6 = B

7=A

8= A*

9=A**

Profile of Cognitive Operations

The questions in this paper are set to test three cognitive operations: recall, processing and interpreting. The highest number of cognitive operations in this paper is for processing, followed by interpreting and then recall. The latter is required for a very small number of questions.

- **Important note:**

The length and level of demand for each stimulus text, and its respective questions, are based on the targeted grade.

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Below is a summary/comments on how this series cohort performed per each question:

Section A **Candidates required to respond in English**

Q01 - (3 marks) crossover with 3F:

In this crossover with 3F question, the level of demand/ context is suitable for this higher level of candidates targeting grade 4.

The candidates' performance in this 'open-response' question has seen some excellent responses with some full mark scores.

While part (b) in this question might present challenges, as requires candidates to apply mainly the processing cognitive operation, this didn't prove to be an issue for a good number of candidates.

Candidates performance evaluation:

These are good examples:

An ambitious grandmother

1 Read this text about the love of a grandmother for education.

قَرَّت الجَدَّة "أمال بطّو" العودة إلى الدراسة بعد أن توقّفت عن ذلك لعدّة سنوات. وهذه السيّدة هي أمّ لِسبعة أبناء وجدّة لعددٍ كبيرٍ من الأحفاد.

في البداية، بدأت الجدّة "أمال" تُدرّس مع أبنائها، حتّى حصلت على عدّة شهادات باللغات والدين والرياضيات.

وبعد مرور عشرات السنين منذ أن توقّفت عن التعليم في المدرسة، عادت هذه الجدّة إلى التعليم من جديد وعمرها 81 عاماً لتؤكّد للعالم أنّ العُمر يجب أن لا يؤثّر على طموحات الناس.

وفي النهاية، حقّقت الجدّة حلمها بأن تلبس قُبعة وتُوب التخرّج بعد حصولها على الدرجة الجامعية.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How did Mrs Amal work on improving her education after leaving school?

(1)

She studied with children/sons.

(b) Which message did Mrs Amal want to send to the world?

(1)

Age should not have an impact on peoples ^{ambitions} ~~goals~~ or hopes or dreams.

(c) What was her final achievement?

(1)

Wearing the graduation clothes and the graduation hat after receiving her university degree.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How did Mrs Amal work on improving her education after leaving school?

(1)

She study with her kids

(b) Which message did Mrs Amal want to send to the world?

(1)

Age doesn't affect peoples ambition.

(c) What was her final achievement?

(1)

She graduated

(Total for Question 1 = 3 marks)

Here are some examples of candidates' responses with incorrect answers: In part (a), it was noticeable that some candidates instead of answering: 'learning (تدرس) with her children', their answer was: 'teaching (تُعَلِّم) her children/teaching with her'. This rendered their answer wrong. Candidates need to be accurate when reading the text and look for the keyword(s) before answering, see example below:

SECTION A

An ambitious grandmother

Read this text about the love of a grandmother for education.

قررت الجدّة "أمال بطّو" العودة إلى الدراسة بعد أن توقّفت عن ذلك لعدّة سنوات. وهذه السيّدة هي أمّ لِسبعة أبناء وجدّة لعددٍ كبيرٍ من الأحفاد.

في البداية، بدأت الجدّة "أمال" تُدرّس مع أبنائها، حتى حصلت على عدّة شهادات باللغات والدين والرياضيات.

وبعد مرور عشرات السنين منذ أن توقّفت عن التعليم في المدرسة، عادت هذه الجدّة إلى التعليم من جديد وعمرها 81 عاماً ليتوكّد للعالم أنّ العُمُر يجب أن لا يؤثر على طموحات الناس.

وفي النهاية، حقّقت الجدّة حلمها بأن تلبس قُبعة وتُؤبّ التخرُّج بعد حصولها على الدرجة الجامعية.

Answer the following questions in **English**. You do not need to write in full sentences.

(a) How did Mrs Amal work on improving her education after leaving school?

(1)

Teaching her children

(b) Which message did Mrs Amal want to send to the world?

(1)

That age shouldn't affect your dreams

(c) What was her final achievement?

(1)

to wear the graduation hat and dress

(Total for Question 1 = 3 marks)



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SECTION A

An ambitious grandmother

1 Read this text about the love of a grandmother for education.

قررت الجدة "أمال بطو" العودة إلى الدراسة بعد أن توقفت عن ذلك لعدة سنوات. وهذه السيدة هي أم لسبعة أبناء وجدّة لعدد كبير من الأحفاد.
في البداية، بدأت الجدة "أمال" تدرس مع أبنائها، حتى حصلت على عدة شهادات باللغات والدين والرياضيات.
وبعد مرور عشرات السنين منذ أن توقفت عن التعليم في المدرسة، عادت هذه الجدة إلى التعليم من جديد وعمرها 81 عاماً لتؤكد للعالم أن العمر يجب أن لا يؤثر على طموحات الناس.
وفي النهاية، حققت الجدة حلمها بأن تلبس قبة وتوب التخرج بعد حصولها على الدرجة الجامعية.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How did Mrs Amal work on improving her education after leaving school?

(1)

Teaching with her sons
Working, Spreading, Inspiring her children

(b) Which message did Mrs Amal want to send to the world?

(1)

That older people can achieve anything

(c) What was her final achievement?

(1)

University

(Total for Question 1 = 3 marks)

Q02 - (4 marks) crossover with 3F:

This is a 'literary text' question, which has seen a good candidates' performance in this question, with a noticeable number scoring either the full 5 available marks or 4 out the 5 marks.

Candidates performance evaluation:

Examples of good answers are below:

2 Read the extract from a story about the son of a poor man.

في صباح أحد الأيام، وعندما كانت أمي تحضر لي ولأختي الصغيرة وجبة الفطور، عاد أبي مُستعجلاً.
 كنت أحيُّ أن أنام أكثر ولكن جوعي أيقظني تماماً.
 سيعنه يقول لأُمِّي: "أسرع، نظّفي الولد، هل تعتقدين أن المدرسة ستقبّله وهو في هذه الحالة؟"
 قالت أمي: "لماذا لا تنتظر إلى الغد؟" أجابها أبي: "غداً لن تبقى أماكن، ولا يجب بدء الدراسة بالغياب.
 لا نريد أن نصل متأخرين، فلأسرع."
 تمّ تنظيفي، وبعد دقائق وصلنا إلى ساحة المدرسة حيث باقى التلاميذ بينما تناول أختي طبق الإفطار
 بمفردها وهي سعيدة وأنا بعيد كلُّ البعد عن إفطاري.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home? (1)

preparing a small breakfast for the boy and his sister.

(b) What stopped the boy from having more sleep? (1)

his hunger

(c) What did the father want the mother to do as soon as he arrived home? (1)

clean the boy up.

(d) What was the father's concern if his son didn't hurry up? (1)

that the school would not have enough places to accept the boy. ^(his son)

(Total for Question 2 = 4 marks)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home? (1)

making him and his sister breakfast

(b) What stopped the boy from having more sleep? (1)

his hunger

(c) What did the father want the mother to do as soon as he arrived home? (1)

clean the boy

(d) What was the father's concern if his son didn't hurry up? (1)

He would be late to school

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home?

(1)

Preparing breakfast

(b) What stopped the boy from having more sleep?

(1)

to his hunger

(c) What did the father want the mother to do as soon as he arrived home?

(1)

To clean the boy

(d) What was the father's concern if his son didn't hurry up?

(1)

That ~~was~~ they would arrive late

(Total for Question 2 = 4 marks)

On the other hand, few candidates struggled with answering parts (b) & (c), and gave various incorrect answers.

In part (b) some candidates 'assumed' the answer and didn't refer to the stimulus text to arrive at the right answer.

In part (c) many candidates' answers weren't accurate such as: 'make the boy ready'.

Examples are below:

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home?

(1)

Making breakfast.

(b) What stopped the boy from having more sleep?

(1)

To see his father

(c) What did the father want the mother to do as soon as he arrived home?

(1)

Get the children's stuff ready

(d) What was the father's concern if his son didn't hurry up?

(1)

Late for school

(Total for Question 2 = 4 marks)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home?

(1)

feeding his ^{goings to wake up} younger sister at the time of breakfast

(b) What stopped the boy from having more sleep?

(1)

he was hungry

(c) What did the father want the mother to do as soon as he arrived home?

(1)

~~To clean the boy~~ get him ready to go to ^{place} school

(d) What was the father's concern if his son didn't hurry up?

(1)

They would be late

(Total for Question 2 = 4 marks)

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home?

(1)

~~making breakfast~~ preparing breakfast

(b) What stopped the boy from having more sleep?

(1)

He was hungry

(c) What did the father want the mother to do as soon as he arrived home?

(1)

prepare the boy / get the boy ready

(d) What was the father's concern if his son didn't hurry up?

(1)

The ^{son} boy wouldn't be able to start school.

(Total for Question 2 = 4 marks)

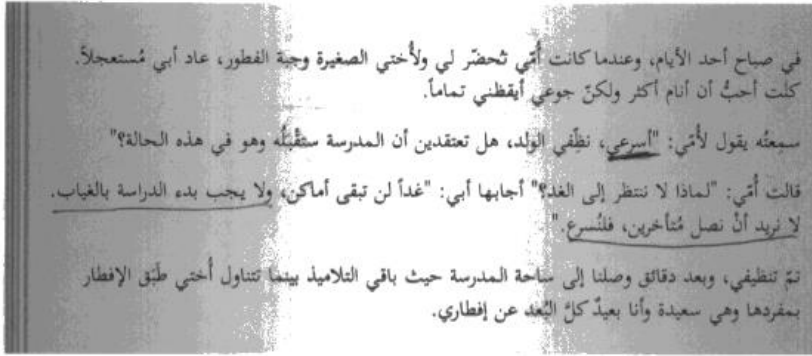
Some candidates answered in Arabic in this section which renders their answer incorrect even if it is the correct answer in Arabic:



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2 Read the extract from a story about the son of a poor man.



Answer the following questions in English. You do not need to write in full sentences.

(a) What was the boy's mother doing when his father came home?

(1)

came father

عاد أبي مستعجلاً

(b) What stopped the boy from having more sleep?

(1)

جوعي ولا يجبي لانريد ان نصل متأخرين

(c) What did the father want the mother to do as soon as he arrived home?

(1)

(d) What was the father's concern if his son didn't hurry up?

(1)

the boy's mother when his father

(Total for Question 2 = 4 marks)

Q03 (Total: 5 marks): This is an open-response question.

Overall, we could say that the candidates' performance was good in some parts of this question.

Candidates performance evaluation:

Some excellent responses from candidates performing at grade 6 or 7 which this question targets are below:

- 3 Read the following report about the opinions of these people working or studying at an Arab university on the state of the Arabic language.

الأستاذ فاروق	يُفَضِّلُ الشباب العرب استخدام اللغات الأجنبية على اللغة العربية. لكن هذا لن يستمر طويلاً لأنَّ أهمية اللغة العربية عالمياً تزداد يوماً بعد يوم.
الأستاذ محمد	مستوى استخدام اللغة العربية غير مُرضٍ لأسباب كثيرة، أوَّلها عدم ثقة الإنسان العربي بلُغته.
الأستاذ أحمد	نعلم أنَّ الطالب يجد صعوبات في تعلُّم اللغة العربية واستخدامها بنجاح. ولكنَّ مستوى اللغة العربية لدى الطلاب سيرتفع من خلال برنامج تمَّ تطويره بالجامعة.
الأستاذة سامية	بالنظر إلى وضع اللغة العربية وضعف مستوى الطلاب فيها، ظهرت حاجة ضرورية كبيرة لتحديد نقاط الضعف التي تمنعهم من إتقان لغتهم.
الطالبة ابتسام	عند التحاقني بالجامعة اكتشفتُ أنني لم أتعلَّم اللغة العربية بشكلها الصحيح قبل الآن، ولكنَّ مهاراتي بدأت في التحسُّن.

Answer the following questions **in English**. You do not need to write full sentences.

- (a) What reason does Mohammad give for the unsatisfactory use of the Arabic language?

(1)

Not being confident in the arabic language

- (b) Why isn't Farouq worried about the preference of young Arabs for using foreign languages?

(1)

Because the importance of arabic increases globally day by day

- (c) What does Ebtisam think about her Arabic language level before joining the university?

(1)

She didn't learn arabic in the right way



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(d) What does Samiyah think needed to be done to improve the level of students in Arabic?

(1)

figure out their weakness that stops them from speaking arabic

(e) Why is Ahmed optimistic that the students' knowledge of Arabic will improve?

(1)

~~a prog~~ there is a program that has been renewed in universities that will increase their level in arabic

(Total for Question 3 = 5 marks)



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الأستاذ فاروق	يُفضِّل الشباب العرب استخدام اللغات الأجنبية على اللغة العربية. لكن هذا لن يستمر طويلاً لأنَّ أهمية اللغة العربية عالمياً تزداد يوماً بعد يوم.
الأستاذ محمد	مستوى استخدام اللغة العربية غير مُرضي لأسباب كثيرة، أوَّلها عدم ثقة الإنسان العربي بِلُغته.
الأستاذ أحمد	تعلم أنَّ الطالب يجد صعوبات في تعلُّم اللغة العربية واستخدامها بنجاح. ولكنَّ مستوى اللغة العربية لدى الطلاب سيرتفع من خلال برنامج تمَّ تطويره بالجامعة.
الأستاذة سامية	بالنظر إلى وضع اللغة العربية وضعف مستوى الطلاب فيها، ظهرت حاجة ضرورية كبيرة لتحديد نقاط الضعف التي تمنعهم من إتقان لغتهم.
الطالبة ابتسام	عند التحاقني بالجامعة اكتشفتُ أنني لم أتعلَّم اللغة العربية بشكلها الصحيح قبل الآن، ولكنَّ مهاراتي بدأت في التحسُّن.

Answer the following questions **in English**. You do not need to write full sentences.

(a) What reason does Mohammad give for the unsatisfactory use of the Arabic language?

(1)

that ^{arabic} people use not confident in their language.

(b) Why isn't Farouq worried about the preference of young Arabs for using foreign languages?

(1)

Because the use of Arabic language globally is increasing.

(c) What does Ebtisam think about her Arabic language level before joining the university?

(1)

she didn't learn Arabic the right way.

(d) What does Samiyah think needed to be done to improve the level of students in Arabic? (1)

to see the student weakness in speaking the language

(e) Why is Ahmed optimistic that the students' knowledge of Arabic will improve? (1)

because an app was develop at uni to help people speak the language.

(Total for Question 3 = 5 marks)

On the other hand, many candidates performing at below grade 6 or 7 which this question targets, found, especially, 3(d) & 3(e) challenging.

This type of question requires certain level of processing and interpreting cognitive operations skills.

Matching the name to the right statement is a straightforward step, but processing or interpreting their statement requires a regular and good level of practice to develop the right cognitive operation skills.

Examples:

Part (d): It was observed that many candidates' responses were deemed incorrect due to missing the key phrase: 'didn't learn' (لم أتعلم) and instead responded with: 'didn't speak Arabic', 'didn't know Arabic', 'wasn't good in

The value of Arabic

3 Read the following report about the opinions of these people working or studying at an Arab university on the state of the Arabic language.

الأستاذ فاروق	يُتَمَيَّلُ الشباب العرب استخدام اللغات الأجنبية على اللغة العربية. لكن هذا لن يستمرّ طويلاً لأنّ أهميّة اللغة العربية عالمياً تزداد يوماً بعد يوم.
الأستاذ محمد	مستوى استخدام اللغة العربية غير مرضٍ لأسباب كثيرة، أوّلها عدم ثقة الإنسان العربي بلُغته.
الأستاذ أحمد	نعلم أنّ الطالب يجد صعوبات في تعلّم اللغة العربية واستخدامها بنجاح. ولكنّ مستوى اللغة العربية لدى الطلاب سيرتفع من خلال برنامج تمّ تطويره بالجامعة.
الأستاذة سامية	بالنظر إلى وضع اللغة العربية وضعف مستوى الطلاب فيها، ظهرت حاجة ضرورية كبيرة لتحديد نقاط الضعف التي تمنعهم من إتقان لغتهم.
الطالبة ابتسام	عند التحاقني بالجامعة اكتشفت أنّي لم أتعلّم اللغة العربية بشكلها الصحيح قبل الآن، ولكنّ مهاراتي بدأت في التحسّن.

Answer the following questions in English. You do not need to write full sentences.

(a) What reason does Mohammad give for the unsatisfactory use of the Arabic language?

(1)

deficiency in confidence in the language

(b) Why isn't Farouq worried about the preference of young Arabs for using foreign languages?

(1)

As it hasn't last long as the importance of arabic increases

(c) What does Ebtisam think about her Arabic language level before joining the university?

(1)

not good, she didnt learn it properly

(d) What does Samiyah think needed to be done to improve the level of students in Arabic?

(1)

to not allow them to speak other languages

(e) Why is Ahmed optimistic that the students' knowledge of Arabic will improve?

(1)

As they grow they will learn more during the course

(Total for Question 3 = 5 marks)

Another aspect in this respect, candidates misinterpreted the keyword 'program' (برنامج) and mentioned 'course' as per the example below:



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(d) What does Samiyah think needed to be done to improve the level of students in Arabic?

(1)

assess weak points and improve

(e) Why is Ahmed optimistic that the students' knowledge of Arabic will improve?

(1)

courses provided by school increases their arabic knowledge

(Total for Question 3 = 5 marks)

Q04 - (5 marks): This multiple-choice 'literary text' question has seen some excellent candidates' performance with a noticeable number of candidates scoring the full available 5 marks.

It is typical when candidates face some difficulty in fully understanding the stimulus text to result in candidates resorting to 'guess work' in some of their answers.

This was noticeable with answering 4(i) when candidates selected (c) instead of the right answer (a): "لا يعرف ماذا يجب أن يفعله"
(c) is the distractor in this question.

(i) When he felt the rod pulling, the boy

<input type="checkbox"/>	A was not sure what to do. ✓
<input type="checkbox"/>	B decided to leave the fishing rod.
<input checked="" type="checkbox"/>	C was confident of what he should do.
<input type="checkbox"/>	D looked around for a friend to help him.

This applies to 4(v), when candidates selected (c) instead of the right answer (a) too. The specific part in the text in this question targets: كما شعر هو نفسه يوم دخلت في قدمه قطعة زجاج.

(v) The struggling fish

<input type="checkbox"/>	A reminded the boy of an accident he had. ✓
<input type="checkbox"/>	B had various colours.
<input checked="" type="checkbox"/>	C was very small and cute.
<input checked="" type="checkbox"/>	D reminded him of a pet fish he had.

Q05 - (6 marks): This question is a mixture of 'fill-in-the-blanks' (Q05a-d) and open-response (Q05e-f) question.

Although this question appears to be a challenging one for some candidates, especially in 5(e) & 5(f), the candidates' performance was, on average, good.

Candidates performance evaluation:

Q05a-d:

These are examples of candidates' responses which are all correct and scored the full mark for this section of the question:

Complete the following sentences with the correct information.

- (a) The area was called 'moon valley' because its land is similar to that of the moon. (1)
- (b) Scientists decided to call a planet after the name of this valley. (1)
- (c) The valley was named one of the world's natural heritage sites. (1)
- (d) This area is good for watching stars at night. (1)

Complete the following sentences with the correct information.

- (a) The area was called 'moon valley' because its land is similar to that of the moon. (1)
- (b) Scientists decided to call a planet after the name of this valley. (1)
- (c) The valley was listed as one of the world's natural heritage sites. (1)
- (d) This area is good for watching stars at night. (1)

Observations of the candidates' responses show that most candidates had difficulty in giving the correct answer for Q05c. Very few candidates gave the correct answer: 'listed'.

Complete the following sentences with the correct information.

- (a) The area was called 'moon valley' because its land is similar to that of the moon. (1)
- (b) Scientists decided to call a planet after the name of this valley. (1)
- (c) The valley was popular one of the world's natural heritage sites. (1)
- (d) This area is good for watching the stars at night. (1)

This candidate has provided all the correct answers except for (d), 'birds' is incorrect and the correct answer is 'stars'. The keyword the question is 'watching'.

Complete the following sentences with the correct information.

(a) The area was called 'moon valley' because its land is similar to that of the moon. (1)

(b) Scientists decided to call a ^{Planet name} Rim valley after the name of this valley. (1)

(c) The valley was ^{a part of a desert} a part of a desert ^{listed} one of the world's natural heritage sites. (1)

(d) This area is good for watching ^{birds} Valley at night. (1)

Q05e-f:

Examples of candidates's responses:

These candidates got both parts correct.

Answer the following questions about the above text **in English**.

(e) What makes the mountains of this valley significant? (1)

its ~~unique~~ colours: red, white, brown

(f) What does this place turn into in certain seasons of the year? (1)

an important migration spot for birds

(Total for Question 5 = 6 marks)

Answer the following questions about the above text **in English**.

(e) What makes the mountains of this valley significant?

(1)

for ~~the~~ ^{it's} colours (white / Red / brown)

(f) What does this place turn into in certain seasons of the year?

(1)

Important journey for immigrating birds
that are between Africa and Europe. (Total for Question 5 = 6 marks)

Answer the following questions about the above text **in English**.

(e) What makes the mountains of this valley significant?

(1)

has colourful red, brown and white rocks.
As it is ~~the~~ ~~for~~ ~~the~~ ~~has~~ ~~colourful~~ ~~mountain~~ ~~rocks~~ ~~has~~ ~~white~~ ~~red~~ ~~and~~ ~~brown~~

(f) What does this place turn into in certain seasons of the year?

(1)

a place that birds can ^{migrate} _{or} travel between Africa and east Europe.

(Total for Question 5 = 6 marks)

These are examples of candidates' responses where they missed the correct answer either in (e) or (f) or in both (e) & (f):

This candidate answered (e) correctly but doesn't seem to have fully understood the text and/or the question:

Answer the following questions about the above text **in English**.

(e) What makes the mountains of this valley significant?

(1)

its white colours and its highest mountain
in the area.

(f) What does this place turn into in certain seasons of the year?

(1)

a theater

(Total for Question 5 = 6 marks)

This candidate answered (e) correctly too, but would have got (f) correct if 'birds' (الطيور) was used in their answer instead of 'animals' :

Answer the following questions about the above text **in English**.

(e) What makes the mountains of this valley significant?

(1)

By its white, red and brown colours.

(f) What does this place turn into in certain seasons of the year?

(1)

A path where travelling animals pass.

(Total for Question 5 = 6 marks)

This candidate missed both parts. In (e) the candidate didn't give more detail, they had a good attempt though. In (f) it seems that it was 'guess work/assumption'. The 'tourist attraction' was many candidates' response.

Answer the following questions about the above text **in English**.

(e) What makes the mountains of this valley significant?

(1)

~~Their looks.~~ How they look.

(f) What does this place turn into in certain seasons of the year?

(1)

Tourist attraction.

(Total for Question 5 = 6 marks)

Q06 - (5 marks): This question is a grade 9 in its entirety. It is divided into two parts: a multi-choice part for 3 marks and an open-response part for 2 marks.

Candidates performance evaluation:

The candidates' performance in 6(a), which is a multiple-choice question (MCQ) varied, but many candidates demonstrated a good understanding of the stimulus text to respond to this part of the question.

Many candidates were awarded the full 3 available marks:

(a) What does the news report say?

Put in each of the **three** correct boxes.

(3)

Example: The festival was held in Tunisia.	<input checked="" type="checkbox"/>
A This was a worldwide event.	<input checked="" type="checkbox"/>
B Digital publishing affected the production of paper magazines.	<input checked="" type="checkbox"/>
C Magazines which received awards were from three countries only.	<input checked="" type="checkbox"/>
D One of the participating journalists received an award.	<input checked="" type="checkbox"/>
E Some magazines received awards for their good photography.	<input checked="" type="checkbox"/>
F The festival included an exhibition of special editions of some magazines.	<input checked="" type="checkbox"/>
G Both Arab and foreign journalists received recognition for their work.	<input checked="" type="checkbox"/>

(a) What does the news report say?

Put in each of the **three** correct boxes.

(3)

Example: The festival was held in Tunisia.	<input checked="" type="checkbox"/>
A This was a worldwide event.	<input checked="" type="checkbox"/>
B Digital publishing affected the production of paper magazines.	<input checked="" type="checkbox"/>
C Magazines which received awards were from three countries only.	<input checked="" type="checkbox"/>
D One of the participating journalists received an award.	<input checked="" type="checkbox"/>
E Some magazines received awards for their good photography.	<input checked="" type="checkbox"/>
F The festival included an exhibition of special editions of some magazines.	<input checked="" type="checkbox"/>
G Both Arab and foreign journalists received recognition for their work.	<input checked="" type="checkbox"/>

(a) What does the news report say?

Put in each of the **three** correct boxes.

(3)

Example: The festival was held in Tunisia.	<input checked="" type="checkbox"/>
A This was a worldwide event.	<input checked="" type="checkbox"/>
B Digital publishing affected the production of paper magazines.	<input checked="" type="checkbox"/>
C Magazines which received awards were from three countries only.	<input checked="" type="checkbox"/>
D One of the participating journalists received an award.	<input checked="" type="checkbox"/>
E Some magazines received awards for their good photography.	<input checked="" type="checkbox"/>
F The festival included an exhibition of special editions of some magazines.	<input checked="" type="checkbox"/>
G Both Arab and foreign journalists received recognition for their work.	<input checked="" type="checkbox"/>

These candidates (below), and many others, have mistakenly considered 'thanking' as 'receiving an award' and selected (D) as correct. The awards were only given to three magazines and not individuals.

(a) What does the news report say?

Put in each of the **three** correct boxes.

(3)

Example: The festival was held in Tunisia.	<input checked="" type="checkbox"/>
A This was a worldwide event.	<input checked="" type="checkbox"/>
B Digital publishing affected the production of paper magazines.	<input checked="" type="checkbox"/>
C Magazines which received awards were from three countries only.	<input checked="" type="checkbox"/>
D One of the participating journalists received an award.	<input checked="" type="checkbox"/>
E Some magazines received awards for their good photography.	<input checked="" type="checkbox"/>
F The festival included an exhibition of special editions of some magazines.	<input checked="" type="checkbox"/>
G Both Arab and foreign journalists received recognition for their work.	<input type="checkbox"/>

(a) What does the news report say?

Put in each of the **three** correct boxes.

(3)

Example: The festival was held in Tunisia.	<input checked="" type="checkbox"/>
A This was a worldwide event.	<input checked="" type="checkbox"/>
B Digital publishing affected the production of paper magazines.	<input checked="" type="checkbox"/>
C Magazines which received awards were from three countries only.	<input checked="" type="checkbox"/>
D One of the participating journalists received an award.	<input checked="" type="checkbox"/>
E Some magazines received awards for their good photography.	<input checked="" type="checkbox"/>
F The festival included an exhibition of special editions of some magazines.	<input checked="" type="checkbox"/>
G Both Arab and foreign journalists received recognition for their work.	<input checked="" type="checkbox"/>

In the open response part, candidates' performance in Q06b was of a mixture, however a lesser number of candidates gave the correct answer for (b) while we have seen a better candidates' performance in (c):

6b:

These are samples of good answers:

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards? (1)

for their participation for many years in publishing serious literature.

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards? (1)

for thier participation for several years

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards? (1)

for participating for several years in spreading cultures and important and intriguing literary achievements.

Other examples with incorrect answers:

One of the common incorrect answers given by candidates for (b) was 'photography'

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards?

(1)

for such **photogphy**

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards?

(1)

for the best **photography**.

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards?

(1)

photography

Also, many candidates gave general answers about the magazine's 'good work'. Others submitted blank answers.

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards?

(1)

For their creativity

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards?

(1)

they were eye-catching.

Answer the following questions **in English**.

(b) What was the main reason the magazines received the awards?

(1)

of their consistent work or hard effort

6c:

(c) What was special about the women's magazine mentioned in this news report?

(1)

The first women magazine from Tunisia

(Total for Question 6 = 5 marks)

(c) What was special about the women's magazine mentioned in this news report?

First Tunis's women magazine where they showed an old version of ⁽¹⁾ ~~First Tunis's women magazine~~ their first

(Total for Question 6 = 5 marks)

(c) What was special about the women's magazine mentioned in this news report?

(1)

It was the first female Tunisian magazine

(Total for Question 6 = 5 marks)

Section B

Q07- crossover with 3F (5 marks): This in a multiple-choice-question (MCQ).

Candidates performance evaluation:

It was clear that this cohort candidates performed very well in this target language multiple-choice question.

A good number of candidates scored the full 5 available marks and many others scored 4 marks.

The common incorrect answers were for:

- Q07i. this question requires the use of the processing cognitive operation, some candidates selected (i): نشاط رياضي في بلد عربي

(i) يتحدث التقرير عن

A	نشاط رياضي في بلد عربي.	<input checked="" type="checkbox"/>
B	مباريات كأس العالم في كرة القدم.	<input type="checkbox"/>
C	نشاط ألعاب رياضية عالمي.	<input type="checkbox"/>
D	نشاط ترفيهي.	<input type="checkbox"/>

(ii) يتحدث التقرير عن

A	نشاط رياضي في بلد عربي.	<input checked="" type="checkbox"/>
B	مباريات كأس العالم في كرة القدم.	<input type="checkbox"/>
C	نشاط ألعاب رياضية عالمي.	<input type="checkbox"/>
D	نشاط ترفيهي.	<input type="checkbox"/>

- Q07v: It is an 'interpreting' question. In the stimulus text states: كان قد بدأ تعلم السباحة: وهو في سن السادسة" (he started learning to swim at the age of six). The correct answer is (A): بدأ التدريب وهو طفل (he started training when he was a child).

(v) أحد المشاركين

A	بدأ التدريب وهو طفل.	<input type="checkbox"/>
B	اشترك بسباق الجري.	<input type="checkbox"/>
C	حصل على المركز السادس بالسباحة.	<input type="checkbox"/>
D	شارك في مسابقة تنس الطاولة أيضاً.	<input checked="" type="checkbox"/>

(v) أحد المشاركين

A	بدأ التدريب وهو طفل.	<input type="checkbox"/>
B	اشترك بسباق الجري.	<input type="checkbox"/>
C	حصل على المركز السادس بالسباحة.	<input checked="" type="checkbox"/>
D	شارك في مسابقة تنس الطاولة أيضاً.	<input type="checkbox"/>

(v) أحد المشاركين

A	بدأ التدريب وهو طفل.	<input type="checkbox"/>
B	اشترك بسباق الجري.	<input checked="" type="checkbox"/>
C	حصل على المركز السادس بالسباحة.	<input checked="" type="checkbox"/>
D	شارك في مسابقة تنس الطاولة أيضاً.	<input type="checkbox"/>

Q08 - crossover with 3F (5 marks): This question 'fill-in-the-blanks' Target Language question,

Candidates performance evaluation:

As in previous series, a good number of candidates managed to score the full 5 available marks or 4 marks. However, on the other hand, there was a number of candidates who didn't perform as well, with scores of 1 or 0. A very small number of candidates submitted blank response.

A common misunderstanding in this question is related to part (a). The candidates answered *نائلة* instead of *ناضل*. The answer is related to *نائلة*, as her films deal with: *قضايا اجتماعية تتصل بمجتمعها*, while *ناضل* has been driven by her family's situation to work in cinema.

Good examples:

ريم البيات (السعودية)	بدأت حياتها كمصورة فوتوغرافية. ثم درست التصوير والسينما في جامعة بريطانية. بعدها تخصصت بالعمل السينمائي. نالت جوائز عديدة وأهمها جائزتين دوليتين لفيلمها "أيقظني".
نائلة الحاجة (الإمارات العربية)	أول إماراتية تعمل بصناعة الأفلام. تخرّجت في جامعة كندية، وكان أول أفلامها عن إمارة دبي. وتتناول أعمالها السينمائية قضايا اجتماعية تتصل بمجتمعها.
هلا السلطان (العراق)	تجلس في المقهى وتستمع إلى الناس، وتتخيل قصصهم لتستعملها في أفلامها. تحب الأطفال ودائماً تستخدمهم كشخصيات في أفلامها.
ضحى مستقيم (المغرب)	كبرت في عائلة الكلام فيها قليل، فولدها غير قادر على التكم والكلم والديتها لا تتحدث إلا "الأمازيغية". وجدت في التلفزيون والسينما طريقة لإيصال صوتها ومشاعرها للجميع، وأولهم والدها والديتها.

كيف تمكنت كل من الشابات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت ريم مهنتها بالعمل بالتصوير.

- (a) تحاول نائلة أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)
- (b) استطاعت ريم أن تحصل على مكانة مُعترف بها عالمياً. (1)
- (c) تأخذ هلا قصص أفلامها من حياة الآخرين. (1)
- (d) كانت حياة ضحى الشخصية الدافع وراء عملها بالسينما. (1)
- (e) كانت نائلة أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 8 = 5 marks)

كيف تمكنت كلٌّ من الشابات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت ريم مهنتها بالعمل بالتصوير.

- (a) تحاول نائلة أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)
- (b) استطاعت ريم أن تحصل على مكانة مُعترف بها عالمياً. (1)
- (c) تأخذ هلا قصص أفلامها من حياة الآخرين. (1)
- (d) كانت حياة ضحى الشخصية الدافع وراء عملها بالسينما. (1)
- (e) كانت نائلة أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 8 = 5 marks)

كيف تمكنت كلٌّ من الشابات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت ريم مهنتها بالعمل بالتصوير.

- (a) تحاول نائلة أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)
- (b) استطاعت ريم أن تحصل على مكانة مُعترف بها عالمياً. (1)
- (c) تأخذ هلا قصص أفلامها من حياة الآخرين. (1)
- (d) كانت حياة ضحى الشخصية الدافع وراء عملها بالسينما. (1)
- (e) كانت نائلة أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 8 = 5 marks)

In the example below, the candidate didn't follow the rubric, which instructs them to choose from the names: هلا، ريم، نائلة، ضحى.

The candidate chose to use the surname instead of the first name. This candidate was not penalised and was awarded the full mark. However, it is essential for candidates to follow the rubric.

كيف تمكنت كلٌّ من الشابات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت ريم مهنتها بالعمل بالتصوير.

- (a) تحاول الخاجة أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)
- (b) استطاعت ريم أن تحصل على مكانة مُعترف بها عالمياً. (1)
- (c) تأخذ العيالمان قصص أفلامها من حياة الآخرين. (1)
- (d) كانت حياة حمدية الشخصية الدافع وراء عملها بالسينما. (1)
- (e) كانت الخاجة أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 8 = 5 marks)

Other examples where candidates didn't perform as well:
This candidate scored 1 mark for (a).

كيف تمكنت كلٌّ من الشابات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت ريم مهنتها بالعمل بالتصوير.

- (a) تحاول هلا نائلة أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)
- (b) استطاعت نائلة أن تحصل على مكانة مُعترف بها عالمياً. (1)
- (c) تأخذ ضحى قصص أفلامها من حياة الآخرين. (1)
- (d) كانت حياة هلا الشخصية الدافع وراء عملها بالسينما. (1)
- (e) كانت هلا أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 8 = 5 marks)

كيف تمكنت كلٌّ من الشائبات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت مريم مهنتها بالعمل بالتصوير.

(a) تحاول علي أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)

(b) استطاعت نائلة أن تحصل على مكانة مُعترف بها عالمياً. (1)

(c) تأخذ هلا قصص أفلامها من حياة الآخرين. (1)

(d) كانت حياة ريم الشخصية الدافع وراء عملها بالسينما. (1)

(e) كانت نائلة أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 8 = 5 marks)

The candidate below didn't understand the task.

كيف تمكنت كلٌّ من الشائبات المذكورات أعلاه من النجاح في عملها؟ للإجابة عن هذه الأسئلة، اختر من بين: ريم، نائلة، هلا، ضحى. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: بدأت مريم مهنتها بالعمل بالتصوير.

(a) تحاول تتناول أن تتحدث في أفلامها عن المشاكل الاجتماعية في بلدها. (1)

(b) استطاعت ويستمتع أن تحصل على مكانة تُعترف بها عالمياً. (1)

(c) تأخذ قليل قصص أفلامها من حياة الآخرين. (1)

(d) كانت حياة وجدت الشخصية الدافع وراء عملها بالسينما. (1)

(e) كانت والسيدنا أول امرأة في بلدها تدخل عالم العمل السينمائي. (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

It is important for candidates to be given the opportunity to practise this type of questions, where a matching of the statement to a name is a skill which can be developed through practising. **It is important for candidates not to randomly select the name, which usually results in a 0 score. Also, to understand that they need to select one of the names and not fill the blank with random words from the text.**

Q09 - (5 marks): This is an open-response Target Language question. There is an impressive candidates' performance in this question with very good attempts by candidates.

Candidates performance evaluation:

A large number of candidates answered (b), (c) and one part of (d), correctly.

Regarding part (a), a noticeable number of candidates seem to have misunderstood the question. The word التأثير (effect) is the keyword to giving the correct answer. The candidates answered what looks like a question that asks about the 'reasons' for migrating from rural areas to cities.

Regarding part (d), candidates are required to mention two points about the future of people's nutrition system (لنظام الناس الغذائي في المستقبل؟ ماذا يمكن أن يحدث). However, a large number of candidates wrote about using less water.

Examples:

The following examples score the full 5 marks:

صعوبات في المستقبل

9 اقرأ هذا التقرير عن مستقبل الوضع الحياتي في البلدان العربية.

ستشهد البلدان العربية في السنوات القادمة زيادة في الهجرة من الأرياف إلى المدن بحثاً عن وظائف. وسيزيد هذا الضغط على المدن، وسيؤدي ذلك إلى عدم قدرة الدول العربية على توفير وظائف بأجور مقبولة. كما أنّ البطالة التي يعاني منها الشباب في المنطقة العربية تزيد نسبتها عن طيغف ما هي لمعظم بلدان العالم.

وفي المستقبل سيرتفع الطلب على الغذاء والمياه والسكن والتعليم والنقل والكهرباء والخدمات الأخرى. وعلى سبيل المثال، يرتفع الطلب على الطاقة في السعودية الآن بشكل سريع. والأراضي الزراعية حول مدينتي عثان والقاهرة ومدن عربية أخرى تضيق لإصلاح البناء حول هذه المدن.

وعلى الرغم من ازدياد أعداد مؤسسات التعليم العالي، فإن نوعية التعليم التي تُقِيمها هذه المؤسسات هي أدنى من المتوقع. وتنتشر الأحياء السكنية الفخمة وأبنية المكاتب في بعض المناطق، بينما يصعب توفير سكن مناسب لأصحاب الأجور المحدودة.

بالإضافة إلى ذلك، ستواجه المنطقة العربية نقصاً كبيراً في المياه. وغالباً ما تُستخدم المياه في زراعة مزروعات قيمتها منخفضة، لكنّها في الوقت نفسه تحتاج إلى كميات كبيرة من المياه.

يجب تغيير الأساليب الزراعية وأنواع المزروعات لإنتاج المزيد من الغذاء بمياه أقل، حتى لو أدى ذلك في النهاية إلى تغييرات كبيرة في عادات الأكل، مثل أن يصبح أكل اللحوم يندل الأمر عادياً.

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

عدم قدرة الدول العربية على توفير وظائف بأجور مقبولة.

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

تضيق لإصلاح البناء.

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

يصعب توفير سكن مناسب.

(d) ماذا يمكن أن يحدث لإنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

(2)

أكل اللحوم يندل الأمر عادياً وتغييرات كبيرة في عادات الأكل.

(Total for Question 9 = 5 marks)

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

بَحْثًا عَن وِظَائِفِ

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

تَضَيِّقَ لِمَآلِحِ البِنَاءِ حَوْلَ هَذِهِ المَدِينِ

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

يَصْعَبُ تَوْفِيرَ سَكْنٍ مَنَاسِبٍ لِأَصْحَابِ الأَجُورِ المَحْرُودَةِ.

(d) ماذا يمكن أن يحدث لنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

(2)

أَنْ يَتَغَيَّرَ يَتَغَيَّرُ عَادَاتُ الأَكْلِ مِثْلَ أَنْ يَصِحَ أَكْلُ السُّحُومِ بَدَلِ

الأرز اصراً عادياً. تَوَاجَهَ نَقْصاً بِجِيرَانِي (طِيَاهِ).

(Total for Question 9 = 5 marks)

In this example apart from part (a) the candidate answered all the rest of the questions correctly.

صعوبات في المستقبل

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أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

بحث عن وظائف

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

تضيق لصالح البناء حول هذه المدن

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

يصعب توفير سكن مناسب للأجور

(d) ماذا يمكن أن يحدث لإنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

(2)

يصبح أكل اللحوم بدلاً الأرز أمراً عادياً

تغييرات كبيرة في عادات الأكل

(Total for Question 9 = 5 marks)

In this second example, the candidate answered all the questions fully except for (d); the candidate gave a correct answer to one point only scoring 1 out of the 2 available marks for (d).

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

الضغط على المدن ✓

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

تضييق لصالح البناء حول هذه المدن ✓

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

يصعب توفير سكن مناسب للأصحاب
الأجور المحدود (2)

(d) ماذا يمكن أن يحدث لإنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

مثل أن يصبح أكل اللحوم بدل الأرز أمراً
عادياً ، لإنتاج المزيد من الغذاء بمياه أقل ✓

(Total for Question 9 = 5 marks)

In the example below the candidate scored the full 5 marks.

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

بَحْثًا عَنِ وِظَائِفِ

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

تَضَيِّقَ لِمَالِحِ الْبِنَاءِ حَوْلَ هَذِهِ الْمَدِينِ

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

يَصْعَبُ تَوْفِيرَ سَكْنٍ مَنَاسِبٍ لِأَصْحَابِ الْأَجُورِ الْمَحْرُومَةِ.

(d) ماذا يمكن أن يحدث لنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

(2)

أَنْ يَتَغَيَّرَ يَتَغَيَّرُ عَادَاتُ الْأَكْلِ مِثْلَ أَنْ يَصِحَ أَكْلُ السُّحُومِ بِدَلِّ
الْأَرْزَاقِ عَادِيًا. تَوَاجَهَ نَقْصًا بِجِيرَانِي (طِيَاهِ).

(Total for Question 9 = 5 marks)

Below examples of responses with low level of performance:
Example one: scored 2 marks

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

أَبْلَاهُ الْبَيْلَاهُ الْفَلَوْنِيَّةِ

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

تَضَيِّقَ لِمَالِحِ الْبِنَاءِ حَوْلَ هَذِهِ الْمَدِينِ

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

يصعب عليها لتوفير سكن لاصحاب الاجور المنخفضين

(d) ماذا يمكن أن يحدث لإنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

(2)

العبء من تكلفة الغذاء أقل

Example two: scored 1 mark

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو التأثير الرئيسي لزيادة الهجرة من الأرياف؟

(1)

زيادة في الهجرة من الأرياف إلى المدن بحثاً عن وظائف

(b) ما الذي يحدث الآن بالأراضي الزراعية المحيطة بالمدن؟

(1)

حول مدينتي عمان والقاهرة ومدن عربية أخرى تضيف
لصالح البناء هذه المدن

(c) كيف يؤثر انتشار المباني الفخمة والمكاتب على بعض الموظفين؟

(1)

تنتشر الأحياء السكنية الفخمة

(d) ماذا يمكن أن يحدث لإنظام الناس الغذائي في المستقبل؟ اذكر نقطتين.

(2)

غالبًا ما تستخدم من قبل المزارعين في الزراعة

(2)

(Total for Question 9 = 5 marks)

Section C

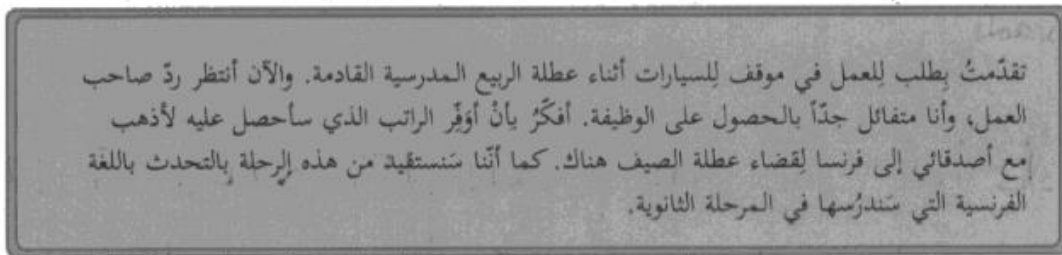
Q10- translation (7marks):

Some good performance by many candidates, with scores of a noticeable number of candidates scoring the full 7 available marks, 6 marks or 5 marks. However, there was a number of candidates who struggled with the translation of the Arabic text into English with responses either incomplete, full of gaps, or blank.

There were candidates' responses which basically are irrelevant to the stimulus text in the form of free writing or are written in Arabic (Examples below).

Candidates performance evaluation:

Very good example:



I applied to work at the car park during the coming ^{school} spring holiday. Till today I am waiting for a reply from the owner. And I am very optimistic about getting the job. I am thinking about saving the money I make as a salary to go and spend it on a ^{summer} holiday to France with my friends. ~~Additional~~ we will practice using the France language there by speaking, this will help as we will study French at secondary school.

In this example, the candidate mistranslated many words (سيارات (cars) as سوريا (Syria). The whole translation doesn't reflect the stimulus text.

He the student of knowledge in ~~that~~ ~~market~~
went to Syria and went to four ~~markets~~
and collected his ~~achievements~~ :

He went to his ~~house~~ in Persia - ~~from~~
This point he knew the language of
~~Persia~~ Farsi.

This candidate answered with writing a story in Arabic. Obviously, this candidate wasn't prepared for this task.

تقدّمتُ بطلب للعمل في موقف للسيارات أثناء عطلة الربيع المدرسية القادمة. والآن أنتظر رة صاحب العمل، وأنا متفائل جداً بالحصول على الوظيفة. أفكرُ بأن أوفّر الراتب الذي سأحصل عليه لأذهب مع أصدقائي إلى فرنسا لقضاء عطلة الصيف هناك. كما أننا سنستفيد من هذه الرحلة بالتحدث باللغة الفرنسية التي سندرّسها في المرحلة الثانوية.

أبدر حديث عن عطلة الربيع المدرسية القادمة العمل
كل شيء لأتة العمل تجبب منتهة بعض المال لأتة الفلوس
هي تساعدني هذا الموضوع عطلة والسافر في كل مكان
وهذا الوقت جميلة ومناسي جداً لأتة الأصدقاء
سيذهب إلى عطلة الربيع وهذا في فرنسا وفرنسا دون
جميلة في الأماكن السياحية مثل مدينة باريس
وهي من الأفضل مدون في العالم وهذا الأيضاً يساعد
على الأتصرف على ثقافة ناس الأخرة والألك متعلق وإيف
يساعدك على الأتعلم اللغة الأفرنسية لأتة سندرستها
في المرحلة الثانوية وهضم فنية شيء الوظيفة
أوفر الراتب حت العمل الذهب مع الأصدقاء إلى عطلة

(Total for Question 10 = 7 marks)

Conclusion and advice:

- As mentioned in the introduction, the exam paper will cover all topics and this means it is very important for candidates to familiarise themselves with all the topics and themes of this qualification specification. It was noticed that candidates need to be more familiar with Theme 5: the Environment issues topic.
- Candidates should be **very** familiar with the vocabulary list (for both Foundation and Higher tiers) as all questions would contain these words in them; sometimes these words will act as the 'keyword' and will help the candidate with understanding the question and subsequently with the answer too.
- Candidates need to be able to employ the three cognitive operations: recall, processing and interpreting. As explained above, processing followed by interpreting are the highest cognitive operations required to answer the questions.
- As expected, candidates performed better in multiple-choice questions compared to open-response questions. More emphasis should be put on practising and familiarising candidates with working with open-response type of questions.
- To avoid losing marks, candidates should be made aware of the techniques of answering the multiple-choice questions, i.e. cross only the number of answers they were asked to give (not to cross less and nor more). This especially applies to Q06a.
- It seems that this cohort has improved their responses in the three target language questions (Q07, Q08 & Q09), which leads to a feeling that the candidates are making progress with their preparation for this type of question, but more work is needed.
- **Candidates need to be sitting mock tests well ahead of the formal exam. This is strongly advisable to establish strengths and weaknesses/gaps and work on those with their teachers in good time.**
- **Candidates should be made aware that there are two literary text based questions (Q02 and Q04). These literary texts are from published literary sources, such as novels, stories etc.**