



Cambridge International AS & A Level

ARABIC

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Paper 5 Prose

October/November 2023

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 October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **6** 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 unitPlace the <i>tick0</i> annotation just above the end of the incorrect unitAdd 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	Unit	English	Target Language	40
	1	When people say	عندما يقول الناس	
	2	that time flies,	إن الوقت يمضي/ يمر بسرعة/ سريعاً/ يطير،	
	3	they often mean	فهم غالباً يقصدون/ يعنون	
	4	that they have been so engaged	بأنهم/ أنهم كانوا مستغرقين/ منشغلين/ مندمجين جداً	
	5	in an activity	في نشاط/ فعالية ما	
	6	that they have not looked	لدرجة أنهم لم ينظروا/ ينتبهوا	
	7	at their watch	إلى ساعاتهم/ إلى الوقت	
	8	or phone for a while.	أو إلى هواتفهم / جوالاتهم منذ فترة/ لفترة (طويلة).	
	9	They are talking, of course,	هم/ إنهم يتكلمون، بالطبع/ بالتأكيد،	
	10	about their own personal experience of time.	عن تجربتهم الشخصية (الخاصة) مع الوقت.	
	11	The same number of hours	نفس عدد الساعات/ عدد الساعات نفسه	
	12	may have passed very slowly	يمكن أن يكون/ ربما قد مرّ ببطء شديد	
	13	for someone else.	بالنسبة إلى شخص آخر.	
	14	This emphasises the difference	هذا يؤكد الفرق	
	15	between time shown on the clock	بين الوقت الظاهر على الساعة	
	16	and our individual reactions to time.	وردود أفعالنا الفردية تجاه الزمن/ الوقت.	
	17	We often forget	نحن غالباً ما ننسى	
	18	that it was humans	أن البشرهم	
	19	who developed ways	من/ الذين طوروا وسائل/ طرق	

Question	Answer			Marks
1	Unit	English	Target Language	
	20	to measure time,	قياس الزمن / الوقت،	
	21	with the intention of making	بقصد جعل	
	22	daily life easier.	الحياة اليومية أسهل.	
	23	This allows us	هذا يسمح / يتيح لنا	
	24	to arrange meetings,	أن ننظم اجتماعات/ لقاءات،	
	25	estimate how long a journey will take	أن نُقدّر / نحسب كم ستستغرق رحلة ما	
	26	or express how old we are.	أو نعرف / نعبر عن أعمارنا.	
	27	The problem comes	المشكلة تبدأ / تظهر / تأتي	
	28	when we think that time rules us	عندما نفكر / نعتقد أن الزمن يحكمنا/ يتحكم بنا	
	29	rather than the other way round.	وليس العكس.	
	30	If we do not manage time well	إذا لم نتحكم في / ندر الوقت جيداً	
	31	by planning each day,	بالتخطيط لكل يوم / اليومي،	
	32	we can feel too busy	فسوف نشعر أننا مشغولون جداً	
	33	and that causes stress.	وهذا يسبب ضغطاً نفسياً / توتراً.	
	34	We then realise the importance	عندها سنلاحظ / سندرك أهمية	
	35	of including periods of leisure	إدخال/ تضمين فترات من الترفيه/ التسلية/الاستراحة	
	36	in our schedules.	في جداولنا (اليومية).	
	37	Each person must find their own way	يجب على كل شخص أن يجد طريقته الخاصة	
	38	to achieve a balance between	لتحقيق التوازن بين	
	39	all the different aspects of their life	كل / جميع الجوانب/ النواحي المختلفة في حياته	

Question	Answer			Marks
1	Unit	English	Target Language	
	40	to be happy and healthy.	ليكون سعيداً ومعاافئ / وصحيح الجسم.	