

# Cambridge IGCSE™ (9–1)

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**FIRST LANGUAGE ARABIC****7184/01**

Paper 1 Reading

**May/June 2025**

MARK SCHEME

Maximum Mark: 50

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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 May/June 2025 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 **13** 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 descriptions 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.

**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 guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

Annotation	Meaning
	Correct: credit for content point or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)

Annotation	Meaning
<b>IR</b>	Irrelevant
<b>REP</b>	Repetition
<b>SEEN</b>	Use to show that blank pages have been seen and any creditworthy material has been awarded
<b>XV</b>	Inappropriate use of vocabulary from another language
<b>A1</b>	Directed writing prompt 1 from Text B
<b>A2</b>	Directed writing prompt 2 from Text B
<b>A3</b>	Directed writing prompt 3 from Text B
<b>R1</b>	Directed writing prompt 1 from Text C
<b>R2</b>	Directed writing prompt 2 from Text C
<b>R3</b>	Directed writing prompt 3 from Text C
<b>DET</b>	Relevant detail
<b>DEV</b>	Development of point or idea
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

## Section 1

20 content marks  
5 language marks

Question	Answer	Marks	Guidance
1(a)	<p>ما العاملان اللذان يساعدان على تجاوز صعوبات الحياة؟</p> <p>– قوة الإرادة/ الإرادة.</p> <p>– حسن استغلال/ استخدام ما منحه الله من نعم.</p>	2	
1(b)	<p>ما الوسائل الثلاثة التي ذكرها الكاتب لمقاومة اليأس؟</p> <p>– توقّع الخير.</p> <p>– السعي للجد.</p> <p>– استغلال القدرات.</p>	3	<p><b>لا تقبل:</b></p> <p>ألا تقنط، عدم اليأس.</p> <p>لا تتعلل بأنك لست نابغة.</p>
1(c)	<p>– ذكر الكاتب في الفقرة الثالثة سلوكين لتجنب الفشل. ما هما؟</p> <p>– متابعة الخطى في غير خوف ولا ملل.</p> <p>– عدم تعجل النجاح.</p>	2	
1(d)	<p>ما العاملان اللذان يزيدان من عزيمة المرء؟</p> <p>– القدوة.</p> <p>– الغاية السامية.</p>	2	
1(e)	<p>بماذا شبّه الكاتب أسباب الإخفاق؟</p> <p>– (شبهها) بالسد الذي يحجب نور الشمس (فلا نرى الخير أو نبصر الغاية).</p>	1	<p><b>لا تقبل:</b></p> <p>السدّ فقط.</p>

Question	Answer	Marks	Guidance
1(f)	<p>متى يكون لثروة الإنسان قيمة حقيقية؟ اذكر ثلاث نقاط.</p> <p>تقبل أي ثلاثة من الإجابات التالية:</p> <ul style="list-style-type: none"> <li>- الحفاظ على نبل الأخلاق.</li> <li>- العطف على الضعفاء.</li> <li>- الصدق والأمانة (في جمع المال) / إذا كانت وسائل تحصيل المال مشروعة.</li> <li>- غنى النفس (المدعومة بحب الخير).</li> </ul>	3	
1(g)	<p>"أسباب الإخفاق داخلية وخارجية". هات من الفقرة السابعة ما يؤيد صحة ذلك.</p> <ul style="list-style-type: none"> <li>- (داخلية): فقدان الثقة بالنفس / اعتقادك أن نفسك غير قادرة على النجاح.</li> <li>- (خارجية): بعض الناس يتعللون بأنهم ولدوا فقراء / لأنهم ليسوا من بيوت كبيرة.</li> </ul>	2	<p><b>لا تقبل:</b></p> <p>"اعتقادك أن نفسك غير قادرة" من دون على النجاح</p>
1(h)	<p>تتطلب الثقة بالنفس فهماً عميقاً للذات. هات دليلين على ذلك.</p> <ul style="list-style-type: none"> <li>- إيمانك بقدرتك على تحمل الأعباء.</li> <li>- معرفتك الواعية بمهاراتك.</li> </ul>	2	
1(i)	<p>ذكر الكاتب ثلاث صفات للمتفائلين. اذكرهم.</p> <p>تقبل أي ثلاثة من الإجابات التالية:</p> <ul style="list-style-type: none"> <li>- أفضل الناس حالاً.</li> <li>- المبتسمون للحياة / الابتسام للحياة.</li> <li>- الجد/ جادون في العمل.</li> <li>- الرضا / القناعة.</li> </ul>	3	<p><b>لا تقبل:</b></p> <p>الفرحين المستبشرين بالخير.</p> <p>النظر إلى الجانب المشرق في الحياة.</p>

**Writing: Accuracy of Language**

<b>5</b> (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
<b>4</b> (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
<b>3</b> (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
<b>2</b> (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
<b>1</b> (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

## Section 2

15 content marks

5 marks for Style &amp; Organisation

5 marks for Accuracy of Language

Question	Answer	Marks	Guidance
2	<p>كتب في حدود 200–250 كلمة ما ذكره الكاتبان عن أسرار النجاح في الحياة.</p> <p>أهم محاور النص الأول</p> <ol style="list-style-type: none"> <li>1. قوة الإرادة (تساعد في التغلب على العقبات)</li> <li>2. حسن استخدام النعم / استغلال القدرات (خير استغلال).</li> <li>3. عدم اليأس (عدم القنوط) / توقّع الخير (يوفر لك فرص النجاح) / التفاؤل بالخير</li> <li>4. السعي للجد / بذل الجهد.</li> <li>5. متابعة الخطى من غير خوف.</li> <li>6. عدم التعجّل.</li> <li>7. أن يكون للمرء قدوة ينشدها.</li> <li>8. سمو الغاية.</li> </ol>	25	

Question	Answer	Marks	Guidance
2	<p>9. (النجاح يحتاج إلى) عدم خلق الأعذار والعوائق للفشل والكسل.</p> <p>10. الحفاظ على نبل الأخلاق / الصدق والأمانة / غنى النفس عند السعي للنجاح المادي.</p> <p>11. الثقة بالنفس (والإيمان بقدرتها على النجاح) / المعرفة الواعية بمهاراتك.</p> <p>12. تجنب الكبر والغرور / تجنب تعظيم شأنك (أكثر مما تستحق).</p> <p>13. الابتسام للحياة / النظر إلى الجانب المشرق للحياة / التفاؤل.</p>		"عند السعي للنجاح المادي" أو أي شيء يعطي هذا المعنى.
	<p><b>أهم محاور النص الثاني</b></p> <p>1. تربية الإرادة أساس لإصلاح الأخلاق / تربية الإرادة للسيطرة على النفس.</p> <p>2. مواجهة الأحداث.</p> <p>3. تربية الإرادة من خلال الجهد الكبير، وقوة التصميم، والعزم، والصبر.</p> <p>4. توجيه الإرادة للأعمال الصالحة / عدم توجيهها للعادات السيئة.</p> <p>5. تحمل المسؤولية.</p> <p>6. إيقاظ العقل / الشعور بالواجب لمقاومة أي تضليل.</p> <p>7. عدم الاستسلام للكسل والخمول / عدم الاستكانة للراحة.</p> <p>8. عدم الاستسلام للشهوات / مقاومة الإغراءات.</p> <p>9. صحة العزم والثبات على الموقف / عدم الاستماع إلى التخويف بالعقوبات.</p>		

**Writing: Style and Organisation**

<b>5 (Excellent)</b>	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose
<b>4 (Good)</b>	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage
<b>3 (Adequate)</b>	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus
<b>2 (Weak)</b>	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow
<b>1 (Poor)</b>	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance

**Writing: Accuracy of Language**

<b>5 (Excellent)</b>	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
<b>4 (Good)</b>	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
<b>3 (Adequate)</b>	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
<b>2 (Weak)</b>	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
<b>1 (Poor)</b>	Thin, inappropriate use of language. Confused and obscure. Many errors.

**QUESTION 1:**

**N.B.** Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0. Candidates who use their own words throughout should not be at a disadvantage compared with those who tend to lift answers from the passages. Examiners must be careful to reward for Content answers that are reasonably clear and capture the idea given in the mark scheme, even if not expressed with complete precision or in the words of the mark scheme.

**QUESTION 2: 25 marks (15+5+5)**

AWARD A MAXIMUM OF **15** FOR CONTENT POINTS.

AWARD A MAXIMUM OF **5** FOR STYLE & ORGANISATION.

AWARD A MAXIMUM OF **5** FOR ACCURACY OF LANGUAGE.

**AWARDING CONTENT POINTS**

- 1 Candidates may gain the content points either for ideas expressed in their own words or in the words of the passage, in connected writing or in note form. (*Copying from the passage and use of lists are accounted for in the Style & Organisation mark.*) We should not double-penalise.
- 2 The point must be fully made, i.e. with all the necessary parts, as indicated in the list on the next page.
- 3 If the candidate has used own words, give the content point if the meaning is reasonably clear, even if not expressed as precisely as in the passage.
- 4 In general, withhold the mark for a content point only if it is wildly out of sequence or totally unsupported.

**ANNOTATING****(a) Length**

Candidates are instructed to write a summary of 250 words structured around the focus points given on the question paper. Part of the skill of this task is to write succinctly, and candidates who keep to the constraints of the character limit should be rewarded.

- 1 Count up to **250** words used by the candidate; STOP at **275** and put a slash / after the **275th** word. Do not count punctuation.
- 2 If you can see that a content point will be disallowed immediately after the 275-word limit, please check your count.
- 3 Do NOT use the candidate's word-total without checking it.

**(b) Content Points**

- 1 Make sure the 'annotations count' is turned on.
- 2 Place a red tick ✓ in the body of the answer where each content point has been awarded.
- 3 Remember to stop where you have indicated the 275-word limit (with the slash).
- 4 Under the red tick on the Annotations toolbar, a number will be shown, which tells you how many times you have placed the red tick on the script.
- 5 Put that number into the mark entry box.
- 6 RM Assessor will not allow you to put in a number higher than 15 – a script with more than 15 content points scores 15.
- 7 A piece with no content points that can be credited receives 0; but remember that if there is no attempt at all, you put NR.
- 8 Do not penalise selective lifting of appropriate vocabulary or some occasional sentences, but considerable lifting or total lifting will impact both Accuracy and S&O (1 mark each).