



Cambridge International AS & A Level

ARABIC

9680/52

Paper 5 Prose

October/November 2020

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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 or X	0 marks
1 or √	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 *tick1* or \surd annotation just above the end of the correct unit
- Place the *tick0* or *X* annotation just above the end of the incorrect unit
- Add up the number of ticks awarded (*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*)

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 to a whole question 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	It is often said that	كثيرًا ما يقال أن إن	
	2	trees are the lungs of the Earth.	الأشجار هي رئتا الأرض.	
	3	But what does that mean?	ولكن ماذا يعني ذلك؟	
	4	Trees help the planet	الأشجار تساعد الكوكب	
	5	by producing oxygen	عن طريق إنتاج الأوكسجين	
	6	and by absorbing harmful gases.	وامتصاص الغازات الضارة.	
	7	In this way they help	بهذه الطريقة تساعد	
	8	humans breathe,	البشر على التنفس/ على أن يتنفسون يتنفسوا،	
	9	reduce global warming	وتساعد على الحد/ وتحد من الاحترار العالمي	
	10	and fight pollution.	وتكافح/ وتساعد على مكافحه التلوث.	
	11	Forests are so important	الغابات في غاية الأهمية/ مهمة جدًا	
12	for our health and well-being	لصحتنا وسلامتنا		

Question	Answer			Marks
1	Unit	English	Target Language	
	13	that we are right to be concerned	حتى إننا على حق في أن نشعر بالقلق	
	14	by their disappearance.	باختفائها.	
	15	Every year, thousands of trees	كل عام / سنة، آلاف الأشجار	
	16	are being cut down for commercial reasons:	يتم اقتطاعها/ قطعها لأسباب تجارية:	
	17	for wood and paper	للخشب والورق	
	18	and to make space for farmland.	وإفساح المجال للزراعة / ولتوفير / لجعل مساحة لأراض زراعية.	
	19	Forests provide a habitat	توفر الغابات موطنًا / بيئةً / موئلًا	
	20	for wildlife of all types	للحياة البرية من جميع الأنواع	
	21	and also, in some parts of the world,	وأيضًا، في بعض أنحاء العالم،	
	22	a home for human beings.	توفر موطنًا / بيتًا للبشر/ للناس.	

Question	Answer			Marks
1	Unit	English	Target Language	
	23	For many people, forests offer relaxation and recreation,	للكثير من الناس / بالنسبة لكثير من الناس توفر الغابات الاسترخاء والاستجمام / الترفيه / والتسلية،	
	24	for example as a place	علي سبيل المثال كمكان	
	25	for walking, camping or picnicking.	للمشي أو التخييم أو التنزه.	
	26	For that reason,	لهذا السبب / لذلك،	
	27	many countries protect their forests	تحمي بلدان كثيرة / عديدة غاباتها	
	28	from development and destruction.	من التنمية/ التطور والدمار.	
	29	But as populations grow	ولكن مع نمو السكان/ زيادة عدد السكان	
	30	and demand for food, housing	والطلب على الغذاء والسكن	
	31	and natural resources increases,	وزيادة الموارد الطبيعية،	
	32	the threat to our forests	فإن التهديد لغاباتنا	
	33	is always present.	موجود دائماً.	

Question	Answer			Marks
1	Unit	English	Target Language	
	34	The problem of deforestation	مشكله إزالة الغابات	
	35	is international	دولية/ عالمية	
	36	and cannot be solved	ولا يمكن حلها	
	37	by one country alone.	بواسطة/ من خلال بلد واحد فقط/ عن طريق بلد واحد فقط	
	38	We must all work together	يجب علينا جميعاً أن نعمل معاً	
	39	to save our trees	لإنقاذ/ لصيانة أشجارنا	
	40	for future generations.	للأجيال المقبلة/ لأجيال المستقبل.	