

Cambridge International AS & A Level

ARABIC**9680/52**

Paper 5 Prose

October/November 2024

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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

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 available in RM Assessor	
Annotation	Meaning
0	0 marks
1	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 mark 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.
<ul style="list-style-type: none"> • Place the '1' annotation just above the end of the correct unit • Place the '0' annotation just above the end of the incorrect unit • Look at the number of '1' annotations (RM Assessor adds up the total for you) and enter a mark out of 40 for communication in the mark input box for Question 1.
Crossing out:
<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
	1	It is hard to believe	من الصعب تصديق/أن تصدق
	2	that there was a time	أنه كان هناك وقت
	3	when the internet did not exist.	لم يكن الانترنت موجوداً فيه.
	4	It is now impossible	من المستحيل الان
	5	to imagine life without it.	أن تخيل/ تتصور الحياة بدونه.
	6	In fact, it only started	في الحقيقة/ في الواقع، لقد بدأ (فقط)
	7	to be in general use	أن يكون في الاستخدام العام / بشكل عام
	8	about 30 years ago.	منذ/ من حوالي 30 عاماً/سنة (فقط).
	9	Before that, computers were mainly used	قبل ذلك، كانت الكمبيوترات/الحواسيب تُستخدم أساساً (بشكل أساسي / رئيسي)
	10	for writing documents	في كتابة المستندات/الوثائق
	11	or performing calculations.	أو في إجراء العمليات الحسابية.

Question	Answer		Marks
1	Unit	English	Target Language
	12	The internet is a source of knowledge,	الإنترنت هو مصدر للمعرفة،
	13	making dictionaries, encyclopaedias and instruction booklets	الذي يجعل القواميس والموسوعات وكتب التعليمات
	14	instantly available to everyone.	متاحة/ متوفرة فوراً للجميع.
	15	It stores our photographs,	فهو/ إنه يخزن صورنا/ يحتفظ بصورنا،
	16	documents and diaries,	ووثائقنا ومذكراتنا،
	17	and it reminds us of our appointments.	ويذكرنا بمواعيدنا.
	18	It is also a platform for communication,	إنه أيضاً منصة/ ساحة للتواصل،
	19	and in recent years	وفي السنوات الأخيرة
	20	we have increasingly relied on it	اعتمدنا عليه بكثرة / بشكل زائد
	21	to see and talk online	لنزى ونتحدث عبر الانترنت
	22	to friends, relatives, colleagues and clients.	مع الأصدقاء والأقارب والزملاء والعملاء/ الزبائن.
	23	Employees have discovered	اكتشف الموظفون

Question	Answer		Marks
1	Unit	English	Target Language
24		that they can work remotely,	أنهم يستطيعون العمل عن بُعد،
25		changing the concept	مِمَّا غَيَّرَ مفهوم/فكرة/نظريَّة/مبدأ
26		of the traditional workplace,	مكان العمل التقليدي،
27		and patients do not always need	والمرضى لا يحتاجون دائمًا
28		to go to a medical centre	للذهاب إلى مركز طبَّيٍّ
29		to consult a doctor.	لأستشارة طبَّيْبٍ.
30		However, greater reliance on the internet,	وَمَعَ ذَلِكَ/بَالرَّغْمِ مِنْ ذَلِكَ، إِنَّ الاعْتِمَادَ الْكَبِيرَ/الْمُتَزاِدَ عَلَىِّ الإنترنت،
31		particularly in the area of education,	خَاصَّةً فِي مَجَالِ التَّعْلِيمِ،
32		has highlighted	قد سُلِّطَ الضُّوءُ/أَبْرَزَ
33		social and economic inequalities.	(عَلَىِّ) عَدْمِ الْمُسَاوَةِ الاجْتِمَاعِيَّةِ وَالْاِقْتَصَادِيَّةِ.

Question	Answer		Marks
	Unit	English	Target Language
1	34	Parts of the world	(توجد) أجزاء/ مناطق/ من العالم
	35	do not have easy access to it;	ليس لديهم إمكانية / لا يمكنهم الحصول على الإنترنت بسهولة؛ (لا يحصلون على الإنترنت بسهولة،)
	36	some people cannot afford	بعض الناس لا يستطيعون تحمل تكاليف/ شراء
	37	the necessary equipment;	المعدات/ الأدوات الضرورية؛
	38	and others, especially the elderly,	وآخرون ، خاصة كبار السن،
	39	do not feel comfortable	لا يشعرون بالراحة/ بالارتياح
	40	about using the technology.	تجاه /إلى استخدام التكنولوجيا/التقنية.