

# Cambridge International AS & A Level

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**ARABIC****9680/22**

Paper 2 Reading and Writing

**October/November 2025****MARK SCHEME**Maximum Mark: 70

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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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **23** 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.

**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                                                                                                                  |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|    | Credit for good language or content point                                                                                |
|    | Incorrect                                                                                                                |
|    | Omission                                                                                                                 |
|   | If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.                |
|  | If the examiner considers the answer to be more incorrect than correct, then ' <b>no</b> benefit of the doubt' is given. |
|  | Irrelevant                                                                                                               |
|  | Meaning unclear or illegible                                                                                             |
|  | Used to show that blank pages have been seen                                                                             |
| Highlighter                                                                         | Highlight                                                                                                                |

| Annotation       | Meaning                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------|
| On-page comment  | Wrong question number given by candidate<br>Used to explain adjustment of quality of language mark (Questions 3 and 4) |
| Off-page comment | Used to make a holistic comment about the script                                                                       |
| /                | Word limit, do not credit content beyond this point (Question 5)                                                       |

| <b>1 General Marking Notes</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Annotations in RM Assessor</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Question 1</b>                     | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.<br>Annotate the script where necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Question 2</b>                     | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.<br>Annotate the script where necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Questions 3 and 4</b>              | <p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>• In the mark input box on the right-hand side of the screen, click on the question that you are about to mark.</li> <li>• Annotate each correct point with a <b>tick</b>.</li> <li>• Use the highlighter tool to indicate direct copying (i.e. 'lifting') from the passage(s).</li> <li>• The number of ticks for each item (a, b, c etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>• Click on 3L or 4L as appropriate in the mark input box.</li> <li>• If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.</li> <li>• If any items have scored zero or NR for content, insert an <b>on-page comment</b> (text box) on the script under last item in the question. Type in the details of the Quality of Language mark, e.g.: 5–2 = 3 OR min 1</li> <li>• Then enter the Quality of Language mark in the mark input box for <b>Question 3L / Question 4L</b>.</li> </ul> |



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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Question 5</b> | <ul style="list-style-type: none"><li>• If the answer to <b>5(a)</b> exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked.</li><li>• If the answer to <b>5(b)</b> exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked.</li></ul> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"><li>• Annotate each correct point with a <b>tick</b> up to a maximum of 10 ticks.</li><li>• The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for <b>Question 5(a)</b>.</li></ul> <p><b><u>Personal response</u></b></p> <ul style="list-style-type: none"><li>• Enter the mark for Personal response in the mark input box for <b>Question 5(b)</b>.</li></ul> <p><b><u>Quality of Language</u></b></p> <ul style="list-style-type: none"><li>• Enter the mark for Quality of Language in the mark input box for <b>Question 5L</b>.</li></ul> |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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 to a whole question 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****Section 1**

| Question          | Answer                                  | Marks | Not Allowed Responses |
|-------------------|-----------------------------------------|-------|-----------------------|
| <b>Question 1</b> |                                         |       |                       |
| 1(a)              | المذهلة: الرائعة/الممتازة/ المدهشة      | 1     |                       |
| 1(b)              | أثبتت: أكّدت/أظهرت                      | 1     |                       |
| 1(c)              | الضوضاء: الصخب/الضجيج                   | 1     |                       |
| 1(d)              | تقليل: تقليل/اقتصار / خفض / إنقاص/تخفيض | 1     |                       |
| 1(e)              | تسعى: تهدف/تطمح/ تحاول/تجتهد            | 1     | ترغب/تريد             |

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| Question                                                                                                                                                                     | Answer                                  | Marks | Not Allowed Responses |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|-----------------------|
| <b>Question 2 (synonyms/antonyms)</b><br>The candidates must find, where possible, a single word equivalent to/opposite of the words given.<br>Accept minor spelling errors. |                                         |       |                       |
| 2(a)                                                                                                                                                                         | استكشاف حل ناجع.                        | 1     |                       |
| 2(b)                                                                                                                                                                         | يسهم النظامان الغذائيان في تعزيز الصحة. | 1     |                       |
| 2(c)                                                                                                                                                                         | هذا لم تشير إليه الأبحاث العلمية.       | 1     |                       |
| 2(d)                                                                                                                                                                         | تطوير عقاقير بسعر عشرة دولارات.         | 1     |                       |
| 2(e)                                                                                                                                                                         | عاد المُعَمَّرُونَ إلى سوق العمل.       | 1     |                       |

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| Question                                                                   | Answer                                                             | Marks | Not Allowed Responses |
|----------------------------------------------------------------------------|--------------------------------------------------------------------|-------|-----------------------|
| <b>Question 3</b><br>Candidates must not copy word for word from the text. |                                                                    |       |                       |
| 3(a)                                                                       | العادات الغذائية لبعض الشعوب لعمر أطول:                            | 2     |                       |
|                                                                            | شرب الماء الساخن قبل النوم                                         | 1     |                       |
|                                                                            | تناول زيت الزيتون يوميًا                                           | 1     |                       |
| 3(b)                                                                       | هل يتفق الكاتب مع: "بدأ الناس حديثاً بإطالة أعمارهم"؟              | 3     |                       |
|                                                                            | لا، لا يتفق                                                        | 1     |                       |
|                                                                            | اهتم الملوك القدماء بتناول كميات هائلة من الطعام طلباً للخلود      | 1     |                       |
|                                                                            | الطبقات العليا كانت تهتم بالنوم لراحة الجسم ولحياة أطول            | 1     |                       |
|                                                                            | استخدم التجار الأعشاب الطبية                                       | 1     |                       |
| 3(c)                                                                       | ثلاثة أماكن ينصح تجنب العيش فيها:                                  | 3     |                       |
|                                                                            | المناطق الريفية الباردة                                            | 1     |                       |
|                                                                            | المناطق المجاورة للمطارات                                          | 1     |                       |
|                                                                            | المدن الكبرى/أماكن تخطو من الأقمار الاصطناعية والملصقات الإعلانية. | 1     |                       |

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| Question | Answer                                                                                         | Marks | Not Allowed Responses |
|----------|------------------------------------------------------------------------------------------------|-------|-----------------------|
| 3(d)     | فوائد تجربة الأدوية الجديدة على الأفراد                                                        | 3     |                       |
|          | تمنح الباحثين في مجال الأدوية فرصًا واعدة                                                      | 1     |                       |
|          | (إنتاج عقاقير) تجدد خلايا الجلد لإخفاء آثار الشيخوخة                                           | 1     |                       |
|          | تُجنَّب كبار السن التردد على المستشفيات                                                        | 1     |                       |
| 3(e)     | إطالة العمر أثر إيجابي في الاقتصاد                                                             | 3     |                       |
|          | تستفيد المصانع من خبرات المعمرين المتراكمة                                                     | 1     |                       |
|          | تستثمر الحكومات الأموال التي كانت تمنحها لكبار السن/تقلص الأموال التي تنفقها عليهم (الميزانية) | 1     |                       |
|          | تنشيط السياحة                                                                                  | 1     |                       |

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| Question                                                                                                                                                                                                           | Answer | Marks | Not Allowed Responses |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|-----------------------|
| <b>Quality of Language – Accuracy</b>                                                                                                                                                                              |        |       | [5]                   |
| <b>5 Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |        |       |                       |
| <b>4 Good</b><br>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.                      |        |       |                       |
| <b>3 Sound</b><br>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. |        |       |                       |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |        |       |                       |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                      |        |       |                       |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

**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 |
|----------------------------------------------------------------------------|--------------------------------------------------------------|-------|-----------------------|
| <b>Question 4</b><br>Candidates must not copy word for word from the text. |                                                              |       |                       |
| 4(a)                                                                       | تطور الرعاية الطبية أثر سلبي في حياة بعض الأشخاص             | 2     |                       |
|                                                                            | عرضت بعض الأشخاص لأزمات صحية                                 | 1     |                       |
|                                                                            | حرمت بعض الموظفين من وظائفهم                                 | 1     |                       |
| 4(b)                                                                       | ثلاث أمثلة على اهتمام كبار السن ببعض المنتجات                | 3     |                       |
|                                                                            | مستحضرات التجميل                                             | 1     |                       |
|                                                                            | الساعات الذكية                                               | 1     |                       |
|                                                                            | أدوية تسهم في تجديد خلايا الجلد                              | 1     |                       |
| 4(c)                                                                       | أثر زيادة أعداد كبار السن سلبيًا في البيئة                   | 3     |                       |
|                                                                            | فقدان أنواع عديدة من النباتات                                | 1     |                       |
|                                                                            | اعتماد شركات البناء على مواد منخفضة التكلفة غير قابلة للتحلل | 1     |                       |
|                                                                            | زيادة انبعاثات عوادم المركبات                                | 1     |                       |
| 4(d)                                                                       | هل تشجع الخبرة على انتقال المسنين للعيش في الريف؟            | 4     |                       |

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| Question | Answer                                         | Marks | Not Allowed Responses |
|----------|------------------------------------------------|-------|-----------------------|
|          | نعم                                            | 1     |                       |
|          | غياب وسائل الأمان (في المصاعد والمرافق العامة) | 1     |                       |
|          | نُدرة وسائل المواصلات المريحة                  | 1     |                       |
|          | افتقار مناطق في المدن إلى المساحات الخضراء     | 1     |                       |
| 4(e)     | ثلاث فئات لها دور مهم في مساعدة كبار السن      | 3     |                       |
|          | الشباب                                         | 1     |                       |
|          | تلاميذ المدارس                                 | 1     |                       |
|          | الموظفين                                       | 1     |                       |

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| Question                                          | Answer                                                                                                                                                                                           | Marks | Not Allowed Responses |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| <b>Question 4: Quality of Language – Accuracy</b> |                                                                                                                                                                                                  |       | [5]                   |
| <b>5 Very good</b>                                | Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                       |       |                       |
| <b>4 Good</b>                                     | 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.                     |       |                       |
| <b>3 Sound</b>                                    | 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. |       |                       |
| <b>2 Below average</b>                            | Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                                       |       |                       |
| <b>0–1 Poor</b>                                   | Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                       |       |                       |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--------|-------|-----------------------|
|----------|--------|-------|-----------------------|

  

**Question 4: 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).

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| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Answer | Marks | Not Allowed Responses |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|-----------------------|
| <p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the answer to either <b>(a)</b> or <b>(b)</b> is clearly too long, calculate the length more precisely.</li> <li>If the answer to <b>5(a)</b> exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked.</li> <li>If the answer to <b>5(b)</b> exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked.</li> </ul> <p><b>Content marks – Summary</b></p> <p>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.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p> |        |       |                       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks | Not Allowed Responses |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
| 5(a)     | <p>لخص النصين السابقين موضحاً إيجابيات إطالة العمر وسلبياتها.<br/>النص الأول:</p> <ol style="list-style-type: none"> <li>1 تحفيز العلماء والباحثين على الاستكشاف والبحث عن أدوية جديدة لإطالة العمر.</li> <li>2 تقليص الميزانيات الضخمة التي تنكبدها وزارات الصحة.</li> <li>3 نقص تردد كبار السن على المستشفيات.</li> <li>4 استفادة الشركات من خبرات كبار السن المتراكمة وكذلك العائلة.</li> <li>5 عودة المُعَمَّرِينَ إلى سوق العمل يساعد الدولة على استثمار الأموال التي كانت تمنحها لهم.</li> <li>6 فرصة قضاء وقت ممتع مع الأسرة/ والقيام برحلات ترفيهية</li> <li>7 تعود على القطاعات السياحية بأرباح هائلة</li> <li>8 من النص الثاني: انتعاش الاقتصاد.</li> </ol> <p>النص الثاني:</p> <ol style="list-style-type: none"> <li>1 مثل تحديات اقتصادية واجتماعية للدول.</li> <li>2 عرّضت الأشخاص لأزمات صحية نتيجة تعرضهم لتجارب الأدوية الجديدة.</li> <li>3 توفير فرص عمل للأطباء</li> <li>4 حرّم بعض الموظفين من وظائفهم، مثل العاملين في دور الرعاية.</li> </ol> | 10    |                       |

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| Question                                                                                                                                                                                                                                                                                                                                                     | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks | Not Allowed Responses |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
|                                                                                                                                                                                                                                                                                                                                                              | <p>5 خَلَقَ هُوسًا شَرائِيًّا/ارتفاع نسبة المهتمين بمظهرهم الخارجي/ أصبحت مُستحضرات التجميل سِلعة مرغوبة أكثر.</p> <p>6 فَقْدَانُ أَنْوَاعٍ عَدِيدَةٍ مِنَ النَّبَاتَاتِ.</p> <p>7 ارتفاع الطلب على منازل تلائم كبار السن أدى إلى اعتماد شركات البناء على مواد غير قابلة للتحلُّل، مما أضرَّ بالبيئة.</p> <p>8 زيادة استعمال الحافلات العامة سبب ارتفاعًا في انبعاثات عوادم المركبات/ الإصابة بأمراض الجهاز التنفسي.</p> <p>9 انتعاش الاقتصاد</p> |       |                       |
| <p><b>Question 5: Content marks – Response to the Text</b></p> <p>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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                       |

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| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks | Not Allowed Responses |   |                                                                                                                                                |   |                                                                                                                                                                                       |   |                                                                                                                                            |   |                                                                                                                                                                    |     |                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------|
| 5(b)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>في رأيك، كيف سيستثمر العالم التطور الطبي في المستقبل؟</p> <p>في رأيي، ستزداد استخدامات التكنولوجيا في المجال الطبي، مثل الذكاء الاصطناعي والتعلم الآلي، لتحسين تشخيص الأمراض وتتبع الحالات الصحية والتنبؤ بالأوبئة. قد تتطور أجهزة طبية جديدة تعمل بالذكاء الاصطناعي لمساعدة الأطباء في اتخاذ القرارات الطبية الدقيقة. عمومًا، سيستثمر العالم التطور الطبي في المستقبل لتحسين جودة الحياة وزيادة أمل الشفاء للمرضى. سيكون للشباب دور مهم في دعم هذا التطور عن طريق التعلم واكتشاف المجالات الطبية المبتكرة لبناء مستقبل صحي أفضل للبشرية.</p> | 5     |                       |   |                                                                                                                                                |   |                                                                                                                                                                                       |   |                                                                                                                                            |   |                                                                                                                                                                    |     |                                                                                                                                    |
| <table><tr><td>5</td><td><b>Very good</b><br/>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</td></tr><tr><td>4</td><td><b>Good</b><br/>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.</td></tr><tr><td>3</td><td><b>Sound</b><br/>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.</td></tr><tr><td>2</td><td><b>Below average</b><br/>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.</td></tr><tr><td>0–1</td><td><b>Poor</b><br/>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</td></tr></table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                       | 5 | <b>Very good</b><br>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view. | 4 | <b>Good</b><br>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 | <b>Sound</b><br>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 | <b>Below average</b><br>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition. | 0–1 | <b>Poor</b><br>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error. |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Very good</b><br>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.                                                                                                                                                                                                                                                                                                                                                                                                   |       |                       |   |                                                                                                                                                |   |                                                                                                                                                                                       |   |                                                                                                                                            |   |                                                                                                                                                                    |     |                                                                                                                                    |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Good</b><br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Sound</b><br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Below average</b><br>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free composition.                                                                                                                                                                                                                                                                                                                                                                               |       |                       |   |                                                                                                                                                |   |                                                                                                                                                                                       |   |                                                                                                                                            |   |                                                                                                                                                                    |     |                                                                                                                                    |
| 0–1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Poor</b><br>Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.                                                                                                                                                                                                                                                                                                                                                                                                               |       |                       |   |                                                                                                                                                |   |                                                                                                                                                                                       |   |                                                                                                                                            |   |                                                                                                                                                                    |     |                                                                                                                                    |

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| Question                                                                                                                                                                                                           | Answer | Marks | Not Allowed Responses |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|-----------------------|
| <b>Question 5: Quality of Language – Accuracy</b> <span style="float: right;">[5]</span>                                                                                                                           |        |       |                       |
| <b>5 Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |        |       |                       |
| <b>4 Good</b><br>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.                      |        |       |                       |
| <b>3 Sound</b><br>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. |        |       |                       |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.                                                               |        |       |                       |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.                                                                      |        |       |                       |