



# Cambridge International A Level

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ARABIC**

**9680/52**

Paper 5 Prose

**May/June 2021**

**45 minutes**

You must answer on the question paper.

No additional materials are needed.

## INSTRUCTIONS

- Translate the passage overleaf into **Arabic**.
- Use a black or dark blue pen. Do **not** use an erasable pen or correction fluid.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer in the space provided.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

## INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [ ].

## تعليمات

- ترجم الفقرة الموجودة على ظهر الصفحة إلى اللغة العربية.
- استخدم قلمًا ذا حبر أسود أو أزرق داكن. لا تستخدم قلمًا قابلاً للمحو أو سائل تصحيح.
- اكتب اسمك، ورقم المركز، ورقمك في المربعات في أعلى الصفحة.
- اكتب الإجابة في المكان المخصص.
- لا تكتب على أي رموز شريطية (باركودات).
- لا يسمح بإدخال المعاجم.

## معلومات

- العلامة الإجمالية لهذه الورقة هي ٤٠ علامة.
- علامات الأسئلة موضحة بين قوسين مربعين [ ].

This document has 4 pages.



1 Translate into **Arabic**:

Four years ago, when I became the headteacher of a primary school, I decided to build a garden. I read many news reports about children's lack of knowledge of the food they eat and the process to produce it. I thought that creating a garden will be an opportunity for the children to learn more about nature, food, nutrients and teamwork while benefiting from the physical exercise.

The children started working on this garden by planting different fruit trees and vegetables. The whole community helped out in this project and the produce was sold in the school shop. The children, through selling, improved their math by practicing their addition and subtraction skills, as well as their life skills by communicating with the customers and working together. The money raised from the shop helped the school to buy bigger plants, seeds and other equipment that is necessary for gardening.

After this experience, gardening has become a central part of the curriculum. We saw that the participating class learnt about the plant life cycle, the effect of weather on gardening, and how to design vegetable gardens without referring to any agricultural guidebooks.

[40]

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