CAMBRIDGE
International Education

Cambridge IGCSE™

ARABIC **0544/22**

Paper 2 Reading **May/June 2026**

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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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
	Meaning unclear / indicates a problem in that section.
	Omission (of character, word etc)
	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of doubt’ is given.
	Use if the entire answer is incorrect, and the candidate is awarded 0 marks
	Harmless addition: use if the candidate extends their answer, without contradicting or invalidating the response.
N/A	[Highlighter] Highlighting areas of text
	Grammatical, lexical or punctuation error
	If the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.
	Irrelevant
	Good language

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Annotation	Meaning
off page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
SEEN	Use to show that blank pages have been seen
	Credit for good content point
 etc.	When candidates include elements relating to the different bullet points
	Grammatical, lexical or punctuation error over multiple lines

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Question	Answer	Marks	Guidance
1(a)	C	**1**	
1(b)	A	**1**	
1(c)	F	**1**	
1(d)	E	**1**	
1(e)	B	**1**	
2(a)	C	**1**	
2(b)	F	**1**	
2(c)	A	**1**	
2(d)	H	**1**	
2(e)	D	**1**	
3(a)	B – أم لينا	**1**	
3(b)	A – عام واحد	**1**	
3(c)	C – واسعاً	**1**	
3(d)	B – وسط	**1**	
3(e)	C – فستاناً	**1**	

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Question	Answer	Marks	Guidance
3(f)	B – الفطائر	1	
3(g)	A – مسلّياً	1	
4(a)	– عشرين/20 سنة	1	
4(b)	– (الحصول على) سيّارة كهربائية.	1	
4(c)	– (في) الأيّام الممطرة.	1	
4(d)	– لأنّه يملك سيّارة.	1	
4(e)	– (السيارات الكهربائية) لا تحتاج إلى الكثير من الصيانة. – محرّكها لا صوت له / السيارات الكهربائية لا صوت لها.	2	
4(f)	– أنّ تكلفة شحن السيّارة منخفضة.	1	
4(g)	– في كراج البيت.	1	
4(h)	– لأنّه نسي شحن السيّارة.	1	
4(i)	– بسيّارة أمّه.	1	

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Question	Answer	Marks	Guidance
4(j)	– (لوجود) محطات شحن كهربائي (في الطريق).	1	
4(k)	– سيجرّب قيادة السيارة (الكهربائية) / يجرّب قيادة السيارة (الكهربائية).	1	
5	a=3 b=7 c=1 d=5 e=4	5	
6(a)	– في مدرسة الفروسية المحلّية.	1	
6(b)	– لوجود الحقول الشاسعة. – تربية مختلف أنواع الخيل (خاصّة الخيل العربية الأصيلة).	1	
6(c)	– بتصميم برامج تدريبية (خاصّة.)	1	
6(d)	– أهداها حصاناً (في سنّ العاشرة).	1	
6(e)	– الصعود على الحصان. – التوازن على ظهره.	2	

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Question	Answer	Marks	Guidance
6(f)	– لأنَ الحصان لم يستجب لأوامرها (في البداية).	**1**	
6(g)	– كي تكتسب الخبرة المطلوبة.	**1**	
6(h)	– تتّبع قواعد السلوك الصحيح / باتّباع قواعد السلوك الصحيح.	**1**	
6(i)	– كانت فخورة بالإنجاز الذي حققته صديقتها/ شعرت بالفخر بإنجاز صديقتها / فخورة بنجاح/بفوز صديقتها.	**1**	Key words here, in addition to فخورة, are إنجاز / نجاح / فوز صديقتها (أو حنان).

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