



Cambridge International A Level

A LEVEL ARABIC

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Paper 5 Prose

May/June 2021

MARK SCHEME

Maximum Mark: 40

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **7** printed pages.

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.

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	
Annotation	Meaning
0	0 marks
1	award 1 mark
^	omission
BOD	benefit of doubt given
NBOD	no benefit of doubt given

General Marking Instructions
<p>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.</p> <ul style="list-style-type: none"> Place the <i>tick1</i> annotation just above the end of the correct unit Place the <i>tick0</i> annotation just above the end of the incorrect unit Add up the number of ticks awarded (<i>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</i>) <p>Enter a mark out of 40 for communication in the mark input box for Question 1.</p>
<p>Crossing out:</p> <p>(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.</p> <p>(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could be a single word.)</p>

Question	Answer			Marks
1				40
	Unit	English	Target Language	
	1	Four years ago,	قبل أربع سنوات (مضت)،	
	2	when I became	عندما أصبحت / صرت	
	3	the headteacher of a primary school,	مدير / مديرة مدرسة ابتدائية	
	4	I decided to build a garden.	قررت إقامة / إنشاء / بناء حديقة.	
	5	I read many news reports	قرأت تقارير إخبارية عديدة / كثيرة / عدّة قرأت العديد من التقارير الإخبارية	
	6	about children's lack of knowledge	عن نقص / قلة / عدم معرفة / جهل الأطفال	
	7	of the food they eat	بالطعام الذي يتناولونه/ يأكلونه	
	8	and the process	وعملية / طريقة	
	9	to produce it.	إنتاجه.	
	10	I thought that creating a garden	اعتقدت / ظننت / فكّرت / رأيت أنّ إنشاء حديقة	
	11	will be an opportunity for the children	سيكون / سيوفر فرصة للأطفال	

Question	Answer			Marks
1	Unit	English	Target Language	
	12	to learn more about nature,	لمعرفة المزيد عن الطبيعة/ ليتعلموا أكثر عن الطبيعة،	
	13	food, nutrients	والطعام، والعناصر الغذائية/ المواد المغذية،	
	14	and teamwork	والعمل الجماعي العمل في فريق/ العمل كفريق	
	15	while benefiting	بينما يستفيدون/ مع الاستفادة	
	16	from the physical exercise.	من التمارين/ التدريبات البدنية / الجسدية / الجسمية / الجسمانية	
	17	The children started working on this garden	بدأ الأطفال العمل في هذه الحديقة	
	18	by planting different fruit trees	من خلال زراعة أشجار الفاكهة المختلفة	
	19	and vegetables.	والخضراوات.	
	20	The whole community helped out	ساعد / تعاون المجتمع بأكمله / كله / جميعه	
	21	in this project	في هذا المشروع	
	22	and the produce was sold in the school shop.	وبيعت المنتجات/ وبيع المنتج في دكان/ متجر/ محل المدرسة.	
	23	The children, through selling,	الأطفال، من خلال البيع / عن طريق البيع	
24	improved their math	حسنوا / طوّروا مهاراتهم في الرياضيات/ مادة الرياضيات في الحساب		

Question	Answer			Marks
1	Unit	English	Target Language	
	25	by practicing their addition	من خلال ممارستهم مهارة الجمع	
	26	and subtraction skills,	ومهارة الطرح	
	27	as well as their life skills	إضافةً إلى/ فضلاً عن / كذلك / إلى جانب مهاراتهم الحياتية	
	28	by communicating with the customers	عبر تعاملهم / من خلال التواصل مع الزبائن / العملاء	
	29	and working together.	والعمل معاً.	
	30	The money raised from the shop	الأموال/ النقود المجموعة من الدكان/ التي جُمعت من المحل	
	31	helped the school to buy bigger plants,	ساعدت المدرسة في شراء نباتات أكبر،	
	32	seeds and other equipment	وحبوب، / وبيذور وأدوات أخرى،/ وغيرها من المعدات	
	33	that is necessary for gardening.	الضرورية/ اللازمة للعمل في الحدائق/ للبستنة.	
	34	After this experience,	بعد هذه التجربة،	
	35	gardening has become a central part of the curriculum.	أصبح العمل في الحديقة/ أصبحت البستنة جزءاً أساسياً/ رئيساً في المنهاج/ المنهج.	

Question	Answer			Marks
1	Unit	English	Target Language	
	36	We saw that the participating class	رأينا/ لاحظنا أنّ الصف المشارك	
	37	learnt about the plant life cycle,	تعلم عن دورة حياة النبات،	
	38	the effect of weather on gardening,	وتأثير الطقس / الجو على العمل في الحديقة/ البستنة	
	39	and how to design vegetable gardens	وكيفية / طريقة تصميم حدائق الخضار	
	40	without referring to any agricultural guidebooks.	دون العودة/ الإشارة/ الرجوع / اللجوء إلى أية أدلة / كتب زراعية / كتب إرشادية.	