

# Cambridge International A Level

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**ARABIC****9680/52**

Paper 5 Prose

**May/June 2024****MARK SCHEME**Maximum Mark: 40

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

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

**PUBLISHED****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 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.

**PUBLISHED****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.

| <b>Annotations available in RM Assessor</b> |                                                                                  |
|---------------------------------------------|----------------------------------------------------------------------------------|
| <b>Annotation</b>                           | <b>Meaning</b>                                                                   |
| ✓                                           | Used to show that mark is awarded.                                               |
| <b>X</b>                                    | Use this annotation when the translation is invalid, and mark cannot be awarded. |
| <b>SEEN</b>                                 | Used to show that blank pages have been seen.                                    |
| BOD                                         | benefit of doubt given                                                           |
| NBOD                                        | no benefit of doubt given                                                        |

| <b>General Marking Instructions</b>                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Crossing out:</b></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      | In most cultures in the world,         | في معظم ثقافات العالم،                         |       |
|          | 2      | it is the custom to give presents      | من المعتاد/العادة تقديم/ إعطاء هدايا           |       |
|          | 3      | to mark special occasions.             | للاحتفال بالمناسبات الخاصة.                    |       |
|          | 4      | This is a tradition going back         | هذا تقليد يعود إلى/بدأ منذ                     |       |
|          | 5      | thousands of years:                    | آلاف السنين:                                   |       |
|          | 6      | perhaps to celebrate                   | ربما للاحتفال                                  |       |
|          | 7      | a religious festival or a family event | بعيد/ بمهرجان ديني أو مناسبة عائلية/ حدث عائلي |       |
|          | 8      | like a birthday or a marriage;         | مثل عيد ميلاد أو زواج/زفاف؛                    |       |
|          | 9      | to thank someone                       | لشكر شخص ما                                    |       |
|          | 10     | for an invitation to a meal            | على دعوة لتناول وجبة طعام                      |       |
|          | 11     | or for the offer of help;              | أو لعرض المساعدة؛                              |       |
|          | 12     | as a sign of love or friendship;       | كإشارة / كرمز/ كدليل الحب أو الصداقة؛          |       |

| Question | Answer |                                            |                                                   | Marks |
|----------|--------|--------------------------------------------|---------------------------------------------------|-------|
| 1        | Unit   | English                                    | Target Language                                   |       |
|          | 13     | as a means of strengthening relations      | كوسيلة/كطريقة لتعزيز / لتقوية العلاقات            |       |
|          | 14     | between countries or leaders.              | بين الدول أو القادة/بين البلاد أو الرؤساء.        |       |
|          | 15     | How do we know what to give?               | كيف نعرف ماذا نقدم/نعطي؟                          |       |
|          | 16     | Some people buy a gift                     | يشترى بعض الأشخاص/ الناس هدية                     |       |
|          | 17     | which they have thought a lot about        | كانوا قد فكروا فيها كثيرًا                        |       |
|          | 18     | and which they are sure                    | وهم متأكدون / واثقون                              |       |
|          | 19     | the other person will like.                | من أن الشخص الآخر سيجبها/ أنها ستعجب الشخص الآخر. |       |
|          | 20     | Their own likes or dislikes                | إن ما يعجبهم أو لا يعجبهم/يحبون أو لا يحبون       |       |
|          | 21     | do not influence their choice.             | لا يؤثر على اختيارهم.                             |       |
|          | 22     | However, others choose                     | بينما / لكن يختار آخرون                           |       |
|          | 23     | what they would hope to receive themselves | ما يتمنون / يرغبون في تلقيه / استلامه لأنفسهم     |       |
|          | 24     | and do not take into consideration         | ولا يأخذون بعين الاعتبار/ غير مبالين              |       |

| Question | Answer |                                    |                                                              | Marks |
|----------|--------|------------------------------------|--------------------------------------------------------------|-------|
| 1        | Unit   | English                            | Target Language                                              |       |
|          | 25     | the tastes of the recipient.       | أذواق / ذوق مستلم / متلقٍ الهدية.                            |       |
|          | 26     | It is often said                   | غالباً / كثيراً ما يُقال                                     |       |
|          | 27     | that the cost of a gift            | إن تكلفة الهدية/إن ثمن الهدية<br>لا نقبل: جائزة              |       |
|          | 28     | is less important                  | أقلُّ أهمية/قيمة                                             |       |
|          | 29     | than the thought behind it.        | من الفكرة ذاتها/من فكرة الشراء ذاتها/ من ورائها.             |       |
|          | 30     | For that reason,                   | لذلك السبب،                                                  |       |
|          | 31     | something homemade, however small, | فإن شيئاً مصنوعاً يدوياً/ باليد، رغم صغره / مهما كان صغيراً، |       |
|          | 32     | may be more meaningful             | قد يكون له معنى/ مغزى أكثر/ أكبر                             |       |
|          | 33     | than something bought.             | من شيء تمّ شراؤه/ مُشترى.                                    |       |
|          | 34     | The way the present is wrapped     | الطريقة التي تُلفّ/تُغلف بها الهدية                          |       |
|          | 35     | is also significant,               | هي مهمة أيضاً،                                               |       |

| Question | Answer |                                           |                                                 | Marks |
|----------|--------|-------------------------------------------|-------------------------------------------------|-------|
| 1        | Unit   | English                                   | Target Language                                 |       |
|          | 36     | as it shows the care that has been taken. | لأنها تُظهر الاهتمام/العناية المبذولة.          |       |
|          | 37     | It is so difficult                        | من الصعب جدًا                                   |       |
|          | 38     | to get every element right,               | أن تحصل على كل التفاصيل / كافة العناصر الصحيحة، |       |
|          | 39     | but it is worth the effort                | لكن ذلك يستحق العناء/الجهد                      |       |
|          | 40     | when we do.                               | عندما نقوم به/ نفعله.                           |       |