



Cambridge International AS & A Level

ARABIC

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Paper 5 Prose

October/November 2021

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 2021 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
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. - Place the <i>tick1</i> annotation just above the end of the correct unit - Place the <i>tick0</i> annotation just above the end of the incorrect unit - Add 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>) Enter a mark out of 40 for communication in the mark input box for Question 1.
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. (Please note that a 'second attempt' could be a single word.)

Question	Answer			Marks
1	Unit	English	Target Language	40
	1	Have you ever thought about	هل سبق لك أن فكرت/ هل فكرت يوماً/ من قبل في	
	2	the relationship between humans and animals?	العلاقة بين البشر/ الإنسان/ والحيوان/ والحيوانات؟	
	3	From the earliest times,	منذ العصور الأولى/ منذ الأزمنة الأولى/ منذ الزمن الأول	
	4	people have interacted	تفاعل/ تعامل الناس	
	5	with mammals, fish and birds	مع الثدييات/ المواشي والأسماك والطيور	
	6	in a variety of ways.	بطرق مختلفة/ الكثير من الطرق/ عدة طرق.	
	7	Our ancestors thought	فكر/ ظنّ أجدادنا/ أسلافنا	
	8	of the animal kingdom	أنّ المملكة الحيوانية	
	9	mainly as a source of food	مصدر للطعام بشكل أساسي	
	10	or as a potential threat.	أو تهديد/ إنذار/ خطر كامن/ محتمل/ ممكن.	
	11	Early cave paintings	لوحات/ رسومات الكهوف البدائية/ المبكرة	
	12	show hunting scenes.	تُظهر/ تُري مشاهد للصيد.	
	13	One theory is that	إحدى النظريات هي/ من إحدى النظريات	

Question	Answer			Marks
1	Unit	English	Target Language	
	14	hunters killed animals	أنَّ الصيادين قتلوا الحيوانات	
	15	which they believed	التي كانوا يعتقدون/ التي اعتقدوا	
	16	to be dangerous,	أنها خطيرة/ خطرة	
	17	and then discovered that	ومن ثم/ ثم اكتشفوا/ أدركوا أنها	
	18	they were good to eat.	صالحة/ جيدة للأكل/ للطعام.	
	19	Through fighting for survival,	ومن خلال القتال/ الصراع من أجل البقاء،	
	20	mankind had found a new food supply.	وجدت البشرية/ وجد/ اكتشف الإنسان إمدادات/ مصادر غذائية جديدة/ مصدر طعام جديد.	
	21	The next development was	وكان التطور المقبل/ التالي	
	22	to keep certain animals	هو الاحتفاظ ببعض/ الحفاظ على بعض الحيوانات/ يبقوا على بعض	
	23	in order to help with tasks,	حتى/ لكي تساعد في المهام/ الأعمال،	
	24	for example transport and farming.	مثلاً/ على سبيل المثال النقل/ المواصلات والزراعة.	
	25	It was then only	وكانت/ وكان ذلك مجرد/ فقط	
	26	a short evolutionary step	خطوة تطورية قصيرة	
	27	to becoming emotionally attached	لجعل/ ليصبح الإنسان مرتبطاً/ متعلقاً عاطفياً/ نفسياً	

Question	Answer			Marks
1	Unit	English	Target Language	
	28	to the work animals	بحيوانات العمل	
	29	and treating them as pets.	ومعاملتها كحيوانات أليفة/ منزلية.	
	30	In recent times	في الآونة الأخيرة/ مؤخراً/ أخيراً/ حديثاً	
	31	machines have taken over the jobs	استولت الأجهزة/ الآلات/ الماكينات على الأشغال/ الأعمال/ الوظائف	
	32	once done by animals	التي كانت الحيوانات يوماً تتجزها/ تنفذها/ تعملها/ تقوم بها	
	33	and our attitude towards them	وموقفنا/ نظرنا تجاهها	
	34	has changed again.	قد تغير مرة أخرى.	
	35	Some people ride horses for pleasure	بعض الناس يركبون الخيول/ الأحصنة من أجل المتعة/ للمتعة	
	36	while others breed them for racing.	بينما/ في حين أن الآخرين يربونها للسباق.	
	37	Dogs can be trained to guard property,	يمكن تدريب الكلاب على حماية/ حراسة الممتلكات،	
	38	but they can also be cruelly exploited.	لكن يمكن أيضاً استغلالها/ استخدامها بقسوة.	
	39	Have humans become the worst enemies	هل أصبح البشر أسوأ أعداء	
	40	of their best friends?	لأصدقائهم المفضلين؟ / لأفضل أصدقائهم؟	