

Cambridge O Level

ARABIC**3180/02**

Paper 2 Translation & Reading Comprehension

May/June 2025**MARK SCHEME**

Maximum Mark: 55

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.

This document consists of **14** 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 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
	Incorrect
	Omission
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	Meaning unclear or illegible
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
Highlighter	Highlight
On-page comment	To show working at the end of Question 1 and Question 2 (e.g. $29/3 = 9.6 = 10$)
Off Page Comment	Used to make a holistic comment about the script

Detailed Mark Scheme

Question	Answer				Marks
1	Question 1: Translation from Target Language into English 1 Total mark : 10 2 Mark the translation, using the table below. Award 1 mark to each portion of correct translation. 3 Once you have marked the translation, add up the number of marks awarded. The number produced will be out of 30. 4 Divide this number of marks by 3 to gain a final mark for Question 1 out of a total of 10.				10
	Arabic	English	Reject	Mark	
1	في عطلة الصيف	In the summer holiday/vacation/break,		1	
2	يخرج كثير من الطلاب	many students go out		1	
3	مع أصدقائهم،	with their friends,		1	
4	وأحياناً يتأخرون في	and sometimes they are late		1	
5	الرجوع إلى منازلهم؟	returning to their homes/houses;	Go /come without the word back	1	
6	فينامون لساعات طويلة خلال النهار.	so they sleep long hours during the day.	Without 'so'	1	
7	لذلك قبل عودتهم إلى المدرسة	Therefore, before their return to school		1	
8	من الضروري تشجيعهم	it is necessary to encourage them		1	

Question	Answer				Marks
1	Arabic	English	Reject	Mark	
9	على ترك العادات التي	to leave/abandon the habits		1	
10	كانوا يقومون بها في الإجازة.	that they were doing/used to do in the holiday.		1	
11	أول خطوة يجب أن يفعلها الطلاب	The first step that the students have to/must/should do		1	
12	هي تنظيم أوقات نومهم	is to organise their bedtime/sleeping time		1	
13	قبل بدء الدراسة	before studies/school/lessons begin(s)/start(s).		1	
14	بأسبوع على الأقل.	by at least a/one week.		1	
15	كذلك من المفيد أن يحصلوا على	It is also useful/beneficial that they get/obtain		1	
16	الكتب الدراسية الجديدة مبكراً	the new textbooks/course books early	copybooks	1	
17	ومقارنتها بما	and compare them		1	
18	درسواه العام الماضي.	with what they studied/have studied last year/the year before/the previous year.		1	
19	مع بداية العام الدراسي،	With the beginning of the school year,		1	

Question	Answer				Marks
1	Arabic	English	Reject	Mark	
20	ينصح المعلمون الطلاب	teachers advise students		1	
21	بالراحة لمدة أقصاها ساعتين يومياً،	to rest for a maximum of two hours daily/every day,	at least	1	
22	ثم تناول وجبة	then eating a meal		1	
23	غنية بالأطعمة الصحية.	full of/rich in healthy foods/ ingredients		1	
24	كما بيّنت الدراسات أنه	Studies have also shown/showed that	show	1	
25	عندما يحضر الطالب دروسه	when the student prepares his lessons	attends his lessons/ the student prepare	1	
26	وكل ما يحتاجه من أقلام ودفاتر،	and all what/everything he needs of pens and notebooks,		1	
27	ويراجع الملاحظات	and revises the notes		1	
28	المأخوذة في الصف باستمرار	taken in class continuously		1	
29	فهذا يزيد تركيزه	this increases his focus/concentration		1	
30	بنسبة سبعين بالمئة.	by seventy percent.		1	

Divide this number of marks by 3 to gain a final mark for Question 1 out of a total of 10.

Question	Answer	Marks																																													
2	<p style="text-align: center;">Translation from English into Target Language</p> <p>1 Total mark : 20 2 Mark the translation, using the table below. Award 1 mark to each portion of correct translation. 3 Once you have marked the translation, add up the number of marks awarded. The number produced will be out of 40. 4 Divide this number of marks by 2 to gain a final mark for Question 2 out of a total of 20. – After you have completed step 3, you may be left with a part-mark, e.g. 8½. If this happens, round up to the next mark, i.e. 9 in this case.</p> <table border="1" data-bbox="338 514 1903 1330"> <thead> <tr> <th></th> <th>English</th> <th>Arabic</th> <th>Reject</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><i>You have probably heard</i></td> <td>ربما/ قد سمعت/سمعت</td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td><i>about Martin Luther King;</i></td> <td>عن مارتن لوثر كينج؛</td> <td></td> <td>1</td> </tr> <tr> <td>3</td> <td><i>he gave</i></td> <td>هو (من/الذي) ألقى/أعطى</td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td><i>the famous speech:</i></td> <td>الخطاب المشهور/الشهير :</td> <td></td> <td>1</td> </tr> <tr> <td>5</td> <td><i>"I Have a Dream".</i></td> <td>"لدي/عدي حلم."</td> <td></td> <td>1</td> </tr> <tr> <td>6</td> <td><i>I will tell you</i></td> <td>سأخبركم/سأقول لكم</td> <td></td> <td>1</td> </tr> <tr> <td>7</td> <td><i>about his life</i></td> <td>عن حياته</td> <td></td> <td>1</td> </tr> <tr> <td>8</td> <td><i>and why he is</i></td> <td>ولماذا هو</td> <td></td> <td>1</td> </tr> </tbody> </table>		English	Arabic	Reject	Mark	1	<i>You have probably heard</i>	ربما/ قد سمعت/سمعت		1	2	<i>about Martin Luther King;</i>	عن مارتن لوثر كينج؛		1	3	<i>he gave</i>	هو (من/الذي) ألقى/أعطى		1	4	<i>the famous speech:</i>	الخطاب المشهور/الشهير :		1	5	<i>"I Have a Dream".</i>	"لدي/عدي حلم."		1	6	<i>I will tell you</i>	سأخبركم/سأقول لكم		1	7	<i>about his life</i>	عن حياته		1	8	<i>and why he is</i>	ولماذا هو		1	20
	English	Arabic	Reject	Mark																																											
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Question	Answer				Marks
2	English	Arabic	Reject	Mark	
9	<i>an important figure.</i>	شخصية مهمة.		1	
10	<i>Mr. King, who was of an African origin,</i>	السيد كينج، ذو الأصل الأفريقي،	من إفريقيا	1	
11	<i>was born in 1929</i>	ولد في 1929		1	
12	<i>In the city of Atlanta.</i>	في مدينة أتلانتا			
13	<i>When he was at school,</i>	حين/عندما كان في المدرسة،		1	
14	<i>he graduated</i>	تخرج		1	
15	<i>at an early age</i>	في سن صغير/في عمر مبكر	عمر باكر	1	
16	<i>because he was very smart</i>	لأنه كان ذكياً جداً/في منتهى الذكاء		1	
17	<i>and immediately</i>	وعلى الفور/فوراً/سرعاً ما		1	
18	<i>went to university.</i>	ذهب إلى الجامعة / التحق بالجامعة.		1	
19	<i>Mr. King wanted to make</i>	أراد السيد كينج أن يجعل	يعلم	1	

Question	Answer				Marks
2	English	Arabic	Reject	Mark	
20	<i>the world a better place,</i>	العالم مكاناً أفضل / أحسن		1	
21	<i>so he fought</i>	لذلك حارب / ناضل		1	
22	<i>for the rights of</i>	من أجل حقوق		1	
23	<i>African Americans.</i>	الأميركيين الأفريقيين/الأميركان الأفارقة.		1	
24	<i>He tried very hard</i>	حاول بشدة/بقوة/بجد/جاهداً		1	
25	<i>To change the law</i>	أن يُغير القانون		1	
26	<i>which was very unfair</i>	الذي كان غير عادل/غير منصف على الإطلاق	غير عدلاً	1	
27	<i>to his people.</i>	لناسه/لشعبه.		1	
28	<i>His aim was</i>	كان هدفه هو		1	
29	<i>to end the separation</i>	إنهاء الفصل/التفرقة بين		1	
30	<i>of individuals in schools,</i>	الأفراد في المدارس،		1	

Question	Answer				Marks
2		English	Arabic	Reject	Mark
2	31	<i>jobs, and public places</i>	والوظائف، والأماكن العامة.		1
	32	<i>due to their colour.</i>	بسبب لونهم.		1
	33	<i>He was the youngest</i>	كان أصغر (شخص)		1
	34	<i>person ever</i>	شخص على الإطلاق		1
	35	<i>to win</i>	يفوز/يحصل على		1
	36	<i>the Nobel Peace Prize.</i>	جائزة نوبل للسلام.	جائزة نوبل	1
	37	<i>'Martin Luther King Day'</i>	(أصبح) يوم/عيد مارتن لوثر كينج		1
	38	<i>became a national holiday</i>	إجازة/ عطلة وطنية	عطلة عالمية / دولية	1
	39	<i>to celebrate</i>	للاحتفال / إحتفالاً		1
	40	<i>his success.</i>	بنجاحه.	نجاحه	1

Divide this number of marks by 2 to gain a final mark for Question 2 out of a total of 20.

Question	Answer	Marks
3	<ul style="list-style-type: none"> - الناس من جميع الأعمار - الأشخاص من مختلف الطبقات الاجتماعية 	2

Question	Answer	Marks
4	<ul style="list-style-type: none"> - لما تضمه هذه اللعبة من فنون رياضية - لما تحققه من تشويق لمحبيها 	2

Question	Answer	Marks
5	<ul style="list-style-type: none"> - "سو جو" 	1

Question	Answer	Marks
6	<ul style="list-style-type: none"> - كرة مستديرة - مصنوعة من الجلد - مملوئة بالفِراء أو الريش. 	3

Question	Answer	Marks
7	<ul style="list-style-type: none"> - للاستعداد قبل التدريب العسكري - لزيادة لياقتهم البدنية 	2

Question	Answer	Marks
8	<ul style="list-style-type: none"> - لأنها: - ألحقت أضراراً بالمدينة - تسببت في إصابات خطيرة للاعبين 	2

Question	Answer	Marks
9	<p>Any two of the following answers:</p> <ul style="list-style-type: none"> - توحيد حجم وزن الكرة - الالتزام بتمرير الكرة بالقدم فقط. - تحديد عدد اللاعبين في الملعب 	2

Question	Answer	Marks
10	<ul style="list-style-type: none"> - تساعد الحكم من التحقق من صحة الهدف المسجل - ما إذا كان أحد اللاعبين قد ارتكب مخالفة. 	2

Question	Answer	Marks
11	<ul style="list-style-type: none"> - ظلت كرة القدم مجالاً ذكورياً/ تمنع النساء من المشاركة فيه - لسيطرة بعض التقاليد الاجتماعية - كانت بعض الممارسات تُعزّز الفوارق بين الأولاد والبنات 	3

Question	Answer	Marks
12	<p>Award either <u>one or two marks</u> for each item of vocabulary, up to a <u>total of 6</u>.</p> <p>شعبتها: شهرتها/ انتشارها/ صيتها</p> <p>إنشأت: بذات/ ظهرت/ تأسست</p> <p>ازي: لباس/ ملابس/ ثياب</p> <p>التحقق: التيقن/ التأكيد/ الإثبات</p> <p>ماهرات: بارعات/ جيدات/ منقوقات</p>	6