



## Cambridge International AS & A Level

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ARABIC

9680/52

Paper 5 Prose

October/November 2022

MARK SCHEME

Maximum Mark: 40

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **8** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**PUBLISHED****GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Annotations available in RM Assessor**

| <b>Annotation</b> | <b>Meaning</b>            |
|-------------------|---------------------------|
| 0                 | 0 marks                   |
| 1                 | award 1 mark              |
| ^                 | omission                  |
| BOD               | benefit of doubt given    |
| NBOD              | no benefit of doubt given |

**General Marking Instructions**

The mark scheme will identify 40 marking units. Award a maximum of 1 tick per unit. For each unit, you can award either 1 mark (if the unit is correct) or 0 marks (if the unit is incorrect). Do not award a 'half mark' for any unit.

- Place the *tick1* annotation just above the end of the correct unit
- Place the *tick0* annotation just above the end of the incorrect unit
- Add up the number of ticks awarded (*RM Assessor adds up the total number of times tick1 or tick0 has been awarded, but **you** add up these totals to give the mark*)

Enter a mark out of 40 for communication in the mark input box for Question 1.

**Crossing out:**

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could be a single word.)

| Question | Answer      |  | Marks  |    |
|----------|-------------|--|--|----|
| 1        | <b>Unit</b> | <b>English</b>                               | <b>Target Language</b>   | 40 |
| 1        |             | The colour green                             | اللون الأخضر   |    |
| 2        |             | has always been associated                   | كان دائماً مرتبطاً/ مقترناً                                    |    |
| 3        |             | with nature and living things                | بالطبيعة والأشياء/ والكائنات الحية                             |    |
| 4        |             | like plants, grass and trees.                | مثل النباتات والعشب/ والأعشاب والأشجار.                        |    |
| 5        |             | It is an indicator of life;                  | وهو مؤشر/ دليل/ علامة على الحياة / للحياة؛                     |    |
| 6        |             | the gardener who sees                        | البستانيّ/الجَنَائِيّ/ المزارع الذي يرى<br>not accepted: يشاهد |    |
| 7        |             | a flower's leaves turning brown              | أوراق زهرة/ وردة تتحول إلى (لون) بُني                          |    |
| 8        |             | knows that it is going to die                | يعرف أنها سوف تموت/ ستموت                                      |    |
| 9        |             | unless action is taken to save it.           | ما لم يتم اتخاذ/ يُتَّخَذ إجراء/ إلا إذا فعل شيئاً لإنقاذها.   |    |
| 10       |             | However, towards the end of the last century | ومع ذلك، نحو نهاية القرن الماضي/ مع نهايات                     |    |
| 11       |             | the word 'green' acquired                    | اكتسبت كلمة "أخضر"/ أخذت/ منحت                                 |    |
| 12       |             | a more specific meaning                      | معنى أكثر تحديداً/ دقةً  |    |

| Question | Answer                                   |  | Marks  |  |
|----------|--|--|--|--|
| 1        | Unit                                     | English  | Target Language                                    |  |
|          | 13                                       | and became a political term                      | وأصبحت/ مصطلحًا سياسيًا                            |  |
|          | 14                                       | referring to the environment,                    | يشير/ يرمز إلى البيئة،                             |  |
|          | 15                                       | our exploitation and misuse                      | واستغلالنا وسوء استخدامنا                          |  |
|          | 16                                       | of natural resources,                            | للموارد الطبيعية،                                  |  |
|          | 17                                       | and the impact of pollution                      | وتأثير/ وأثر التلوث                                |  |
|          | 18                                       | on our planet.                                   | في كوكبنا.   |  |
|          | 19                                       | If people are 'green',                           | إذا كان الناس (مؤيدين لـ) "أخضر"/ "خضراء"/ "خُضر"، |  |
|          | 20                                       | they try to live life in a way                   | فإنهم يحاولون أن يعيشوا الحياة بطريقة              |  |
|          | 21                                       | that respects nature                             | تحتترم الطبيعة                                     |  |
|          | 22                                       | and the world around them.                       | والعالم من حولهم.                                  |  |
|          | 23                                       | This new awareness                               | هذا الوعي الجديد                                   |  |
|          | 24                                       | is increasingly making us think about            | يجعلنا نفكر بشكل متزايد / أكثر في                  |  |
| 25       | the food we eat and the clothes we wear, | الطعام الذي نأكله والملابس التي نرتديها/ نلبسها، |  |  |

| Question | Answer           |   | Marks   |  |
|----------|------------------|---|---|--|
| 1        | Unit             | English                                     | Target Language                                       |  |
|          | 26               | how we heat and light our homes,            | وكيف نقوم بتدفئة/ بتسخين وإضاءة منازلنا،              |  |
|          | 27               | the way we travel,                          | والطريقة التي نسافر بها/ وطريقة سفرنا،                |  |
|          | 28               | how we produce food                         | وكيفية إنتاجنا للطعام/ وكيف ننتج الطعام               |  |
|          | 29               | and what we do with our waste.              | وما نفعله مع نفاياتنا/ وماذا نعمل بنفاياتنا/ قمامتنا. |  |
|          | 30               | These issues are high                       | هذه القضايا/ مشاكل لها مكانة عالية                    |  |
|          | 31               | on the list of priorities for many nations, | في قائمة الأولويات/ الأساسيات للعديد من الدول،        |  |
|          | 32               | but the difficulty is                       | ولكن الصعوبة هي<br>(المشكلة could be accepted)        |  |
|          | 33               | that environmental concerns                 | أن المخاوف البيئية<br>(المشكلة not accepted)          |  |
|          | 34               | are closely linked                          | ترتبط ارتباطاً/ بشدة/ عن قرب/ وثيقاً                  |  |
|          | 35               | to each country's economy                   | باقتصاد كل بلد  |  |
|          | 36               | and most governments hesitate               | وأن معظم الحكومات تتردد                               |  |
| 37       | to take measures | في اتخاذ/ أخذ تدابير/ إجراءات               |   |  |

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| Question | Answer      |  |                                       | Marks |
|----------|-------------|--|---------------------------------------|-------|
| 1        | <b>Unit</b> | <b>English</b>                           | <b>Target Language</b>                |       |
|          | 38          | which might threaten economic stability. | قد تهدد الاستقرار الاقتصادي.          |       |
|          | 39          | Finding the balance                      | إنّ إيجاد التوازن/ العثور على التوازن |       |
|          | 40          | is the greatest challenge of our age.    | هو التحدي الأكبر في عصرنا.            |       |