



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION 2015

ARABIC

CHIEF EXAMINER'S REPORT

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1. Introduction

The Interim Syllabus for Leaving Certificate Arabic (Higher and Ordinary levels) was examined for the first time in 2004.

This report should be read in conjunction with the examination papers, the published marking schemes and the syllabus. The examination papers and marking schemes are available on the State Examination Commission's website (www.examinations.ie) and the syllabus is available at www.education.ie.

1.1 Syllabus Structure

The syllabus emphasises reading and writing skills, its two main components are its General Aims and a set of more specific Skills Objectives. These Skills Objectives are sub-divided into three areas: Reading and Directed Writing; Continuous Writing and Use of Language.

1.2 Assessment Specification

Arabic is examined at two levels, Higher and Ordinary. Each level has one examination component; a 3-hour written examination designed to test reading comprehension and writing skills. The question papers are set entirely in Arabic.

The examination at each level is comprised of four parts:

Part 1	Reading Comprehension	20%
Part 2	Literature	35%
Part 3	Usage	20%
Part 4	Continuous Writing	25%

There is a limited degree of choice in two areas of the paper, in Parts Two and Four.

The assessment criteria for both levels are identical in Parts One, Two and Three.

There is a slight variation in the allocation of the available marks within Part Four: Continuous Writing, at Higher and Ordinary Levels.

Part One: Reading Comprehension (Unseen Text)

Questions 1 - 4 are multiple-choice questions. Each correct answer is worth 5 marks.

Questions 5 and 6 are marked according to the following assessment criteria:

Communication and Content (18 marks): Candidates should be able to show good understanding of the text by giving a reasoned and fluent response to the points of argument, by expressing opinions and justifying attitudes.

Knowledge and Application of Language (8 marks): Candidates should be able to deploy a wide range of structures and lexis, appropriate to their answers and points of view. Candidates are expected to show a competent command of tenses.

Accuracy (4 marks): Candidates should be able to write without any significant mechanical errors, which might impede clear transmission of meaning.

Part Two: Reading Comprehension: Prescribed Texts

There are three sections in Part Two. Candidates must answer the first section (Questions 7 and 8) and then answer either the second section (Questions 9a and 9b) or the third section (9c and 9d).

The sections are:

- **The Holy Koran (70 marks):**
 - Question 7 (35 marks): This question requires the candidates to evaluate the Holy Koran text and respond to it critically and cogently.
 - Question 8 (35 marks): This question is a contextual question.

Each question in this section is marked according to the following assessment criteria:

Communication and Content (23 marks): Candidates should be able to show good understanding of the text by giving a reasoned and fluent response to the points of argument, by expressing opinions and justifying attitudes.

Knowledge and Application of Language (7 marks): Candidates should be able to deploy a wide range of structures and lexis, as appropriate to their answers and points of view. Candidates are expected to show a competent command of tenses.

Accuracy (5 marks): Candidates should be able to write without any significant mechanical errors, which might impede clear transmission of meaning.

And

- **Classical Verse (Questions 70 marks):**
 - Questions 9a + 9b (35 marks each): Candidates answer one question about the text examined and one question about its context.

Each question in this section is marked according to the following assessment criteria:

Communication and Content (23 marks): Candidates should be able to show good understanding of the text by giving a reasoned and fluent response to the points of argument, by expressing opinions and justifying attitudes.

Knowledge and Application of Language (7 marks): Candidates should be able to deploy a wide range of structures and lexis, as appropriate to their answers and points of view. Candidates are expected to show a competent command of tenses.

Accuracy (5 marks): Candidates should be able to write without any significant mechanical errors, which might impede clear transmission of meaning.

Or

- **Modern Prose (70 marks):**
 - Questions 9c + 9d (35 marks each): Candidates answer one question about the text examined and one question about its context.

Each question in this section is marked according to the following assessment criteria:

Communication and Content (23 marks): Candidates should be able to show good understanding of the text by giving a reasoned and fluent response to the points of argument, by expressing opinions and justifying attitudes.

Knowledge and Application of Language (7 marks): Candidates should be able to deploy a wide range of structures and lexis, as appropriate to their answers and points of view. Candidates are expected to show a competent command of tenses.

Accuracy (5 marks): Candidates should be able to write without any significant mechanical errors, which might impede clear transmission of meaning.

Part Three (80 marks): Language Usage / Grammar

Questions 10 to 14 test the candidates' knowledge of grammatical structures and their awareness of register and style. The mark allocation in this part of the examination is as follows:

- 15 for each of questions 10 to 13.
- 20 marks for question 14

Part Four (100 marks): Continuous Writing

Candidates are required to write an essay of 300-400 words on one of six topics. There are five essay titles given, as well as one picture stimulus. The essay is marked according to the following assessment criteria:

- Higher Level:
70 marks for Communication and Content
20 marks for Application of Language
10 marks for Accuracy
- Ordinary Level:
60 marks for Communication and Content
30 marks for Application of Language
10 marks for Accuracy

1.3 Participation Trends

Participation rates in Leaving Certificate Arabic are presented below in **Table 1**.

Year	Number of Candidates (Higher level)	% of Total Cohort	Number of Candidates (Ordinary level)	% of Total Cohort	Total Cohort Size
2011	131	92.9	10	7.1	141
2012	149	93.7	10	6.3.	159
2013	124	91.2	12	8.8	136
2014	108	85	19	15	127
2015	94	77	28	23	122

Table 1. Participation Rates at Higher & Ordinary Levels 2011 - 2015

The overall number of candidates studying Arabic for the Leaving Certificate has fluctuated over the past five years. The highest candidature was recorded in 2012, when one hundred and fifty-nine candidates took the examination at either Higher or Ordinary Level. The lowest number of sits was recorded in 2015, with a combined candidature of one hundred and twenty two.

There has also been some variation in the ratio of candidates taking Higher and Ordinary Levels, with 93.7% taking Higher Level in 2012 and 77% sitting the examination at that level in 2015.

Such variations may be expected in a subject with such a small candidature

2. Performance of Candidates

2.1 Higher Level

The distribution of grades achieved by candidates over the past five years are presented in **Table 2** and **Table 3** in Leaving Certificate Arabic at Higher Level.

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2011	131	23.7	38.9	24.4	87.0	7.6	5.3	0.0	0.0	5.3
2012	149	20.1	34.2	30.9	85.2	10.7	3.4	0.0	0.7	4.0
2013	124	14.5	35.5	32.3	82.3	8.9	5.6	2.4	0.8	8.9
2014	108	17.6	34.3	33.3	85.2	9.3	2.8	0.9	1.9	5.6
2015	94	13.8	31.9	33.0	78.7	16.0	3.2	1.1	1.1	5.3

Table 2. Grades achieved at Higher Level 2011 - 2015

Year	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	E	F	NG
2011	4.6	18.3	10.7	16.8	12.2	16.8	7.6	0.0	3.1	3.8	0.8	5.3	0.0	0.0
2012	3.4	16.1	9.4	10.7	14.8	12.1	8.7	10.7	4.0	2.7	3.4	3.4	0.0	0.7
2013	3.2	11.3	4.0	14.5	15.3	10.5	12.9	8.9	6.5	2.4	3.2	4.0	2.4	0.8
2014	9.3	8.3	6.5	11.1	17.6	13.0	10.2	9.3	4.6	1.9	2.8	2.8	0.9	1.9
2015	5.3	8.5	7.4	10.6	13.8	11.7	7.4	13.8	5.3	6.4	4.3	3.2	1.1	1.1

Table 3. Breakdown of grades achieved at Higher Level 2011 – 2015

The figures indicate that fewer candidates achieved an A grade in 2015 than in previous years. The number of candidates scoring B and C grades remained relatively stable, the decline in the

number of candidates awarded an A grade in 2015 was the main contributing factor to the decline in the combined A+B+C rate (78.7%) this year.

2.2 Ordinary Level

The following tables shows the grades awarded to candidates sitting the Ordinary Level examination in the years 2011 to 2015.

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2011	10	10.0	20.0	20.0	50.0	20.0	30.0	0.0	0.0	30.0
2012	10	30.0	20.0	30.0	80.0	0.0	0.0	10.0	10.0	20.0
2013	12	0.0	33.3	33.3	66.7	16.7	0.0	16.7	0.0	16.7
2014	19	5.3	21.1	21.1	47.4	21.1	5.3	15.8	10.5	31.6
2015	28	14.3	17.9	35.7	67.9	7.1	14.3	3.6	7.1	25.0

Table 4. Grades achieved at Ordinary Level 2011 - 2015

Year	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	E	F	NG
2011	10.0	0.0	0.0	10.0	10.0	10.0	0.0	10.0	0.0	0.0	20.0	30.0	0.0	0.0
2012	10.0	10.0	20.0	0.0	10.0	10.0	0.0	20.0	0.0	0.0	0.0	0.0	10.0	10.0
2013	0.0	0.0	0.0	25.0	16.7	0.0	8.3	16.7	0.0	16.7	0.0	0.0	16.7	0.0
2014	0.0	5.3	5.3	5.3	10.5	10.5	5.3	5.3	5.3	5.3	10.5	5.3	15.8	10.5
2015	3.6	10.7	0.0	10.7	7.1	10.7	14.3	10.7	0.0	7.1	0.0	14.3	3.6	7.1

Table 5. Breakdown of grades achieved at Ordinary Level 2011 – 2015

2015 saw the highest number of candidates take the examination at Ordinary Level in recent years.

3. Analysis of Candidate Performance

3.1 General Commentary on Engagement and Performance in recent years

Examiners noticed some changes in candidates' performance in 2015 when compared to previous years. At both levels more candidates excelled in Part One, Reading Comprehension (Unseen Text): Part Two, Section 1, The Holy Koran and Part Four, Continuous Writing than in previous years.

In Part One, Reading Comprehension as the questions are set on a text previously unseen, candidates are judged by their competence in Arabic language. The improvement here indicates that many candidates have worked on developing their general linguistic ability, a key skill which contributes to candidates overall success in the examination.

In answering questions on the Holy Koran in Part Two, Section 1, most candidates performed well and many secured good marks. This compulsory section is usually well answered by the generality of candidates at both Higher and Ordinary Levels.

In comparison with previous years, fewer candidates chose to answer the questions set in Part Two, Section 2, Classical Verse. Generally candidates who are well prepared and competent in Arabic produce good answers and score well in this section of the paper. Less well prepared candidates tend to rely on their Arabic knowledge to understand the poetic verses and provide limited responses. Such answers meet with only partial success. Occasionally the weakest candidates resort to merely transcribing the verses that appear on the examination paper. Candidates are not credited for arbitrarily transcribing the poetry.

Part Two, Section 3, Modern Prose proved more popular in 2015 than in previous examinations where candidates tended to favour the questions on classical verse. As in the previous section, well prepared candidates who have studied the modern literature and are able to provide genuine responses score significantly better than candidates who rely on transcription from the text provided.

In recent years examiners have noticed a decline in candidates' knowledge of Arabic grammar. Candidates at both levels tend to find Part Three of the examination – Language Usage and

Grammar – the most challenging, and frequently perform poorly in this section. Examiners have commented over several years on the poor spelling, grammar and sentence construction displayed by a growing number of candidates. Competence in these fundamental linguistic skills is required for candidates to communicate fluently and correctly in Arabic.

Frequently candidates score their highest marks in Part Four, Continuous Writing. As in previous years, candidates who wrote the required number of words (300 - 400) using clear, well-structured sentences, scored well in this section. Some candidates' responses fell short of the required minimum word limit and consequently were awarded lower marks. On the other hand, a small number of candidates significantly exceeded the required word count. The work of some candidates was marred by grammatical and spelling errors. Such weaknesses in a growing number of candidates' mechanical skills is observed on an annual basis by examiners.

Examiners reported that better performing candidates frequently come from centres with a larger number of entries. A few candidates from very small centres gave the impression that they were not aware of the requirements of the syllabus. This was most evident in responses to questions in Part 2 and Part 3 of the examination.

In general, most candidates in recent years have taken the examination at the appropriate level. It was noted that a small number of candidates taking the examination at Ordinary Level in 2015 displayed a competence in the Arabic language which suggested they might have been capable of taking the Higher Level paper.

3.2 Higher Level

Part One: Reading Comprehension (Unseen Text)

Questions in the Reading Comprehension section range from multiple choice type questions (Questions 1 – 4) which require candidates to demonstrate knowledge and understanding, to questions that require more analysis, synthesis and evaluation (Questions 5 and 6). In general, candidates usually score well in the multiple choice questions with few candidates scoring fewer than five marks. Every year a small number of candidates waste time transcribing all the options

and then ticking what they think could be the correct one. It is recommended that candidates write down only the letter (“alf, baa’, jeem, daal”) and the text of their selected option.

Questions 5 and 6 require candidates to respond to the text in their own words. These two open-ended questions test higher order skills, requiring a more subtle understanding of the text, of use of language, of the author’s attitude towards the subject matter, etc.

Candidates’ responses to these questions can be broadly divided into three categories:

(1) responses which give a good account of the required points, in the candidate’s own words and style, with some quotation from the text, within the required number of words. Such responses are awarded high scores; (2) Responses which rely on the transcription of text with little personal input on the part of the candidate. Although in some cases only the relevant part of the text is transcribed, fewer marks are awarded as there is no manipulation of the text by the candidate to demonstrate higher order comprehension skills; (3) The third category are responses which merely consist of text copied from the paper apparently arbitrarily with no evidence of a candidate’s own efforts or initiative. Such responses are considered as not worthy of credit, and therefore no marks are awarded.

Part Two: Reading Comprehension: Prescribed Texts

Part Two, Section 1: The Holy Koran

This compulsory section is generally well answered by most candidates on an annual basis with the majority of candidates responding appropriately to the required tasks in Questions 7 and 8. As this part of the examination is based on verses from the Holy Koran, examiners occasionally report that some candidates draw on their wider religious knowledge when responding to the set tasks, going further than the required material. In the 2015 examination, for instance, some candidates went beyond the material provided in the text when answering Question 8. Such work, while not penalised, is not rewarded by examiners as irrelevant material is not credited.

Examiners have also noted a tendency on the part of some candidates to write far more than is necessary in this section. Approximately seventy words are required in response to these questions. Answering within the required word limit is a skill examination candidates are encouraged to cultivate.

Part Two, Section 2: Classical Verse

Candidates are expected to have studied and gained an understanding of the prescribed poetry. Candidates who are well prepared, and competent in Arabic produce good responses and score well here. In comparison to previous years, fewer candidates chose to answer the questions on classical verse in the 2015 examination. Approximately half of the candidates who selected this section were able to respond well to the required tasks. Candidates who are able to demonstrate higher order skills by using expressions and words of their own in their responses score best. Less well prepared candidates tend to rely on their general knowledge of Arabic to understand the poetic verses and respond to the questions. Such candidates tend to be only partially successful as they lack sufficient knowledge to answer the questions fully. Good knowledge and understanding of the syllabus components are required to secure high marks here. As in answering Section 1 above, candidates tend to be most successful when they are able to express the main points required, keeping their answers within the required word limit.

Part Two, Section 3: Modern Prose

Unlike previous years, this section was more popular than Section Two among the candidates in the 2015 exam. Candidates who are well prepared and have studied the modern literature carefully give satisfactory answers and score well in this section. However, there are a considerable number of candidates on an annual basis whose responses are limited to transcription from the text given on the examination paper. Transcription from the given text is not credited unless the material is linked to the answer and commented on by the candidate, demonstrating good knowledge and understanding of the prescribed text. Marks are only awarded for relevant points made. Responses which are solely composed of direct copying from the text with no evidence of input from the candidates are considered as not worthy of credit.

Part Three: Language Usage and Grammar

This part comprises five grammar questions to assess candidates' knowledge and competence in Arabic grammar. It is clear from the Examiner commentary that the detail and accuracy required in Arabic grammar is challenging for many candidates.

Question 10 offers candidates five incomplete sentences and requires them to fill one blank in each sentence with a specified grammatical item provided between brackets. In this year's examination candidates who were well prepared were able to respond accurately and scored good

marks. Examiners found that some candidates did not perform as well in this question as in previous years, perhaps indicating a lack of organised study and preparation.

Question number 11 offers candidates five sentences with one underlined word in each. Candidates were required to write down the correct vowel ending for each underlined word, and give their grammatical justification. Most candidates managed to give the correct grammatical ending, but could only score two marks out of three for each sentence due to the incorrect justification.

Question 12 offered candidates a passage which was followed by five separate sentences. Each sentence required the candidates to deduce a specific grammatical item from the text provided. This question posed a big challenge to candidates with little or no knowledge of Arabic grammar. Again, examiners noticed that fewer candidates than in previous years were able to score well here.

Question 13 required candidates to give five sentences to cover certain given grammatical items. Most candidates gave satisfactory answers to parts b, c and d but many found parts a and e very challenging.

Question 14 required candidates to analyse a given sentence grammatically. This is a classic form of questioning in Arabic schools and, as in previous years, most candidates managed to secure some marks in this question.

Part Four: Continuous Writing

Candidates in this section are required to write between 300 and 400 words on one of six topics. In the 2015 examination, Option 1 and Option 4 proved the most popular choices. Option 1 required the candidates to write a story about a child who sold all his toys to help save his sick friend. Option 4 required candidates to write about the danger of unemployment and its effect on society and on families. The least popular options were Option 3 and Option 5. The former required candidates to write about ‘the roles women played in history’, while the latter required candidates to write about ‘the positive and the negative features of a TV or Satellite programme’.

In recent years examiners have noted that most candidates are able to demonstrate the capacity to write in good Arabic style and secure good marks in this section. Less successful candidates fall

short of the required minimum word limit, and hence, are not awarded high marks due to brevity and lack of development in their writing. On the other hand, responses which are too long and/or display grammatical and spelling errors also score poorly.

3.3 Ordinary Level

Part One: Reading Comprehension (Unseen Texts)

Over the past number of years, examiners have commented that candidates tend to perform well in the multiple choice questions. In 2015, approximately 40% of candidates scored full marks. 5 marks are awarded to each of question 1, 2, 3 and 4 when candidates write down the following:

- a. The letter of the correct text on its own.
- b. The correct text on its own without its letter.
- c. The correct text and its letter
- d. The correct text, but the letter of another incorrect text.

No marks were awarded to the incorrect text, even if the letter was correct.

In Questions 5 and 6 candidates are expected to recognise the main points and write them down mainly in their own style in a limited number of words. Candidates taking the examination at Ordinary Level tend to find these questions challenging. However, in 2015, unlike in previous years, examiners noted that candidates did well here, and were able to use their own style and words in response to questions. Very few resorted to copying directly from the given text.

Part Two: Reading Comprehension: Prescribed Texts

Part Two, Section 1: The Holy Koran

As in previous years, this compulsory section was well answered by most candidates. Well prepared candidates usually secure higher marks in this section. As at the Higher Level, candidates who demonstrate knowledge of and insight into the prescribed texts score better in the examination. Responses which are arbitrarily copied from the text provided with no candidate input are considered as not worthy of credit.

Part Two, Section 2: Classical Verse

This part proved to be less popular with candidates this year than in previous years. This may be due to the necessity to study the prescribed texts prior to the examination. Very few candidates managed to score well here, while others appeared to rely on their mother tongue competence to comment on the verses as a reading and comprehension text rather than reflecting on the background of the poet and the verses.

Part Two, Section 3: Modern Prose

More candidates chose to answer this part this year than in previous years. The majority showed good understanding of the prescribed text and were able to give satisfactory responses. Very few treated this question as a reading and comprehension text, and most candidates tried to reflect on the short text provided. In some instances the information provided in the short text was very limited, and a few candidates resorted to making up their own answers, while others turned to copying the provided text. As in other sections, examiners noted a lack of preparation of the prescribed text by some candidates.

Part Three: Language Usage and Grammar

This part comprised five grammar questions to assess candidates' knowledge and competence in Arabic grammar. Arabic grammar is challenging for many candidates at Ordinary level.

Question 10 offered candidates five multiple choice sections requiring candidates to select one grammatically suitable word from the brackets to fill five blanks. As in previous years, most candidates managed to give a minimum of three correct answers. Many faced a greater challenge in section b and section d where the correct words are less commonly used in Arabic dialects, and hence, were not able to secure marks in these two sections.

Question number 11 offered candidates a short text, and then asked them to identify five grammatical items. Most candidates managed to answer sections a, b and e correctly, but they had difficulty with sections c and d.

Question number 12 offered candidates five sentences with one underlined word in each. Candidates were required to write down the correct vowel ending for each underlined word, and give their grammatical justification. Most candidates, as in previous years, managed to give the

correct grammatical ending, but could only score 2 marks out of 3 for each sentence due to the incorrect justification.

Question 13 required candidates to give five sentences to cover certain given grammatical items. Most candidates gave satisfactory answers to sections a and b, but many found the other three sections more challenging.

Question 14 required candidates to analyse a given sentence grammatically. Most candidates were able to secure a few marks by identifying the verb and the subject in the sentence, but only a few were able to produce an accurate analysis to all the parts of the given sentence to score full marks.

As might be expected, virtually all candidates attempted all the questions; probably based on advice given to them to at least try everything. Examiners observed that candidates should prepare for this section of the examination by working through past examination papers and reading previous Chief Examiner's reports.

Part Four: Continuous Writing

This part offers the candidates 6 options, and they must respond to one option only, writing between 300 and 400 words. Examiners reported that most candidates were able to write in good Arabic style and were able to secure good marks in this section. However, a significant number of responses fell short of the required minimum word limit, and hence, were not awarded high marks as they were too brief, and lack relevant description, and expansion. On the other hand, every year some responses are too long, exceeding the required word count.

In the examination in 2015 most candidates chose either Question (a) or Question (b). Question (a) required the candidates to write a story of their choice starting with, 'when I picked up my pen...'. Question (b) required the candidates to write an essay about 'Freedom of Expression'.

4. Conclusions

4.1 Higher Level

Examiners noted that most candidates were competent in the target language, but there was lack of preparation of the specified material. It has been noticed that most of the candidates who perform best in the examination come from centres with a larger number of entries, suggesting well organised teaching programmes. A few candidates from very small centres gave the impression that they were not aware of the requirements of the syllabus, when they answered Part 2 and Part 3 questions and did not do as well as they did in other parts of the question paper. Candidates need to be well prepared by studying the prescribed texts before sitting this exam. The highest marks are frequently obtained in Part Four: Continuous Writing, the essay writing question where candidates' competence and linguistic skills are tested. Attention should be paid to spelling, grammar and sentence construction as lapses in these areas mar candidates' work and have a negative impact on grades awarded.

4.2 Ordinary Level

In general, the points made in the conclusion regarding Higher Level can be made in respect of Ordinary level. In addition, examiners noticed an improvement in candidates' performance at this level this year in comparison to previous years. A small number of candidates who took the examination at Ordinary level in 2015 were so competent in Arabic language that the challenge of the Higher Level examination may have been more appropriate to their abilities.

5. Recommendations

5.1 Recommendations to teachers:

- Teachers are strongly advised to assess the ability of their students before recommending the level at which they sit the exam. In some cases some students who took the Higher Level examination would have been more suited to the Ordinary level, and *vice-versa*.
- Students need to be familiar with the syllabus and its requirements.

- Students should avail of the opportunity to prepare for the examination using past examination papers, Marking Schemes and Chief Examiner’s reports.
- The requirements of the examination should be clearly explained to students e.g. that they should answer either the poetry or the prose questions; that they need to respond to only one essay option in Part Four: Continuous Writing.
- Careful attention should be paid to teaching spelling, grammar and sentence construction to all students.

5.2 Recommendations to candidates

5.2.1 Preparing for the examination

- All of the prescribed material, the verses from the Holy Koran, the poetry and prose must be studied thoroughly in advance of sitting the examination.
- In preparing for the reading comprehension section, it is advisable that you practise reading through the text quickly, paying attention to the following questions:
 - 1) What is the general idea (topic, purpose, author’s tone)?
 - 2) What is the structure of the passage (organisation, location of details)?

Read the questions thoroughly, identifying key words in the question before you attempt to answer. Reading Comprehension multiple choice questions carry key words which lead to the correct choice.

Broaden your vocabulary through wide and frequent reading of a variety of Arabic texts and publications.

- Pay careful attention to the study of the mechanical aspects of the language – spelling, punctuation and grammar.

5.2.2 In the examination

- Answer each question on a new page in your answer book. This will make it easier for the examiner when marking your answers.
- When you answer the multiple choice questions 1 - 4, make sure that you write the number of your selected answer.

- In answering the multiple choice questions 1 - 4 you only need to write the letter of your selected answer. There is no need to spend time on rewriting the whole answer.
- Do not write answers on the examination paper.
- You are advised to write in one direction in your answer book. If you start writing from the right, keep writing in this direction, and *vice-versa*.
- Do not write in the margin area in your answer book as it is designed for the examiner's marking only.