ARABIC

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Paper 0544/12
Listening (Multiple Choice)
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Question Number	Key
1	B
2	C
3	A
4	C
5	D
6	A
7	B
8	A

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

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

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

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

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

General comments

The candidature overall performed in a satisfactory way and most candidates attempted all questions.

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

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Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise. The extracts were straightforward and short.

Questions 9–14

Candidates heard a longer extract which featured a report about 'Al-Najah' commercial centre. Overall, candidates performed well in this exercise. **Question 9** tested years and almost all managed to get it right. **Question 10** focused on places and most candidates chose the correct answer **A**. Very few chose answer **B** or **C**. **Question 11** tested clothes, and most candidates chose the correct answer **B** معطف. Some mixed the correct answer with option **A** تنورة. **Question 12** tested ordinal numbers and **Question 13** tested names of places. Most candidates chose the correct option for both questions. For **Question 14**, some candidates missed the correct answer **B** (عبر الهاتف) and chose answer **D** instead.

Questions 15–19

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

Questions 20–28

In this exercise, candidates heard two conversations, one with Lena about films and the second with Omar about his work experience. The exercise represented a step up in the incline of difficulty of the test where they need to interpret the meaning.

Many candidates answered **Question 20** correctly, however few candidates chose the distractor عبر الهاتف النقال. **Question 21** was the successfully answered by many candidates. Candidates who incorrectly answered usually chose **B,** the distractor. **Question 22** tested types of films and it was successfully answered by many candidates. Few chose the distractor **C** despite negating (عدم وجود)funny scenes in it. **Question 23** was not answered correctly by many candidates. Some candidates selected the correct answer option **B,** and many selected the distractor, option **A**. **Question 24** was answered correctly by most candidates. Candidates who incorrectly answered usually chose **B**. Most candidates chose the correct option **B** in **Question 25**. Those who incorrectly answered this question chose distractor **C**. Many candidates chose the correct option **A** in **Question 26**, however some candidates went with the distractor **B** (متعاونًا.). Many candidates answered **Question 27** correctly, however few candidates chose the distractor, option **C**. **Question 28** has been answered correctly by most candidates although few chose the distractor **B.**

Questions 29–34

Candidates heard an interview with Huda about her travel to Egypt. This was an appropriately demanding exercise at this stage of the paper.

Question 29 tested the reason for Huda's travel to Egypt. Few heard جدتي شجعتني على ذلك and chose distractor **D** while the correct answer is **B. Question 30** was one of the most challenging in this exercise where some candidates chose the distractor options **B or C**, whereas the correct answer is **D**. **Question 32** was the second most challenging question. It tested areas and some candidates went with the two distractors, option **A** and **B** and missed the correct answer **C**. **Question 33** was attempted well, with some incorrect answers for the distractor **A** or **C**, and **Question 34** was answered well where the candidates chose the correct option **B**. The incorrect answers chose the distractor **A** الطعام المصريّ.

Questions 35–37

Candidates heard a conversation with Faris about organizing his friend's party, Zainab. 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 **C** and more correctly chose option **E**. Some candidates chose distractor **B**. The candidates correctly chose options **A** and more managed to recognise option **D** for **Question 36**. Few chose distractors **B**. For **Question 37** successful candidates chose options **B** and **D**. Few candidates chose distractors **C** and **E**.

ARABIC

Paper 0544/13
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The candidature overall performed in a satisfactory way and most candidates attempted all questions.

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

Cambridge Assessment
International Education

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 ممطر with the image on option **B** which is incorrect in **Question 7**.

Questions 9–14

Candidates heard a longer extract which featured an advertisement of a summer camp. Overall, candidates performed well in this exercise. For **Question 9**, candidates did not seem sure about directions. Some candidates selected the correct answer option **B** while others chose different options indicating, south, east or west and did not recognise الشمال. For **Question 10**, the majority got it right. Some candidates did not distinguish the meaning of قارب and chose instead **D** (حافلة). **Question 12** was about sports, and many candidates chose the correct option **B**. Those who answered incorrectly chose the incorrect answer **A** and finally, for **Question 13**, some candidates missed the correct answer **A** (نظارة) and chose answer **B** (كريم مرطب) instead.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about shops. Many candidates performed well in this exercise. For **Question 15**, **16** and **17** most candidates answered them correctly. For **Question 18**, some candidates answered **D** instead of **A**. For **Question 19**, the most incorrect answer was **E**, instead of **D**.

Questions 20–28

In this exercise, candidates heard two conversations, one with Rima about her work and the second with Samir about his book. The exercise represented a step up in the incline of difficulty of the test.

For **Question 20**, many candidates chose the correct option **B**. Those who answered incorrectly chose the distractor in option **A** الرباط. Many candidates answered **Question 21** correctly, however few candidates chose the distractor معلمة. **Question 22** was the successfully answered by many candidates. Candidates who incorrectly answered usually chose **C**. **Question 23** and was the most successfully answered question in this exercise with no clear pattern of incorrect answers. **Question 24** was answered correctly by most candidates. Candidates who incorrectly answered usually chose the distractor **A**. **Question 25** was answered correctly by most candidates with few who chose the incorrect answer with the distractor **C**. Most candidates chose the correct option **C** in **Question 26**. **Question 27** was answered correctly by many candidates. Some went with the incorrect answer, the distractor تزيد معلوماته in option **A**. Most candidates chose the correct option **B** in **Question 28**. Those who incorrectly answered this question heard يضعها في المكتبة and chose distractor **C**.

Questions 29–34

Candidates heard a conversation with Zaina about her profession. This was an appropriately demanding exercise at this stage of the paper.

Question 29 was answered correctly by most of the candidates. Those who answered incorrectly chose option **B or A**. **Question 30** was attempted well. The incorrect attempts chose one of the two distractor **B** or **C**. **Question 31** tested places and was correctly attempted by many candidates. The incorrect attempts chose one of the two distractors **A** or **B**. Many answered **Question 32** correctly. Most who answered incorrectly chose the distractor **B**. Just over half the candidates chose the correct option **B** for **Question 33**. The second half chose the distractor **C**. **Question 34** was the most challenging in this exercise with under half the candidates chose the correct option **D**. Those who answered incorrectly heard كبارِ السنَّ and usually chose distractor **C**.

Questions 35–37

Candidates heard an interview with Omar and Dalia about an old friend. 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 fewer correctly chose option **C**. Some candidates chose distractor **B or E**. Most candidates also chose correctly options **B** and more managed to recognise option **E** for **Question 36**. Some selected the incorrect distractors **C** and **D**. **Question 37** was demanding with successful candidates choosing options **D** and **E**. Many candidates chose distractors **A**, **B** and **D**.

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Paper 0544/22
Reading
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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.

General comments

A good number of candidates were able to correctly identify the correct piece of information in the reading passages. Candidates overall can still benefit from extended reading in the target language, as this will further boost their confidence when responding to **Questions 4**, **5** and **6** of this paper. Candidates will also benefit from practising, not only how to locate the 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.

Comments on specific Questions

Question 1(a)–(e)

Almost all candidates answered these questions correctly.

Question 2(a)–(e)

Most candidates responded extremely well to these questions. Very few candidates did not identify the answers to **Question 2(a)** مركز الحاسوب, **Question 2(d)** مكتب الاستعلامات, and **Question 2(e)** الدرج المتحرّك. Accordingly, candidates could benefit from learning more about signs in public places.

Question 3(a)–(g)

Candidates responded very well to this question. There were only few errors in **Question 3(d)** اسم as few candidates chose either معطف or قبعة instead, and **Question 3(e)** on colours answering أزرق instead of أبيض.

Question 4(a)–(k)

Overall, candidates responded well to this question, but some candidates did not manipulate the language enough to demonstrate their comprehension skills; i.e. the need to use the third person in the answer instead of lifting the information in the first person from the text. This was the case mostly for **Question 4(f)** using مشروعنا instead of مشروعه or المشروع because the question asks about Mohsen's role in the project. A few candidates answered **Question 4(e)** incorrectly and a few lifted the answer for **Question 4(g)** in a way which led to an incorrect meaning. For this reason, candidates could benefit from practicing reading texts in the first person and rephrasing what they have read in the third person. They could also benefit practicing on how to respond to specific questions by being concise and direct in their answers.

Question 5(a)–(e)

The majority of candidates did extremely well in responding to this multiple matching question despite the fact that it involves a good amount of reading. Compared to previous sessions, nearly every candidate at least attempted to answer this section. However, some candidates did not answer **Question 5(a)**, **Question 5(b)** and **Question 5(e)** correctly.

Question 6(a)–(i)

Generally speaking, most candidates demonstrated a good comprehension of reading this long text by responding well to questions. As the last part in this paper, the majority of candidates have attempted to answer it, which reflects good time management.

As in **Question 4**, this question also involves some manipulation in the language in order to convey the correct answer without ambiguity or distortion. This was not used effectively mostly in **Question 6(a)**, **Question 6(d)** and **Question 6(h)**. Also, some candidates gave the answers to **Question 6(f)(i)** and **Question 6(f)(ii)** to **Question 6(e)(i)** and **Question 6(e)(ii)** and vice versa despite that the questions always are set in the order of the text. So, candidates could benefit from being trained on bearing this in mind in the future.

Overall, considering this is only the second year that candidates are responding to the new syllabus of this paper, the performance has improved compared to last year's.

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.

General comments

A good number of candidates were able to correctly identify the correct piece of information in the reading passages. Candidates overall can still benefit from extended reading in the target language, as this will further boost their confidence when responding to **Questions 4**, **5** and **6** of this paper. Candidates could also benefit from practising, not only how to locate the answer in the reading text, but also how to manipulate the language, especially in **Question 4** and **Question 6**, so that their answers are clear.

Comments on specific questions

Question 1(a)–(e)

Almost all candidates answered these questions correctly, with very few who got **Question 1(c)** incorrect.

Question 2(a)–(e)

Most candidates responded well to these questions. Few candidates did not identify the answers to **Question 2(d)** ممرّ المشاة, and **Question 2(b)** طريق مسدود. Candidates could benefit from learning more about expressions related to road signs and signs in public places.

Question 3(a)–(g)

Candidates responded very well to this question. However, there were few errors in **Question 3(c)** as some candidates were mixed up between the colour of the sun and that of the sea, and the questions asks about the colour of the sun but few candidates answered الأزرق instead of الذهبي. Similarly, there were few errors in **Question 3(f)** mixing up the adverbs of time قبل ، بعد ، أثناء. So, it is recommended that candidates read the question carefully.

Question 4(a)–(k)

A good number of candidates responded well to this question, however some did not demonstrate their comprehension skill fully by not manipulating the language well enough where required, as in **Question 4(a)** and **Question 4(d)**. Also, not answering the question in full has led to the mark not being awarded, as in **Question 4(f)** and **Question 4(g)**. Candidates who lifted a large chunk from the text without showing knowledge of the answer were not awarded the mark, even though the lift may contain the correct answer. For this reason, candidates could benefit from practicing how to respond using the third person instead of the first person (presented in the text), and also practice giving a precise and direct but also full answer in order to reflect good understanding of the text.

Question 5(a)–(e)

A large number of candidates did extremely well in responding to this multiple matching question despite the fact that it involves a good amount of reading. Compared to previous sessions there were more attempts at this question. However, some candidates did not answer **Question 5(a)**, **Question 5(d)** and **Question 5(e)** correctly.

Question 6(a)–(i)

Generally speaking, most candidates demonstrated a good comprehension of reading this long text by responding well to questions. As the last part in this paper, the majority of candidates have attempted to answer it, which reflects good time management.

As in **Question 4**, this question also involves some manipulation in the language in order to convey the correct answer without ambiguity or distortion. This was not used effectively mostly in **Question 6(a)**, **Question 6(b)**, **Question 6(h)** and **Question 6(i)**.

Overall, considering this is only the second year that candidates are responding to the new syllabus of this paper, the performance has improved compared to last year's.

ARABIC

Paper 0544/03
Speaking

Key messages

- Candidates should speak in Modern Standard Arabic in all parts of the exam.
- It is advisable that candidates use the specimen paper and last year's exam to feel more confident with the exam structure.
- The candidates' answers to questions one and two in the whole exam (the role play and the two conversations) should be short, however question three, four and five are more challenging and open to give the candidates the opportunity to elicit a longer response using different tenses/ time frames.
- It is also required that the candidates express their preferences, give their opinions, and justify their answers.

General comments

This was the second year of the new syllabus structure. Role plays were generally conducted well. Centres are reminded that questions can be repeated (but not rephrased) once if the candidate does not answer a question or gives an ambiguous response. It is important for examiners to read the role play tasks exactly as printed to ensure that they are not changing the nature and level of difficulty of the tasks. It is useful to note that the role plays are not timed.

For the topic conversations, timings were not always appropriate. These were often too short and, in a few cases, too long. Some examiners needed to ask more extension questions to give candidates the opportunity to develop their answers and go beyond brief or incomplete answers which do not communicate clearly. Candidates need to understand the wordings of these extension questions, so that they know when they need to give more detail. When asking extension questions, examiners should not rephrase questions as this can change the nature of the set task. Examiners must also not provide vocabulary or ideas to the candidate.

If a candidate does not understand the first set question on **Questions 3**, **4** or **5** in the topic conversations, the examiner should repeat this first set question. If the candidate still does not understand, the examiner must then go on to ask the **alternative question**. These alternative questions give candidates another opportunity to understand the task and use easier language to test the same points. Some examiners asked the alternative questions when the candidate had already answered the first question clearly, or used the alternative questions as extension questions. This should be avoided as it can be confusing for candidates.

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

Comments on specific questions

Section A

ROLE PLAY

There are five tasks in the role play for the candidates to complete.

Questions 1 and 2

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The candidate is required in these two tasks to respond with a simple information in the present tense. It is satisfactory for the candidate to answer with one or two words.

Nearly all the candidates answered well these two questions. Many of them extended their answers, which is not required in this part of the exam. Some answered well and very few missed one task. Some candidates were advised by the examiner to ask him/her a question after answering each task which created more tasks that are not required. Teachers/Examiners must ask each question exactly as it is printed. Please do not invent more tasks for the candidates.

Questions 3, 4 and 5

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

Many candidates did well in these three tasks, while weaker candidates tended to provide unfinished responses, which were sometimes ambiguous. Occasionally, marks could not be awarded because the Teacher/Examiner did not ask the question as set or missed a task.

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

Teacher/Examiners are reminded to familiarise themselves with the exam procedures by reading the exam booklet 'Instruction for Teachers/Examiners' before conducting the exam. They should also keep to the prompts given in the role play tasks and not create their own tasks. Teachers/Examiners should ask the question once and give the candidate time to think and answer before repeating the question. Role play questions can be repeated if the candidate didn't hear or understand, but they must not be rephrased. If the candidate still cannot answer the question after it has been repeated, then Teachers/Examiners should move to the next task.

Section B

TOPIC CONVERSATIONS

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

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

Tasks 3, 4 and 5 are more challenging. The candidate needs to elaborate their answers, respond confidently, communicate relevant information, develop ideas and opinions, justify/explain them, and use a wide range of structures as well vocabulary. An alternative question to deliver the same answer as the original question is provided for each task to support any candidate who misunderstood the main question.

Many candidates did well on tasks 3, 4 and 5 and scored high marks, as they developed their answers with details and expressed their opinions. Other candidates gave short answers, but having been encouraged by their Teacher/Examiner, they managed to prolong their responses when they were asked an extension question. Few candidates found the original question difficult to answer and unfortunately their Teacher/Examiner did not use the alternative question to give them the opportunity to understand and answer but kept repeating the original question, which didn't help the candidates.

Please remember to use the extension question if the candidate's answer is very brief, the Teacher/Examiner can encourage him/her by saying 'Tell me more…هل يمكنك قول المزيد عن ذلك؟/ هل تحب إضافة شيء' The Teacher/Examiners can also use the alternative question for the candidate whose response is still short/ambiguous or could not understand the question, the opportunity to answer.

All five tasks should be completed within the four minutes available. In case where the timing for the topic conversation is too short the Teacher/Examiner could ask two further questions only of his/her choice on the

same topic. If the topic conversation lasts less than three and half minutes even after asking the two further questions, the conversation must end.

It is acceptable to repeat the original question and the alternative question once only.

If there are two parts to the questions (e.g., ‏متى؟ لماذا/ما السبب؟‏) Teacher/Examiners should pause and wait for the answer to the first part before asking the second part. Although some examiners followed this rule others did not.

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

CONDUCT OF THE EXAMINATION

Overall, there was some good conduct of exam where the Teacher/Examiners managed to:

- Follow the exam procedures found in the 'Instruction for Teachers/Examiners' and did not pause/stop the recording of the candidate during the exam.

- They started the recording by saying their name, the candidate's name and number, the candidate card number, and the date.

- They put the candidates at ease, they started the exam using the greeting exactly as it is written, then they read the role play scenario. They played their role exactly as it is printed, repeated questions once when necessary.

- They asked for detailed answers in task 3, 4 and 5 in both conversations and paused for the candidate to answer the first part of the question then asked the second part.

- They used extension, alternative and further questions when candidates could not answer the original question or when candidates' response was short.

- They listened carefully to the candidate's answers and asked for more details and justification.

- They made sure that the candidate completed all the exam tasks.

- They respected the examination timing and they used only two further questions where necessary if the topic conversation lasts less than three and half minutes.

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

Teacher/Examiners must follow the randomisation grid available in the instructions for Teacher/Examiners on page 14 and 15. This sequence must not be changed. They should also follow the order of the candidates exactly as it is shown in the sequence. If the exam is conducted on more than one day, Teacher/Examiner should start each new day at the beginning of the sequence. It is not permitted to let the candidates choose

their exam card and not acceptable to jump from card 1 in the sequence to card 9 for example. The sequence must be followed entirely.

It is essential that the Teacher/Examiners announce the number and the title of the topic conversation and make a very clear distinction between topic conversation 1 and topic conversation 2 to make the candidates aware when they are moving from one section of the examination to the next. This helps to put candidates at their ease. The transitions can be done easily by using the following:

<div dir="rtl">

انتهينا من الجزء الأول من الامتحان، سننتقل الآن إلى جزء المحادثة:

موضوع المحادثة الأولى "الحيوانات الأليفة".

انتهينا من المحادثة الأولى، سننتقل إلى المحادثة الثانية:

موضوع المحادثة "الطقس".

انتهينا من الامتحان.

</div>

Many Teacher/Examiners made a clear transition from topic conversation 1 to topic conversation 2, however few did not announce the title of each topic conversation, which confused the candidate.

In some cases, the examining time was too short, and this can disadvantage the candidates. This can be avoided by asking alternative questions, extension question and further questions.

Recorded sample

Overall, most of the recording samples were good except a few where there was a lot of background noise. Centres are reminded to position the microphone so that both the candidate and the examiner are clearly audible – please try out the recording equipment in situ before beginning any examinations. Please try to ensure reasonably quiet conditions for recording.

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

Remember that all centres are required to select a sample for external moderation. Please consult the Samples Database at www.cambridgeinternational.org/samples to check the required sample size.

Most centres uploaded the appropriate sample. A few did not due to the following:
- either the top mark or the bottom mark was not uploaded on submit
- centre with more than 50 candidates did not upload the correct number for the sample
- centre uploaded all their recording on submit and they did not indicate their sample with an * on the Working Mark Sheet(s).
- centre uploaded the total mark of some candidates, and they did not include their name or their mark distribution on the submitted examiner work mark sheet (s).
- centre submitted wrong document on submit instead of the examiner working mark sheet.
- centre did not submit the candidates' recorded exams
- centre submitted wrong candidate total mark that did not match the total mark on the uploaded examiner working mark sheet.

To choose and upload the correct sample, Teacher/Examiner must make sure to include a candidate with the highest mark and a candidate with the lowest mark with the remaining candidate spread evenly across the mark range. They should also include any candidates with a total mark of 0 in the sample. All work which contributed to the candidates' final mark must be included. Please refer to the Samples Database at www.cambridgeinternational.org/samples

Many large centres indicated their sample with an * on the Working Mark Sheet(s) which was excellent as it helped accelerate the moderation. Few centres indicated their sample but unfortunately, they did not upload all the recordings of their sample. Others did not indicate their sample and they sent all their recordings which was very difficult for moderation.

All exam recordings should be saved as mp3 files and labelled in accordance with the following naming convention:
centre number_candidate number_syllabus number_component number

Please make sure to record each candidate's exam on a separate file (each candidate's exam should be recorded on one file only). Ensure that before each examination, the Teacher/Examiner announces the candidate's name, number, and role play card number. Remember to identify all candidates on the recording and mark sheets, using their official examination number.

Nearly all the centres succeeded to name the digital recording files and announced the candidates' names and numbers as well as their centre number, the syllabus number, component number and the examiner name. Very few centres announced all these information before each section of the exam which is not required as they should be announced once at the beginning of each candidates' exam.

Introducing the exam at the beginning was generally good, however a few centres must work better on how to conclude the exam by using a sentence or phrase to end the test.

It is preferable to fill in the Teacher/Examiner working mark sheet digitally using the computer instead of filling it by hand, so it is easier to be read for moderation.

Internal Moderation
This year a few centres used more than one teacher/examiner to conduct the speaking exam and, there were evidence of internal/external moderation as the last column in the teacher/examiner working mark sheet was filled with a revised total mark. Unfortunately, those centres neither sent an explanation of their internal moderation procedures nor the breakdown of the new marks across each section of the exam.

The purpose of the Internal Moderation procedure is to ensure that marks submitted by centres are consistent for all candidates, irrespective of which Teacher/Examiner conducted and assessed the examination.

If more than one teacher/examiner is marking the Cambridge IGCSE Arabic speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at: www.cambridgeinternational.org/samples In addition, centres are required to enclose a detailed explanation of internal moderation procedures with the sample as well as the breakdown of the new marks across each section of the exam.

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, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the Arabic language correctly.

- 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 spread the answer fairly 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.

- To obtain higher results, candidates should be encouraged to write their answer bearing in mind 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 required.

- Candidates should remember that the rubric is not a rough guide but that it sets out a 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 certain tense, then they should stick to that tense and not drift into inappropriate tenses.

General comments

Good handwriting and presentation are advisable as in few cases examiners were unable to read answers. The majority of candidates' handwriting was readable. There were a few cases though where handwriting created a barrier to understanding candidate's writing.

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 range of ability. On the whole, the performances were excellent. Most essays were adequately focussed on the topic in question and were well-structured. It was noticed that the number of well-structured scripts were more compared with previous years.

Candidates need to ensure that they write in Modern Standard Arabic.

Comments on specific questions

Question 1

This question was set in the broad theme of sport. In this question the candidates were required to complete five gaps for an application form to take part in a sports competition. This question was very accessible to most candidates and most of them scored full marks by listing the required items. Some candidates misinterpreted the nationality as gender الجنسية and الجنس and answered with ذكر / أنثى and failed to get the

marks. Others wrote the country rather than city of residency السعودية/ السودان which reflected on the marks awarded. Also, quite few candidates did not understand the word المهنة and left the answer blank.

Question 2

This question addressed the topic of school. Candidates were required to answer this question and write an essay about the school. This question was well attempted by most candidates. Most candidates succeeded in communicating most or all of 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. There were some very good answers where all five tasks were covered with good use of time frames, linking words, appropriate vocabulary and complex structures. However, some candidates needed to address the final task in the required tense form (Future). Some candidates were not confident in grammar and spelling, mainly to do with gender agreement, expressing opinion and using the future tense.

Candidates need to ensure that they do their best to meet the suggested word counts, especially at least the lower limit in order to access as many marks as possible. Some candidates got mixed up between وقت الراحة and وقت الرحلة.

Question 3

Candidates were required to answer one question from a choice of two, in which they were awarded 28 marks, 10 marks for completing all the tasks, 10 marks for using extended, well-linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar.

Most candidates attempted this question successfully and their responses were excellent; however, some responses were brief and lacked some detail and few were irrelevant.

(a) This question was set on the theme of transportation and candidates were asked to write a letter to the Mayor discussing the decision of a rise in the price of transportation in your city. Most answers were straightforward without any complications. Most candidates who chose this question achieved a high score. This question was more popular than **Question 3(b)**. Most candidates attempted this question successfully and their responses were excellent as they have covered and developed all bullet points required with some very interesting ideas and sentence structures; however, some responses were brief and lacked some detail.

Majority of candidates responded well to the first bullet point and wrote about different transportation they use around town (which was the requirement), while others wrote about what transportation was available for people in general. Few candidates misinterpreted the second bullet point giving out the reasons for the rise in the prices for transportation and instead they asked the Mayor, 'What are the reasons for the rise!' Some other candidates combined bullet point 3 with bullet point 4 as they both needed the information about people affected by this decision and the parents' opinion of the decision. Conjugating verbs with the subject pronoun was a challenge for some candidates, in bullet point 4 where they had to write about the opinion of the families. Candidates need to review the correct adjectival agreement and how to include the future tense in bullet point 5.

(b) This question addressed the topic of famous personalities, and candidates were asked to write an article to the school magazine about a visit of a famous person to the local youth club. This question was less popular than **Question 3(a)**. A good proportion of candidates who answered this question, covered all bullet points successfully. However, there was a bit of confusion regarding the visit of famous person and quite few candidates thought they should write about their visit to famous person.

Language was very effective with some uncommon and creative elements to express individual thoughts and ideas. However, some candidates misunderstood bullet point 3: they mentioned the preparation activities done by other people or by the youth club itself rather than writing about the preparations they did themselves in anticipation of the visit of the famous personality. Few wrote about activities they did on the day with the famous person. Bullet point 5 was very short and often less developed compared to other bullet points, and many candidates answered they will invite a

member of their family instead. Before responding, candidates would do well to read the prompts carefully and ensure they have a plan to use a variety of tenses.

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty. Candidates would still do well to review the following grammatical concepts:

1 Using tanween as a letter and not as tashkeel such as أيضان instead of أيضاً.
2 Using gender, when describing male or female objects or people.
3 Distinguishing التاء الطويلة and التاء المربوطة or الهاء and التاء المربوطة كرة/ كره.
5 Applying the correct agreement between nouns and adjectives.
6 Using verbs in the appropriate person or tense with expressed subject.
7 Applying the feminine adjective to refer to non-human plural.
8 Applying the correct possessive pronoun endings.
9 Using the predicate of kana in the accusative case
10 Using long and short vowels correctly. Some erroneous examples include: لأنهو، هيا، هوا
11 Using prepositions correctly.

ARABIC

Paper 0544/43
Writing

Key messages

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

- 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 spread the answer fairly 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.

- To obtain higher results, candidates should be encouraged to write their answer bearing in mind 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 required.

- Candidates should remember that the rubric is not a rough guide but that it sets out a 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 certain tense, then they should stick to that tense and not drift into inappropriate tenses.

General comments

Good handwriting and presentation are advisable as in few cases examiners were unable to read answers. The majority of candidates' handwriting was readable. There were a few cases though where handwriting created a barrier to understanding candidate's writing.

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 range of ability. On the whole, the performances were excellent. Most essays were adequately focussed on the topic in question and were well-structured. It was noticed that the number of well-structured scripts were more compared with previous years.

Candidates need to ensure that they write in Modern Standard Arabic.

Comments on specific questions

Question 1

This question was set in the broad theme of illnesses. In this question the candidates were required to complete five gaps for an application form about a pet at the vet. This question was very accessible to most candidates and most of them scored full marks by listing the required items. Some candidates misinterpreted the word pain in gaps 4 and 5 as pen ألم and قلم and answered with حقيبة / بيت and failed to get the marks as

they provided two places where they find pens. Many candidates copied the words from the question column and failed to get any marks.

Question 2

This question addressed the topic of hobbies. Candidates were required to write about their favourite hobbies and answer the five tasks required. This question was well attempted by most candidates. Most candidates succeeded in communicating most or all of 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. There were some very good answers where all five tasks were covered with good use of time frames, linking words, appropriate vocabulary and complex structures. However, some candidates still needed to address the final task in the required tense form (Future). Some candidates were not confident in grammar and spelling, mainly to do with gender agreement, expressing opinion and using the future tense. Candidates need to ensure that they do their best to meet the suggested word counts, especially at least the lower limit in order to access as many marks as possible. A few candidates copied the rubric and failed to gain any marks.

Question 3

Candidates were required to answer one question from a choice of two, in which they were awarded 28 marks, 10 marks for completing all the tasks, 10 marks for using extended, well-linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar.

Most candidates attempted this question successfully and their responses were excellent; however, some responses were brief and lacked some detail and few were irrelevant.

(a)   This question was set on the theme of languages and candidates were asked to write a letter to their cousin discussing the new language they wanted to learn, the advantages of online learning and any difficulties that they faced while learning the new language. This question was more popular than **Question 3(b)**. Most answers provided were straightforward. Most candidates who chose this question achieved a high score. Most candidates attempted this question successfully and their responses were excellent as they covered and developed all bullet points required with some very interesting ideas and sentence structures; however, some responses were brief and lacked some detail.

The majority of candidates responded well to the first bullet point and wrote about different languages they would like to learn and mentioned good reasons for their choice.

(b)   This question addressed the topic of work experience, and candidates were asked to write an article to a newspaper about organising a meeting at their school regarding work experience. This question was answered by the least number of candidates. Candidates who answered this question, covered all bullet points successfully. Language used was very effective with some uncommon and creative elements to express individual thoughts and ideas.

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty. Candidates would still do well to review the following grammatical concepts:

1   Using tanween as a letter and not as tashkeel such as أيضان instead of أيضاً.
2   Using gender, when describing male or female objects or people.
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7   Applying the feminine adjective to refer to non-human plural.
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9   Using the predicate of kana in the accusative case
10   Using long and short vowels correctly. Some erroneous examples include: لأنهو، هيا، هوا
11   Using prepositions correctly.