

FOREIGN LANGUAGE ARABIC

Paper 0544/11
Listening

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

FOREIGN LANGUAGE ARABIC

Paper 0544/12
Listening

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

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

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

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

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

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

General comments

Overall, the candidature performed well and candidates attempted all questions.

The Arabic extracts heard by candidates gradually increased in length and complexity and featured monologues, conversations and interviews. The emphasis of the questions shifted from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise. The extracts were straightforward and short. In **Question 2**, a few candidates did not understand the word (متنزه) and missed the correct answer, option **A**. The same thing occurred with **Question 7**, where very few candidates missed the correct answer, option **A** (رياضة الركض).

Questions 9–14

Candidates heard a longer extract featuring an advertisement about voluntary work. Overall, candidates performed well in this exercise. **Question 10** focused on the date when the voluntary work starts, and most candidates selected the correct answer **D**. **Question 11** tested the year 7 activity, most candidates chose the correct answer **A**. For **Question 12**, some candidates correctly chose answer **D** (east/شرق), other candidates mixed up the correct answer and chose answers **A**, **B**, or **C** instead.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about sports activities. Many candidates performed well in this exercise. For **Question 16**, a few candidates did not recognise the correct answer **B** and chose **D**. For **Question 17**, some candidates answered **A** instead of **F**. The same occurred with **Question 19**, where few candidates answered **D** instead of the correct answer **A**.

Questions 20–28

In this exercise, candidates heard two conversations, one between Samir and Hala and the second between Aisha and Abdullah about household chores. The exercise represented a step up in the level of difficulty to the test.

Many candidates answered **Question 20** correctly, however a few candidates chose the distractor **A** كل يوم instead of the answer **B**. **Question 21** was successfully answered by many candidates. Candidates who incorrectly answered usually chose the distractor **A** ترتب دائماً. **Question 22** tested what Hala is doing with the windows and it was successfully answered. Few chose the distractor **A**. **Question 23** was answered correctly by many candidates. Some candidates chose option **A** الاعتناء بالقطتين, the distractor. **Question 24** was answered correctly by most candidates. Candidates who incorrectly answered usually chose **B**. More than half the candidates chose the correct option **A** in **Question 25**; however, some candidates chose the distractor, option **C**. **Question 26** tested what Khalid was doing at his flat and it was successfully answered by many candidates. Few chose distractor **A**.

Questions 29–34

Candidates heard an interview with the author Asmaa. This was an appropriately demanding exercise at this stage of the paper.

Question 29 tested what Asmaa wrote. Some heard مسلسلات أكشن and chose distractor **D** instead of the correct answer **B**. **Question 30** was answered correctly by just above half the candidates, option **D**. Those who chose the wrong answer selected distractor **A**.

Most candidates answered **Question 31** correctly. Some candidates heard the distractor تحب الجلوس في الهواء الطلق and chose **C**. **Question 32** was attempted well, with some incorrect answers for the distractor **C**, and a good number of candidates answered **Question 33** correctly by choosing option **C**. Some candidates chose distractor **A** or **B**. **Question 34** was the most challenging question in this exercise where many candidates chose the distractor option **C** and some **A**, whereas the correct answer is **B**.

Questions 35–37

Candidates heard an interview with Majdy about a boat. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

For **Question 35**, a good number of candidates correctly chose option **A** and option **D**. Some candidates chose distractor **C** or **E**. **Question 36** was answered correctly by just above half of candidates. The candidates correctly managed to recognise option **B** and **D**. Some chose distractors such as **A**, **C** and **E**. For **Question 37** successful candidates chose options **C** and **E**. Some candidates chose distractors like **A**, **B** and **D**.

FOREIGN LANGUAGE ARABIC

Paper 0544/13
Listening

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

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

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

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

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

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

General comments

Overall, the candidature performed well, and most candidates attempted all questions.

The Arabic extracts heard by candidates gradually increased in terms of length and complexity, featuring monologues, conversations and interviews. The emphasis of the questions shifted from targeting candidates' ability to pick out information from 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. The extracts were straightforward and short. Few candidates mixed the answer شقة with the image in option B (بيت), which was incorrect for **Question 2**. For **Question 6**, a few chose image option D instead of the image for the correct answer, ينظرون.

Questions 9–14

Candidates heard a longer extract featuring an advertisement about a school trip. Overall, candidates performed very well on almost all questions of this exercise. For **Question 11**, some candidates seemed not sure about the word windy عاصفاً and chose a wrong answer instead, either option B or D.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Selma and Omar about family. Many candidates performed well in this exercise. For **Questions 15 and 16**, most candidates answered correctly. For **Question 17**, some candidates answered E instead of B. For **Question 18**, the most common incorrect answer was C, instead of A. For **Question 19**, some missed the correct answer, E and chose A or C.

Questions 20–28

In this exercise, candidates heard two conversations, one with Shatha and Abdullah and the second with Daniel and Fatima about household chores. The exercise represented a step up in the level of difficulty for the test.

Question 20 was correctly answered by many candidates. Candidates who incorrectly answered usually chose C. For **Question 22** many candidates chose the correct option C. Those who answered incorrectly chose the distractor in option B تكرر اللون البنفسجي. Many candidates answered **Question 24** correctly, however few candidates chose the distractor C تصفح كتاباً عبر الإنترنت. **Question 25** was answered correctly by most candidates with few who chose the incorrect answer with the distractor A. **Question 26** was answered correctly by many candidates. Some went with the incorrect answer with the distractor A عبر الهاتف النقال مرة واحدة. Most candidates chose the correct option C in **Question 27**. Those who incorrectly answered this question chose distractor B. For **Question 28**, some students also chose the distractor, option C instead of the correct answer A وحيد.

Questions 29–34

Candidates listened to an interview with Hala about recycling. This was an appropriately demanding exercise at this stage of the paper.

Question 29 was answered correctly by most candidates. Those who answered incorrectly chose distractor A العمل في مدرسة. In **Questions 30 and 31**, many candidates chose the correct option D while some selected distractor B, that is in **Question 30** تنظيف الملابس and in **Question 31** حافظ الشباب على المدرسة. **Questions 32 and 33** were the two most challenging questions in this exercise, but a good number of candidates answered them correctly. The incorrect attempts chose distractor A for **Question 32** and C for **Question 33**. Many answered **Question 34** correctly. Those who answered incorrectly chose the distractor A or D.

Questions 35–37

Candidates heard a conversation between Sarah and Mohammed about Bahrain. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

For **Question 35**, most candidates correctly chose option **A** and **E**. Some candidates chose distractor **B** or **D**. Most candidates also chose correctly option **B** and option **C** for **Question 36**. Some selected the incorrect answer, distractors **C**, **D** or **E**. **Question 37** was demanding with successful candidates choosing options **C** and **E**. Some candidates chose distractors **A**, **B** or **D**.

FOREIGN LANGUAGE ARABIC

Paper 0544/21
Reading

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

FOREIGN LANGUAGE ARABIC

Paper 0544/22
Reading

Key messages

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

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

In this reading exam, the candidates are asked to read texts and answer multiple-choice, multiple-matching questions as well as questions requiring short answers.

Candidates need to comprehend the main points and key information in simple everyday material. They need to show their understanding of authentic factual texts on a range of familiar topics and the description of events by expressing ideas, opinions, and attitudes in simple texts and they must identify and select relevant information in predictable texts.

This year, most candidates completed all questions satisfactorily. They displayed a range of skills, identifying main points and some details. In some cases, the responses were aimed at evaluating candidates' abilities in critical analysis and inference, going beyond the literal meaning of the text. This comprehensive approach provided a thorough assessment of both language proficiency and cognitive abilities, ensuring a well-rounded evaluation of reading comprehension skills.

General comments

Many candidates did very well in this exam as they managed to get the answers to all the questions correctly. It was pleasing to see a large percentage of candidates achieve high marks. It seems that the majority of candidates learnt that it is important to manipulate the language in the answers where required in order to get the mark. However, few candidates struggled in achieving this, and some others had difficulties answering parts of **Questions 4, 5 and 6**. But, overall, there is a good improvement in language manipulation this year compared with last year.

The first two questions of the paper require the candidates to match the words based on the provided images and signs. These types of questions are easily accessible and help the candidates achieve some marks. The third section contains multiple-choice questions based on a given text in which the candidates are required to demonstrate their understanding by selecting the appropriate answer.

Questions four and six consist of longer texts, requiring candidates to give concise answers, some using their own words. Overall, these questions were answered well. However, some marks were lost due to not answering the question, lack of detail, or using exact words/phrases from the text without manipulating the language.

Question five consists of two pages and asks candidates to link each person to their appropriate job. Mostly, it was answered correctly, with a few marks lost for selecting the wrong option.

The one-hour time limit for this paper is the main reason some answers were missed. **Question five** requires more time for reading by some candidates. As a result, there were several scripts with No Response (NR) in parts of **Question six**.

Comments on specific questions

Question 1

- (a) – (e) The great majority of candidates did extremely well in this question with very few missing the correct answers to **Question 1b** and **Question 1c**.

Question 2

- (a) – (e) Most candidates answered this question well, except a few who struggled with **Question 2c** and **Question 2e**.

Question 3

- (a) – (g) A large number of the candidates answered all parts of this question correctly. However, some were confused about what to choose for **Question 3a** عرس، خطوبة، تخرج. There were also a few who ticked المدينة or الجيل in **Question 3b** and very few ticked المسائي instead of الصباحي in **Question 3d**. **Question 3e**, **Question 3f** and **Question 3g** were always right.

Question 4

- (a) – (k) Many candidates did very well on this question as they managed to locate the answer and secure the mark. Some were lifting the answer from the text without any manipulation, using the 1st person instead of the 3rd. Very few candidates left some questions with no response, especially **Question 4j** and **Question 4k**. It seems that **Questions (d), (e), and (i)** were very easy as many candidates got them right. The key message to achieving a high mark in this question is that:

1. Answers must not be a mere lifting from the text. When quoting from the text, candidates are expected to manipulate the language. Partial manipulation can sometimes be accepted.
2. Candidates should give a full answer. This does not necessarily need to be a full sentence, but the meaning must be clear and conveyed in full for the mark to be awarded.

Question 5

- (a) – (e) Many candidates managed to answer this question correctly despite the long reading text involved. It seems that the medium to lower-level candidates struggled with this question which also impacted their response to **Question 6**. There were more correct answers in **Questions 5a, 5d, and 5e**, than in questions **5b** and **5c**.

Question 6

- (a) – (i) As a final question which is aimed at A and A* candidates, this question was answered reasonably well. The question not only tests the candidates' ability to identify main themes or ideas and express opinions but also the ability to manipulate the language in the answer. A good number of candidates had no problem understanding the text and responding well to the questions. However, some were able to locate the answer but failed to manipulate the language which made them lose marks such as in **Question 6a**, **Question 6b**, and especially in **Question 6i**, where they used عمالنا instead of عمال المصنع or عمالهم. Sometimes lifting worked well because it did not require any manipulation as in **Question 6e2**, **Question 6f**, and **Question 6h**.

Overall, although the performance this year is excellent, the candidates could benefit from practicing previous years' exam papers to be more familiar with the format of the questions. Moreover, teachers should train their students more on efficient time management.

FOREIGN LANGUAGE ARABIC

Paper 0544/23
Reading

Key messages

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

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

Most of this year's performance seems to adhere to the above key messages. This has resulted in seeing scripts with excellent grades.

General comments

Most candidates did extremely well by answering most of the questions correctly. Over half the candidates scored high and a third did very well. Candidates could still 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 also need to practice, not only how to locate the correct answer in the reading text, but also how to manipulate the language, especially in **Question 4** and **Question 6**, so that their answers are clear. Not being able to manipulate the personal pronouns, for example, indicates a lack of understanding and is considered lifting from the text for which no mark is awarded. There were fewer instances of these mistakes in this year's exam compared with last year.

Comments on specific questions

Question 1

(a) – (e) The great majority of candidates answered this question correctly.

Question 2

(a) – (e) Most candidates responded well to this question. Few candidates did not identify the answer to **Question 2c** الاستعلامات and **Question 2e** صرف العملات. Candidates could learn more about expressions related to signs in public places.

Question 3

(a) – (g) Candidates responded very well to this multiple-choice question, achieving a 98 per cent success rate. Some responses to **Question 3d**, however, were incorrect. This could be because some candidates are not competent enough in the comparative form of the language (أبعد ، أحدث ، أقدم), so they could benefit from being trained more in this area.

Question 4

(a) – (k) Most candidates responded well to this question with **Question 4b** and **Question 4d2** scoring the highest marks. **Question 4k** was the most challenging because it required good reading comprehension skills and manipulation of the language from 1st to 3rd person. A few candidates also failed in scoring the mark for **Question 4f** and **Question 4h** because of the direct lifting from the text or lack of clarity in the answer.

Question 5

- (a) – (e) Many candidates did extremely well in responding to this multiple-matching question even though it involves a good amount of reading. There were hardly any NRs (No Response) and 78 per cent of the candidates achieved full marks on this question. Few candidates chose the wrong options for **Question 5c** and **Question 5e**.

Question 6

- (a) – (i) Many candidates demonstrated good reading comprehension by responding well to this question. In this last section of the paper, most candidates seem to have had a go at answering the questions, instead of leaving blanks, which reflects good time management.

As in **Question 4**, this question also involves some manipulation of the language to convey the correct answer without ambiguity or distortion. This was not used effectively in **Question 6h**, **Question 6f**, **Question 6b2** and **Question 6a**. **Question 6h**, for example, involves a close reading of the text to deduct the answer and only 39 per cent of candidates were able to achieve this. In **Question 6a**, the distractor used in the text seems to have confused some candidates because 'the sister has visited Egypt twice' whereas for 'Hiyam' it was her first visit, therefore the intended answer to how many times Hiyam visited Egypt was 'once' not 'twice'. This is a very valid question at this stage of the paper, and it is mainly A and A* candidates who performed well in this question.

Overall, the candidates' performance this year is excellent indicating that a good amount of hard work is being undertaken by teachers and candidates in preparing for this exam.

FOREIGN LANGUAGE ARABIC

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

Key messages

The purpose of the speaking test is to assess candidates' spoken performance in the Cambridge IGCSE Arabic. Candidates are required to study, learn and demonstrate understanding in different topic areas related to the Arabic IGCSE syllabus.

Each candidate's speaking test must include one role play and two topic conversations.

The role play lasts for approximately two minutes. Each topic conversation lasts for 4 minutes. There are 5 tasks in the role play, with a maximum of two marks awarded for each task. There are also 5 tasks in each topic conversation. The two topic conversations are marked together for communication (maximum 15 marks) and quality of language (maximum 15 marks).

Candidates should build up their vocabulary to communicate in a variety of predictable daily situations and engage in conversations on familiar topics, expressing opinions and feelings clearly and effectively.

Candidates need to use a range of structures and vocabulary with reasonable accuracy, demonstrating the ability to maintain interaction and control pronunciation and intonation. They should describe past events and experiences, hopes and ambitions, and give brief reasons for opinions and plans. Candidates should also respond confidently to straightforward and unexpected questions.

General comments

Examiners and candidates are required to communicate in Modern Standard Arabic.

Teachers/examiners must familiarise themselves with the syllabus and read the instructions for teachers/examiners booklet carefully before conducting the exam.

Teachers/examiners must select each candidate's exam card using the randomisation instructions on page 14. They must study and familiarise themselves with the procedures of the exam, as well as the scripts for both the role play and the two-topic conversations, before conducting the exam.

Candidates must not choose their own exam card. The exam card should be given to the candidate on the day of the speaking test, just before their test, and they should be allowed 10 minutes to prepare.

Overall, the teachers/examiners who followed the above instructions and prepared themselves before the examination conducted their exams well.

Many candidates performed well in their exams, speaking fluently and using a range of structures and vocabulary with reasonable accuracy. They demonstrated their ability to maintain interaction, showed control of pronunciation and intonation, managed to talk about past events and experiences, their hopes and ambitions, and also gave reasons for opinions and plans. They responded clearly to both straightforward and unforeseen questions.

Some candidates found it difficult to talk about tourist places, the negative consequences of transportation on the environment, and how transportation could be developed in their city.

Few candidates struggled to answer the main question due to a lack of understanding, and some examiners did not ask the alternative question.

Recording quality

Centres are advised to use high-quality recording equipment to ensure clear audio. All recording exam files must be saved as MP3.

Generally, most of the recording files uploaded by the centres on Submit for Assessment were audible. However, in some recordings, the candidates were not clearly audible. The microphone should be positioned so that both the examiner and the candidate are clearly audible. Please test the recording equipment in situ before beginning any examinations.

Please note that once a candidate's test has begun, the recording should not be stopped or paused between elements of the test but must run continuously until the end of the candidate's test.

Before submitting your sample to Cambridge, please check to ensure that only the candidates' exams have been recorded. Stop the recording at the end of the exam.

Examiners must remember to state at the beginning of each candidate's exam recording: their name, the candidate's name, the candidate's number, the candidate's card number, and the date. Follow this with the role play (announcing the number of the role play), topic conversation 1 (announcing the number and the title), topic conversation 2 (announcing the number and the title), and then the announcement of the end of the exam.

There were very few examiners who did not follow the randomisation grid on page 14 in the 'Instructions for Teachers/Examiners' booklet. They either examined the candidate on two role plays and missed the two topic conversations, missed the first topic conversation, or missed the second topic conversation, which disadvantaged their candidates.

Centres are required to listen to the entire exam before submitting it and ensure that all parts were recorded, including the introduction.

Documentation

Although most centres uploaded the correct documentation, a few either forgot to upload the WMS, uploaded the wrong document, or used a different WMS than the one on page 13 of the 'Instructions for Teachers/Examiners' booklet. It is essential to use and upload the correct WMS for the 0544/03 exam.

Very few centres did not write or sign the WMS. In the future, please make sure to write the name of the examiner conducting the exam at the bottom of the Working Mark Sheet. It is preferable to fill out the Working Mark Sheet digitally using a computer rather than by hand, as this makes it easier to read for moderation purposes. Ensure that the examiner signs the WMS.

The Working Mark Sheet in one of the centres was filled out and revised by an external moderator with incorrect marks and added errors. Please remember that the maximum mark for each task in the role play is 2.

Presentation of the recording sample

Overall, most centres had excellent presentation. Others need to improve by announcing the examiner's name, the candidate's name, the candidate's number, the candidate's card number, and the date at the beginning of the recording. It is important to indicate the transition from the role play to Topic Conversation 1 with a phrase in the target language, such as 'Let's now move on to Topic Conversation 1 – Clothes/Food, etc.' Transition from Topic Conversation 1 to Topic Conversation 2 also needs to be indicated with a phrase in the target language, such as 'Let's now move on to Topic Conversation 2 – Education/Work, etc.'

Comments on specific questions

The speaking test consists of two parts

Part 1: Role play

In the first two tasks, candidates are expected to respond with simple information in the present tense, so it is acceptable for them to answer with one or two words. Regarding tasks 3, 4, and 5, candidates are required to produce longer responses.

Many candidates did well in the role play section as the teachers/examiners conducted this part of the exam well by asking each question exactly as it is printed. If the candidate did not answer a question or answered briefly, the teachers/examiners repeated the question once to encourage him/her to give fuller responses.

Some candidates spent more time in this part of the exam answering extra questions created by the teachers/examiners, which should not happen.

A few examiners rephrased the role play tasks, which is not allowed. Others thought that they must ask extension and further questions during the role play tasks. Please remember that there are no extensions or further questions in the role play.

Role play questions can only be repeated once, and if the candidate is still unable to answer, the teacher/examiner should move on to the next question. Rephrasing questions is not allowed. Tasks and questions are not to be changed and should be asked exactly as they are printed.

Teachers/examiners should pause appropriately when required, ensuring both parts of a question are asked, and it is essential to give enough time for candidates to respond.

Teachers/examiners must remember to read the scenario of the role play before starting it with the candidate. Please refer to the 'Instructions for Teachers/Examiners' booklet, as you should not ask extension or further questions in the role play section.

Part 2: 2 topic conversations

Teachers/examiners must ask each question in the topic conversations section (2 topics) exactly as it is printed. Please do not rephrase any part of the questions.

Teachers/examiners can ask an extension question (هل يمكنك قول المزيد؟) in tasks 3, 4 and 5 only. They should use the alternative question printed in tasks 3, 4 and 5 only if the candidate struggles or is unable to understand the main question.

Teachers/examiners should prepare further questions in advance of the exam and use them instead of asking the candidate to extend their answers several times, as they have already extended their answers and there is nothing more to discuss. This technique puts a lot of pressure on the candidate. No more than two further questions should be asked, and further questions should be asked by the end of the topic conversation.

Tasks 1 and 2 are simple and require only short responses using the present tense.

Most candidates managed to answer these questions successfully, although some teachers/examiners asked extension or further questions, which should not happen in these two tasks.

Tasks 3, 4, and 5 expect candidates to explain their answers with certainty, communicate accurate information, develop ideas and opinions, and justify or clarify them, in addition to using a wide range of structures and vocabulary. Many candidates did well and scored high marks, as they developed their answers with details and expressed their thoughts. Some candidates initially gave short answers but extended their responses with help from their teacher/examiner, who provided extension questions. Weaker candidates missed answering the question or did not answer at all, even with extension questions, and struggled with certain topics/tasks such as 'tourist places,' 'disadvantages of transportation on the environment,' 'development of transportation,' and 'disadvantages of social media.'

It is essential that teachers/examiners ask the main question first. If the candidate does not give a relevant answer, they can repeat the question. If the candidate still does not give a relevant answer, they must ask the alternative question provided and repeat it once. If the candidate still does not give a relevant answer, they must then ask the next question.

Teachers/examiners must not interrupt candidates too soon; it is crucial to allow candidates enough time to complete their answers. They must ensure that all tasks are covered to award full marks.

Teachers/examiners should indicate the transition from the role play to Topic Conversation 1 with a phrase in the target language, such as 'Let's now move on to Topic Conversation 1 – الرياضه / الروتين اليومي' and from

Topic Conversation 1 to Topic Conversation 2 with a phrase in the target language, such as 'Let's now move on to Topic Conversation 2 – الأماكن السياحية / الاحتفالات.'

- **Extension questions**

Please refer to the 'Instructions for Teachers/Examiners' booklet, as you may only ask extension questions in tasks 3, 4, and 5.

Please use the extension question if the candidate's answer is very brief. The teacher/examiner can encourage them by saying, 'Tell me more...' or 'هل ترغب في إضافة شيء؟' or 'قل لي المزيد عن ذلك.'

When using extension questions, avoid introducing new vocabulary or ideas to the candidate. Only use vocabulary printed in the question or already used by the candidate.

- **Alternative questions**

Please refer to the 'Instructions for Teachers/Examiners' booklet, as you should only ask the alternative questions if the candidate finds it difficult to answer the main question after it has been repeated once, or if the candidate's answer was short or ambiguous, to give them another opportunity to respond; you may also repeat the alternative question once.

While some examiners followed the guidelines, others did not consistently do so. For example, alternative questions were used incorrectly by some examiners. If a candidate fails to respond to a question after it has been repeated once, teachers/examiners should proceed to ask the alternative question(s) provided. This ensures thorough assessment and gives candidates multiple opportunities to demonstrate their abilities.

- **Further questions**

Further questions provide an opportunity for candidates to demonstrate their language skills and expand their answers if the test has lasted less than 3.5 minutes. Teachers/examiners should prepare two further questions of their own and not use the provided alternative questions for this purpose. Further questions are used to ensure the topic conversation adheres to the specified timings in the 'Instructions for Teachers/Examiners' booklet. However, if the topic conversation still lasts less than 3.5 minutes even after asking extension questions and two further questions, the teacher/examiner must stop the conversation.

Many centres did not make use of these questions, and some asked far too many questions at the end of the topic conversation and in tasks 3, 4, and 5. Examiners should be reminded that they should only ask two further questions if the exam is too short to bring it closer to the 4-minute mark as much as possible.

Conduct of the examination

Generally, the centres that conducted the examination well managed to:

- follow the exam procedures outlined in the 'Instructions for Teachers/Examiners' booklet,
- start the recording by stating their name, the candidate's name and number, and the date; announcing the role play card number; then putting the candidate at ease,
- start the exam using the greeting exactly as it is printed, followed by reading the role play scenario,
- play their role exactly as it is printed, and repeat the questions once when necessary,
- announce the first topic conversation number and title, then ask the two first tasks exactly as they are printed, and repeat the questions once, when necessary,
- ask tasks 3, 4, and 5; repeat the questions once when required; use extension questions if the candidate's answers were brief or ambiguous; and use the alternative question if the candidate didn't understand the main question,
- wait for the candidate to answer the first part of the question before asking the second part,
- use two further questions if timings were short. Then they announce the second topic conversation number and title; use the same technique as the first topic and ask two further questions at the end if needed,

- make a clear distinction between the role play and Topic Conversation 1 as well as between Topic Conversation 1 and Topic Conversation 2,
- announce the end of the exam,
- follow the randomisation instructions to allocate cards and topics in the same sequences printed on page 14/15,
- do not stop or pause exam recordings from the beginning of the exam until the end.

Some centres needed training and improvement in conducting the exam as follows:

- They did not follow the exam instructions and procedures.
- They created additional tasks in the role play, and they asked extension and further questions, which is not required in the role play.
- They did not stop between the two parts of the questions, allowing the candidate time to answer before asking the second part.
- They used the alternative questions immediately without giving the candidate an opportunity to answer the main questions.
- They created additional exam questions.
- They corrected, explained questions, finished the candidates' answers, and sometimes repeated what the candidate had just said.
- They did not use extension, alternative, or further questions in the two topic conversations.
- A few missed either one topic conversation or both conversations and used two role plays instead.
- The timings for one or both conversations were either too short or too long.
- They did not follow the randomisation instructions on page 14 in the 'Instructions for Teachers/Examiners' booklet.
- They did not prepare further questions and asked the candidate to extend their answers, even though the candidate had already answered the question perfectly.
- They asked further questions between the tasks instead of at the end of the topic conversation.
- There were many pauses, silences, or gaps in their exam recordings.

FOREIGN LANGUAGE ARABIC

Paper 0544/41
Writing

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

FOREIGN LANGUAGE ARABIC

Paper 0544/42
Writing

Key messages

In order to do well in this paper, candidates need to demonstrate that they can communicate in writing, demonstrating knowledge of a wide range of vocabulary and correctly applying the grammar and structures of the Arabic language.

When a choice of questions is offered, candidates should select the question they consider to be the best suited to their knowledge of Arabic. This may not always be the one they find the most interesting. Then they should prepare a brief plan of their answer in accordance with the set tasks. As the recommended length is 130–140 words, they should plan to distribute the answer evenly over the tasks (the communication points) set out in the rubric. If they devote too much of the answer to the first one or two tasks, they may not have enough words left to complete the later tasks.

If they cover all the points in 100 words, they might be forced to pad the ending to reach 130–140 words, so they should look to identify areas where they can expand their response with examples. To obtain higher results, candidates should be encouraged to write their answer ensuring to add enough details for each bullet point to cover all communication points. In addition to this, candidates should respond to these bullet points using the correct tense.

Candidates should remember that the rubric is not a rough guide but that it sets out the number of required elements, each of which carries one or more specific Communication marks. They should read the question carefully and keep to these tasks, avoiding irrelevance. If the tasks require a specific tense, they should stick to that tense and avoid drifting into inappropriate tenses.

Candidates should compose each sentence carefully. Good spelling gains marks. Incorrect spelling does not gain marks. Candidates should take their time. The time allowed for the paper is usually ample. When they have finished, they should make full use of the time left to carefully review their work for errors. Within the limits on content imposed by the set tasks, the paper is an exercise in free composition so candidates should write that which they are confident is correct Arabic and avoid what they do not know. They should be encouraged to present their best Arabic to the Examiner.

Presentation is very important. If the Examiner cannot read what the candidate has written, no marks can be awarded. Handwriting must always be legible. It is also vital that candidates check their writing and make sure they present it in the writing form required, e.g. letter writing, or article. Failure to present the required form of writing could be reflected in the marks awarded.

Good handwriting and presentation are strongly advised as in few cases examiners were unable to read answers. Most candidates' handwriting was legible. There were a few cases, though, where handwriting created a barrier to understanding candidate's writing.

It was noted that only few candidates wrote completely irrelevant essays.

Time management did not appear to be a problem as the majority of candidates managed to complete both tasks.

The performance of the candidates spanned a wide range of abilities. On the whole, the performances were excellent. Most essays were adequately focused on the topic in question and were well structured, though many were somewhat unimaginative. It was noticed that the number of well-structured scripts, and the overall answers were more positive compared to the previous year.

Some candidates were awarded low grades due to their limited command of the Arabic language and showed good understanding but with poor spelling and grammar. Only few candidates showed no understanding of Arabic, and their answers consisted only of copying rubrics from the question.

General comments

This syllabus seems to have worked well for most candidates and the performance is good overall.

The question paper consisted of three questions, each marked as follows:

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 marks for Accuracy.

The total mark is **45 marks**.

Comments on specific questions

Question 1

This question was set in the theme of summer activities. In this question, the candidates are required to complete 5 gaps by filling in an application form to join a summer activities centre. This question was very accessible to most candidates and most of them scored full marks by completing the required items. Some candidates misinterpreted the names of countries, using cities instead, and failed to get marks. Additionally, quite few candidates did not understand the word **الهوايات**, or provided some school subjects instead, left the answer empty, or provided names of other items which reflected in the loss of the marks awarded. For the last gap, many candidates could not supply an alternative way of contact or mentioned electronic letters (which means email), and this resulted in missing the mark.

Question 2

This question was very clear and manageable for most candidates at all levels. It addressed the topic of 'Daily life'. Candidates are required to write a short essay (80 – 90 words) about 'In the Shopping', using present and future time frames based on five given bullet points effectively. Many candidates provided comprehensive answers, addressing all points. This question was well attempted by most candidates, as they succeeded in communicating most or all the relevant points without undue difficulty, while few candidates did not appear to have paid sufficient attention to the details of the information requested in the question and missed a few points and focused on elaborating only on two or three aspects. Additionally, there were a few who solely narrated their shopping experiences without incorporating other tenses such as present and future. A few candidates struggled with grammar and spelling, particularly with gender agreement, expressing opinions, and using the future tense. Also, some candidates did not use the required number of words and their writing was too short. Although they covered all the points, they did not get full marks due to insufficient word count and linguistic errors. Few candidates did not appear to have paid sufficient attention to the details of the information requested in the question.

Question 3

This question with options **(3a)** and **(3b)** addressed two different topics. Candidates were given five bullet points in each option, and they had to write 130 – 140 words in Modern Standard Arabic, with a total of 28 marks available:

- 10 marks for completing all the tasks.
- 10 marks for using extended, well-linked, complex structures, and a wide range of vocabulary appropriate to the task.
- 8 marks for using accurate spelling and grammar.

The question had to be answered using past, present and future time frames and expressing opinions. This question asks the candidates to select one of the two topics:

- (a) Writing a letter to a friend telling him about a family trip to an Arabic country.
- (b) Writing an essay for the school magazine about the internet and how this is affecting our life.

Overall, most candidates attempted this question successfully and their responses were excellent; however, some responses were brief and lacked some detail or were irrelevant. **Question 3(a)** was very popular among most of the candidates in comparison with **Question 3(b)** where less candidates answered it.

- (a) This question is set on the topic of 'travel' and was more popular than **Question (3b)** amongst candidates. Most answers were straight forward without any complications. Most candidates who chose this question achieved high score and only weak candidates achieved a low score. Those who achieved high marks on this question did so by covering and developing all the required bullet points, incorporating interesting ideas and varied sentence structures. However, some responses were brief and lacked sufficient detail. Few candidates answered all the bullet points in overly lengthy detail, describing the flight, places they visited, and activities undertaken, but struggled to write about how they prepared for the trip. Many candidates missed one or sometimes two points from the required task. This could be due to a lack of understanding of the task requirements or rushing to answer without cross-checking the guidelines. There were also instances where candidates lost focus; for example, they would mention traveling to one country and then refer to a different country in their writing. Additionally, many candidates talked about a future trip instead of a past one.
- (b) This question addressed the topic of 'the internet and new technologies.' This question was less popular than **Question (3a)** amongst candidates, although the few who answered this question added interesting information. A good proportion of candidates who answered this question, covered all bullet points successfully, and their responses were generally good. However, some candidates struggled with understanding the required points and therefore failed to mention them. This difficulty was compounded by a lack of vocabulary, weak grammar, and spelling issues. Some candidates made attempts but were unable to include any of the required points, which can be attributed to their limited vocabulary, lack of practice, and insufficient preparation for the exam. Overall, while many performed well, these challenges highlight the need for focused vocabulary building, and more thorough exam preparation.

Conclusion

The analysis of the exam paper reveals several areas where candidates encountered difficulties or made mistakes. Common issues included not meeting all the requirements of the question and inaccuracies in spelling, grammar, and the range of language used in written responses. Candidates should be encouraged to pay closer attention to the details of all parts of the questions and work on improving their language skills.

Despite these challenges, it is important to note that most candidates performed well on this paper. This indicates a good level of understanding and competence among the candidates. Teachers should acknowledge and celebrate this achievement while also addressing the areas for improvement highlighted in this report.

By providing targeted support and guidance, candidates can further enhance their performance and excel in future assessments. This includes offering additional practice in specific skills, reinforcing the importance of carefully reading and responding to each question, and providing resources to help improve their spelling and grammar. With these efforts, candidates will be better equipped to achieve even higher levels of success in their academic endeavours.

Common Errors:

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

- Using *tanween* as a letter rather than as *tashkeel*, such as writing 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 (e.g., كره vs. كرة).
- Misspelling of some basic words e.g.: writing لكن instead of لكن
- Missing the accusative case after the verb (مفعول به) or in (خير كان)
- Incorrect agreement between nouns and adjectives.
- Using verbs in the incorrect person or tense relative to the expressed subject.
- Incorrect use of possessive pronoun endings.
- Not applying feminine adjective to refer to non-human plurals.
- Use of colloquial spoken dialect.
- Not applying the correct possessive pronoun endings.
- The most common grammatical mistake was the failure to use the predicate of كان in the accusative case.
- Incorrect use of long and short vowels, such as لأنها، هيا، هوا
- Incorrect use of prepositions.

FOREIGN LANGUAGE ARABIC

<p>Paper 0544/43 Writing</p>
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Key messages

In order to do well in this paper, candidates need to demonstrate that they can communicate in writing, demonstrating knowledge of a wide range of vocabulary and correctly applying the grammar and structures of the Arabic language.

When a choice of questions is offered, candidates should select the question they consider to be the best suited to their knowledge of Arabic. This may not always be the one they find the most interesting. Then they should prepare a brief plan of their answer in accordance with the set tasks. As the recommended length is 130–140 words, they should plan to distribute the answer evenly over the tasks (the communication points) set out in the rubric. If they devote too much of the answer to the first one or two tasks, they may not have enough words left to complete the later tasks.

If they cover all the points in 100 words, they might be forced to pad the ending to reach 130–140 words, so they should look to identify areas where they can expand their response with examples. To obtain higher results, candidates should be encouraged to write their answer ensuring to add enough details for each bullet point to cover all communication points. In addition to this, candidates should respond to these bullet points using the correct tense.

Candidates should remember that the rubric is not a rough guide but that it sets out the number of required elements, each of which carries one or more specific Communication marks. They should read the question carefully and keep to these tasks, avoiding irrelevance. If the tasks require a specific tense, they should stick to that tense and avoid drifting into inappropriate tenses.

Candidates should compose each sentence carefully. Good spelling gains marks. Incorrect spelling does not gain marks. Candidates should take their time. The time allowed for the paper is usually ample. When they have finished, they should make full use of the time left to carefully review their work for errors. Within the limits on content imposed by the set tasks, the paper is an exercise in free composition so candidates should write that which they are confident is correct Arabic and avoid what they do not know. They should be encouraged to present their best Arabic to the Examiner.

Presentation is very important. If the Examiner cannot read what the candidate has written, no marks can be awarded. Handwriting must always be legible. It is also vital that candidates check their writing and make sure they present it in the writing form required, e.g. letter writing, or article. Failure to present the required form of writing could be reflected in the marks awarded.

Good handwriting and presentation are strongly advised as in few cases examiners were unable to read answers. Most candidates' handwriting was legible. There were a few cases, though, where handwriting created a barrier to understanding candidate's writing.

It was noted that only few candidates wrote completely irrelevant essays.

Time management did not appear to be a problem as the majority of candidates managed to complete both tasks.

The performance of the candidates spanned a wide range of abilities. On the whole, the performances were excellent. Most essays were adequately focused on the topic in question and were well structured, though many were somewhat unimaginative. It was noticed that the number of well-structured scripts, and the overall answers were more positive compared to the previous year.

Some candidates were awarded low grades due to their limited command of the Arabic language and showed good understanding but with poor spelling and grammar. Only few candidates showed no understanding of Arabic, and their answers consisted only of copying rubrics from the question.

General comments

This syllabus seems to have worked well for most candidates and the performance is good overall.

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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 marks for Accuracy.

The total mark is **45 marks**.

Comments on specific questions

Question 1

This question was set within the broad theme of Culture. Candidates were required to complete 5 gaps by filling in an application form for booking tickets to attend a musical concert. This question was very accessible to most candidates, and many scored full marks by correctly listing the required items. However, some candidates misinterpreted the word 'place' in Gap 1, providing responses that were not considered valid locations, which affected their scores. Additionally, many candidates copied words directly from the question column, resulting in no marks being awarded.

Question 2

This question seemed very clear and manageable for most candidates at all levels. It addressed the topic of 'Daily life'. Candidates were required to write a short essay (80–90 words) about 'A visit with friends' using present and future time frames based on five given bullet points. Many candidates provided comprehensive answers, addressing all points. This question was well attempted by most candidates, as they succeeded in communicating most or all the relevant points without undue difficulty, while few candidates did not appear to have paid sufficient attention to the details of the information requested in the question and missed few points and focused on elaborating on two or three aspects only. Additionally, some candidates did not use the required number of words and their writing was too short. Although they covered all the points, they did not receive full marks due to the insufficient word count and some linguistic errors. Few candidates did not appear to have paid sufficient attention to the details of the information requested in the question and failed to address **Task 5** in the required tense form (Future). Some candidates showed weaknesses in grammar and spelling, particularly with gender agreement, expressing opinions, and using the future tense. Few candidates copied the rubric and failed to gain any marks.

Question 3

This question with options **(3a)** and **(3b)** addressed two different topics. Candidates were given five bullet points in each option, and they had to write 130 – 140 words in Modern Standard, with a total of 28 marks available:

- 10 marks for completing all the tasks.
- 10 marks for using extended, well-linked, complex structures and a wide range of vocabulary appropriate to the task.
- 8 marks for using accurate spelling and grammar.

The question had to be answered using past, present and future time frames and expressing opinions. This question asks the candidates to select one of the two topics:

- (a) Writing a letter to the headteacher telling him about organising a reading club at school.
- (b) Writing an article to a youth newspaper about organising a tourism day in your town next summer.

Overall, most candidates attempted this question successfully and their responses were excellent; however, some responses were brief and lacked some detail or were irrelevant. **Question 3(a)** was very popular among most of the candidates in comparison with **Question 3(b)** where less candidates answered it.

- (a) This question was set on the theme of school activities and candidates were asked to write a letter to the headteacher about organising a reading club at school. This question was more popular than **Question 3b**. Most answers provided were straightforward without any complications. Most candidates who chose this question achieved high score only weak candidates achieved low score. Most responses were excellent, covering and developing all required bullet points with interesting ideas and sentence structures. However, some responses were brief and lacked detail. For some candidates, this proved to be a real challenge. Those who stuck to the word limit, made fewer mistakes and had more focused work. Some candidates did not focus on the question and ended up expanding the question beyond recognition.

The majority of candidates responded well to the first bullet point and explained their reasons for organizing the club. A few candidates provided very limited answers to the third bullet point, which affected their marks as they did not use the required future tense. Some candidates copied the rubric and failed to gain any marks.

- (b) This question addressed the topic of 'travel and tourism.' This question was less popular than **Question 3a** among candidates, although the few who answered it provided interesting information. A good proportion of candidates covered all bullet points successfully, and their responses were generally good. However, some candidates struggled with understanding the required points and, therefore, failed to mention them. This difficulty was compounded by a lack of vocabulary, weak grammar, and spelling issues. Some candidates made attempts but were unable to include all required points, which can be attributed to limited vocabulary, lack of practice, and insufficient exam preparation. Overall, while many performed well, these challenges highlight the need for focused vocabulary building and more thorough exam preparation. A few candidates copied the rubric and failed to gain any marks.

Conclusion:

The analysis of the exam paper reveals several areas where candidates encountered difficulties or made mistakes. Common issues included not meeting all the requirements of the question and inaccuracies in spelling, grammar, and the range of language used in written responses. Candidates should be encouraged to pay closer attention to the details of all parts of the questions and work on improving their language skills.

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