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Cambridge International AS & A Level

ARABIC												**9680/22**

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

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **21** 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.

1   General Marking Notes

1.1   Annotations in RM Assessor

Question 1	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Question 2	Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box. Annotate the script where necessary.
Questions 3 and 4	<u>**Content marks**</u> • Annotate each correct point with a **tick**. • Use the **LM** annotation to indicate any phrases which are copied directly from the passage. <u>**Quality of Language Mark**</u> • If any items have scored zero or NR for content, insert an **on-page comment** (text box) on the script under the last item in the question. Type in the details of the Quality of Language mark.
Question 5	• If the answer to **5a** exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked. • If the answer to **5b** exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked. <u>**Summary**</u> • Annotate each correct point with a **tick** up to a maximum of 10 ticks.

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

Detailed Mark Scheme

Section 1

Question	Answer	Marks	Not Allowed Responses
Question 1			
1(a)	أهداف، أسباب، مقاصد	**1**	
1(b)	العظيم، الضخم، العملاق	**1**	
1(c)	وميض، لمعان، سطوع	**1**	
1(d)	رائعة، جذابة، جميلة	**1**	
1(e)	يتلاشى، يضعف، يقل	**1**	

Question	Answer	Marks	Not Allowed Responses
Question 2			
2(a)	قراءة القصص لغرض أكاديمي.	1	
2(b)	لن تتراجع عادةُ القراءة.	1	
2(c)	أصبح للناشر الحق في إصدار أي قصة أو رفضها.	1	
2(d)	لعلّ للجهات الحكومية دوراً في طرح مبادرات تشجيعية.	1	
2(e)	يمكن للكُتّاب أنفسهم.	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			
3(a)		**2**	
	دارسو الأدب	1	
	المترجمون	1	
3(b)		**2**	
	تراجع عادة القراءة	1	
	انطفأ بريق القصص والحكي الشفاهي	1	تشكل خطورة على أفق الطفل الخيالي ونموه العقلي وتفاعله مع محيطه الإنساني
3(c)		**2**	
	حسبما يتضمنه من معلومات وأفكار/ اتفاق الأفكار مع عادات المجتمع	1	
	حسب طريقة السرد المبهرة (المليئة بالألوان)	1	

Question	Answer	Marks	Not Allowed Responses
3(d)		**2**	
	لأنهم يسهمون في تعزيز إدراك الطفل القيم والأخلاق/ يعمقون المفاهيم لدى الأطفال	1	
	ويؤثرون في الطفل فيقلدهم	1	
3(e)		**2**	
	لأنها تقليدية مكررة	1	
	لا تلبي احتياجاته في عصر التكنولوجيا	1	
3(f)		**2**	
	لسهولة الاستعاضة بالقصص المترجمة	1	
	لاعتقاد بعضهم عدم أهمية الكتابة للأطفال	1	

Question	Answer	Marks	Not Allowed Responses
3(g)		**3**	
	حكي القصص (في المرحلة الابتدائية)	1	
	استخدام التكنولوجيا/عمل كتب صوتية أو مصورة	1	
	قراءة الكاتب قصته بنفسه	1	

Quality of Language – Accuracy [5]

5 Very good
Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

4 Good
Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.

3 Sound
Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

2 Below average
Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

0–1 Poor
Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

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
Question 4			
4(a)		**2**	
	بحث دور الكتاب في تحفيز الأطفال على القراءة	1	
	خصصت جوائز قيمة لِصغار القُرّاء	1	
4(b)		**3**	
	تقدم محتوى ثري ومفيد للأطفال	1	
	تُسهم في تنمية أفكارهم ومعارفهم	1	
	تؤثر في مستوى القراءة لدى تلاميذ المرحلة الابتدائية	1	
4(c)		**3**	
	لا يوافق	1	
	خَشية الآباء والأمهات من تبِعات التقنية الحديثة على صغارهم	1	
	إحجام بعضهم عن توفير تلك التقنيات لهم	1	

Question	Answer	Marks	Not Allowed Responses
4(d)		**2**	
القراءة	الاستماع (إلى حكايات الآباء)	1	
والكتابة	ومشاهدة برامج الأطفال	1	
4(e)		**3**	
	لم يعد الطفل سلبياً/ تعلم/ معرفة (تتطلب) القراءة والكتابة	1	
	عززت معارف الطفل	1	
	أسهمت في تطوير فكر الأجيال الجديدة ووعيها	1	
4(f)		**2**	
	ضرورة تضافر الجهود	1	
	قيام المدارس بتنظيم مسابقات سنوية	1	

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

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

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.

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

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

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

Question	Answer	Marks	Not Allowed Responses
Question 5 **Length of 5(a) + 5(b) (Summary and Personal Response)** • Examiners make a rough estimate of the length by a quick calculation of the number of words on a line. • If the answer to either **(a)** or **(b)** is clearly too long, calculate the length more precisely. • If the answer to **5(a)** exceeds 150 words, insert a slash line <u>after</u> the 150th word to show the end of the response to be marked. • If the answer to **5(b)** exceeds 50 words, insert a slash line <u>after</u> the 50th word to show the end of the response to be marked. **Content marks – Summary** Indicate with a tick in the body of the text the point being rewarded. Do not penalise 'lifting' for content marks in this exercise, but excessive reliance on the text will reduce the language mark. The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):		

5(a)		10	
	لخص النصين السابقين مبيناً كيفية دعم المجتمع والتقنية الحديثة للقراءة. **النص الأول:** 1. طَرْح مبادرات تُشجّع الأطفال على القراءة. 2. الابتعاد عن الكتابات التقليدية المكرّرة (التي تُنفّر الطفل ولا تُناسب مُدركاته) 3. البحث عن طُرق وموضوعات مستحدثة ومتنوعة تُلبّي احتياجات الطفل في عَصْر التكنولوجيا/ طريقة سرد مليئة بالألوان والصور 4. يجب على الكُتّاب والمبدعين الاهتمامُ بهذا المجال/ الاهتمام بروايات الأطفال ذات الطابع العربي الأصيل 5. حَكْي القصص في المرحلة الابتدائية 6. نقل المعرفة بالتكنولوجيا/ توفير كتب صوتية أو مصورة/ تسجيل الكاتب قصته 7. استعمال التكنولوجيا يتطلب معرفة القراءة		

Question	Answer	Marks	Not Allowed Responses
	النص الثاني:		
5(a)	8. دور كتّاب القصص ومؤلفوها في تحفيز الأطفال على جَعْل القراءة عادةً يومية 9. تخصيص جوائز قيّمة لِصغار القُرّاء 10. الوسائل الإلكترونية تساعد على تقديم محتوى ثري ومفيد. 11. انتشار الوسائل الحديثة/ الأجهزة الذكية 12. تعزيز معارف الطفل في مراحل التعليم المختلفة/ تطوير فِكْر الأجيال الجديدة ووعيها بما يتناسب مع واقع العصر الذي نعيشه. 13. تضافر الجهود 14. قيام المدارس بتنظيم مسابقات سنوية		

Question	Answer	Marks	Not Allowed Responses
Content marks – Response to the Text Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to examiners.			
5(b)	هل تفضل قراءة الكتب الورقية أو الإلكترونية ولماذا؟ 1. **أفضل الكتب الورقية.** 2. لأني أشعر بمتعة حقيقة وأنا ممسك بالكتاب. 3. أستطيع الاحتفاظ بالكتاب في مكتبتي. 4. يمكنني أن أتبادله مع أصدقائي. 5. لا يكلف مالًا كثيرًا ولا يحتاج إلى أشياء إضافية. 1. **أفضل الكتب الإلكترونية.** 2. أسهل وأخف. 3. لا أحتاج إلى شرائها؛ فهي مجانية على هاتفي المحمول أو الحاسوب. 4. أقرأ بأي لغة أريد خاصة أن تكلفة الكتب الأجنبية باهظة الثمن. 5. أستطيع أن أتواصل مع الكاتب والقراء الآخرين على وسائل التواصل الاجتماعي.	**5**	

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

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

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