Cambridge International AS Level

ARABIC LANGUAGE **8680/21**

Paper 2 Reading and Writing **October/November 2023**

MARK SCHEME

Maximum Mark: 70

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 **20** printed pages.

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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.

1	**General Marking Notes**

1.1	**Annotations in RM Assessor**

Question 1	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Questions 3 and 4	**Content marks** • Annotate each correct point with a **tick**. • Use the **LM** annotation to indicate any phrases which are copied directly from the passage. **Quality of Language Mark** • If any items have scored zero or NR for content, insert an **on-page comment** (text box) on the script under the last item in the question. Type in the details of the Quality of Language mark.

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Question 5	• If the answer to **5a** exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.
	• If the answer to **5b** exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked.
	<u>Summary</u>
	• Annotate each correct point with a **tick** up to a maximum of 10 ticks.

2	**General Marking Principles**
2.1	Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.
2.2	**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 <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.
2.3	**More than one response offered by the candidate in Questions 1 and 2:** If a candidate gives more than one response to any of the items in Question 1 or Question 2 and does not indicate which is their final response, mark as follows: Both answers correct = 1 mark One answer correct and one answer incorrect = 0 marks
2.4	No response and '0' marks There is a NR (No Response) option in **RM Assessor.** Award NR (No Response): • If there is nothing written at all in the answer space or • If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or • If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark). Award 0: • If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Detailed Mark Scheme

Question	Answer	Marks	Not Allowed Responses
Question 1			
1(a)	الواضح/ الظاهر	1	
1(b)	جمع/ تجمهر	1	
1(c)	ساعدتّ/ شاركت	1	
1(d)	هروب/ فرار	1	
1(e)	المنع/ السيطرة	1	

Question	Answer	Marks	Not Allowed Responses
Question 2			
2(a)	المجتمعات العربية	1	
2(b)	اللذان يسعيان	1	
2(c)	لن تنجح	1	
2(d)	لعل المستخدمين	1	
2(e)	لم يتعدّ	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
3(a)		**2**	
	(الدردشة)	1	
	(بناء الصداقات)	1	
3(b)		**2**	
	(قواعد تسويقية للشركات/ تجذب الزبائن)	1	
	(حصول الناس على فُرَص عمل)	1	
3(c)		**3**	
	(يستفيد من زيادة نسبة مشاركة الشباب)	1	
	(حَشْد المؤيدين لهم)	1	
	(الإعلان عن برامجهم الانتخابية)	1	
3(d)		**2**	
	(فقدان الثقة بالآخرين)	1	
	(قلة التفاعل مع أفراد المجتمع)	1	

Question	Answer	Marks	Not Allowed Responses
3(e)		**3**	
	(نعم)	1	
	(يجعل بياناتهم الشخصية صيداً سهلًا المحتالين)	1	
	(إفلات المحتالين من العقاب)	1	
3(f)		**3**	
	خبراء الأمن الإلكتروني)	1	
	(المستخدم)	1	
	(الأسرة)	1	
	(المؤسسات التعليمية)	1	

Question	Answer	Marks	Not Allowed Responses
Quality of Language – Accuracy			[5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).	
4	**Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.	
3	**Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.	
2	**Below average** Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.	
0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.	

Additional marking guidance for Quality of Language

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

Answers scoring 0 for Content cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Question	Answer	Marks	Not Allowed Responses
	Question 4		
4(a)		**2**	
	(وجود ملايين المشتركين العرب)	1	
	(تُسهِّل على الباحثين إعداد دراسات لغوية)	1	
4(b)		**2**	
	(اعتماد المنصات اللغة العربية لغةً رسمية)	1	
	(وجود عدد من المؤثرين الذين يقدمون دروساً باللغة العربية)	1	
4(c)		**2**	
	(كسب المزيد من المتابعين)	1	
	(تحقيق أرباح مالية)	1	
4(d)		**3**	
	(اعتماد الشباب على مواقع الترجمة)	1	
	(انتشار كتابة الكلمات العربية بحروف لاتينية وأرقام)	1	
	(شيوع ما يعرف بــ"لغة الجامعة")	1	

Question	Answer	Marks	Not Allowed Responses
4(e)		**3**	
	(نعم)	1	
	(تساعد مواقع التواصل على إظهار الأخطاء وتصويبها / لم تتسبب في خلق الأخطاء اللغوية)	1	
	(سهولة تكيّف العربية مع الإنترنت)	1	
4(f)		**3**	
	(تطوير مهارات المعلمين التدريسية والارتقاء بها)	1	
	(تمسك الأبناء بهويتهم العربية والحفاظ عليها)	1	
	(صَوْن اللغة العربية من الضياع والاندثار)	1	

Quality of Language – Accuracy [5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	**Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
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0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

Note: A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

Question 5

Length of 5(a) + 5(b) (Summary and Personal Response)

- Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.
- If the answer to either **(a)** or **(b)** is clearly too long, calculate the length more precisely.
- If the answer to **5(a)** exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked.
- If the answer to **5(b)** exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked.

Content marks – Summary

Indicate with a tick in the body of the text the point being rewarded. Do not penalise 'lifting' for content marks in this exercise, but excessive reliance on the text will reduce the language mark.

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

Question	Answer	Marks	Not Allowed Responses
Question 5			
5(a)	إيجابيات مواقع التواصل الاجتماعي على الفرد واللغة العربية من النص الأول: • بناء الصداقات • الدردشة/ تعبير الناس عن وجهات نظرهم • تحقيق التفاعُل بين الأصدقاء وأفراد العائلة • إمكانية الوصول إلى محتواها/ الحصول على أنواع مُختلفة من المعلومات • حصول الناس على فُرَص عمل • حَشْد المشرح للمؤيدين/ التعرف إلى المرشحين/ تعرف خطط المرشحين/ الإعلان عن البرامج الانتخابية إيجابيات مواقع التواصل الاجتماعي على الفرد واللغة العربية من النص الثاني: • انتشار اللغة العربية/ زيادة متابعي المحتوى العربي • إعداد دراسات لغوية • اعتمادُ اللغة العربية لغة رسمية • الحصول على دروس مجانية في اللغة العربية • سهولة تكيُّف اللغة العربية مع ثقافة الإنترنت • إبراز الأخطاء اللغوية والمساعدة في تصويبها/ لم تتسبب في خلق الأخطاء اللغوية	**10**	

Question	Answer	Marks	Not Allowed Responses
5(b)	أنشأت مجموعة خاصة على أحد مواقع التواصل الاجتماعي لجمع الكتب القديمة والمستعملة لإعطائها إلى غير القادرين وأجد في استخدام مثل هذه الوسائل نفعًا كبيرًا في توفير الوقت والجهد وعموم الفائدة كذلك سهولة الوصول للعديد ممن يحبون الأعمال الخيرية.	**5**	

Content marks – Response to the Text

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.

5	**Very good** Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
4	**Good** Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
3	**Sound** A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
2	**Below average** Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
0–1 Poor	Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

Quality of Language – Accuracy   [5]

5	**Very good** Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
4	**Good** Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
3	**Sound** Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
2	**Below average** Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
0–1	**Poor** Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.