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Cambridge Assessment International Education

Cambridge International A Level

ARABIC **9680/21**

Paper 2 Reading and Writing **October/November 2021**

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

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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.

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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	**Content marks** • Annotate each correct point with a **tick**. • Use the **LM** annotation to indicate any phrases which are copied directly from the passage. **Quality of Language Mark** • If any items have scored zero or NR for content, insert an **on-page comment** 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 after the 150th word to show the end of the response to be marked. • If the answer to **5b** exceeds 50 words, insert a slash after the 50th word to show the end of the response to be marked. **Summary** • Annotate each correct point with a **tick** up to a maximum of 10 ticks.

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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.

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Detailed Mark Scheme

Section 1

Question	Answer	Marks	Not Allowed Responses
1(a)	اختفاء/ غياب/ غروب	**1**	
1(b)	الحاجة/ الافتقار/ الاحتفاظ	**1**	
1(c)	متواصل/ متتابع/ مستمر	**1**	
1(d)	ينفي/ ينكر/ يشكِّك	**1**	
1(e)	نمو/ تحسن/ تطور	**1**	

Question	Answer	Marks	Not Allowed Responses
2(a)	النساء يعِشْن في عالم تتولى فيه الالكترونيات زمامَ الأمور.	**1**	
2(b)	سوف تعود متوافقة مع التقنيات الحديثة والتبدلات المتتالية.	**1**	
2(c)	ولم ينتهِ عمرها.	**1**	
2(d)	اللاتي/اللواتي/اللائي يُعانِيْنَ مشاكلَ في العين.	**1**	
2(e)	لا سيّما عند تحول هاتين الأداتين إلى قُمامة.	**1**	

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Question	Answer	Marks	Not Allowed Responses
Question 3 Candidates must not copy word for word from the text.			
3(a)		**2**	
	تحتوي النُفايات العضوية على قَدْر أكبر من البكتيريا/ تسبب تلوثا أكبر من النفايات العضوية/ دخول مواد خطرة مثل الرصاص والزئبق	1	
	تعتبر النُفايات الإلكترونية أشدّ فتكًا من المُخلفات العضوية.	1	
3(b)		**2**	
	لم تعد متوافقة مع التقنيات الحديثة/ لم تعد متوافقة مع التبدلات المتتالية.	1	
	انتهى عمرها/ تم الاستغناء عنها/ تُرك استعمالها/ أُلقيت في مقالب القمامة.	1	
3(c)		**3**	
	حجم المُخلفات.	1	
	القيمة الاقتصادية.	1	
	التأثير السلبي في البيئة والصحة العامة.	1	

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Question	Answer	Marks	Not Allowed Responses
3(d)		**3**	
	الضوء الأزرق.	1	
	استخدام الحواسيب في أماكن مغلقة.	1	
	ارتداء سماعات الأذن بصفة شبه دائمة.	1	
3(e)		**2**	
	تحتوي مواد كيميائية سامة.	1	
	تدخل في تركيبها معادن ثقيلة ضارة.	1	
3(f)		**3**	
	الاحتباس الحراري.	1	
	تلوث التربة/ تدهورها/ تصبح التربة غير صالحة للزراعة.	1	
	تلوث المياه الجَوفية/ تصبح المياه الجوفية غير صالحة للشرب/ للري.	1	

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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.

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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).

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Question	Answer	Marks	Not Allowed Responses
Question 4 Candidates must not copy word for word from the text.			
4(a)		**2**	
	من خلال تفكيك مكوناتها.	1	
	وعبر تصنيع منتجات جديدة منها.	1	
4(b)		**2**	
	بهدف تجنب تراكمها في مكبات النفايات.	1	
	من أجل تحقيق مبدأ التنمية المستدامة.	1	
4(c)		**3**	
	تسرب مواد خطرة وسامة إلى الطبيعة.	1	
	إيذاء العاملين / تعريضهم للإصابة.	1	
	إلحاق الضرر الاقتصادي الناتج عن إهدار المواد الثمينة.	1	

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Question	Answer	Marks	Not Allowed Responses
4(d)		**3**	
	تساعد على حماية الموارد الطبيعية.	1	
	تتيح الفرصة لترشيد استهلاك الطاقة واستغلالها.	1	
	تخلق العديد من فرص العمل الصديقة للبيئة.	1	
4(e)		**2**	
	تسهم في انخفاض معدل انتشار أمراض الجهاز التنفسي مثلا.	1	
	تؤثر إيجابا في تحسين الحالة النفسية للفرد.	1	
4(f)		**3**	
	اصطحاب التلاميذ في رحلات مدرسية لزيارة المحميات الطبيعية.	1	
	تشجيع التلاميذ على قراءة القصص ذات التوجه البيئي.	1	
	تنظيم حملات نظافة تطوعية تكسب التلاميذ المعرفة وتنمي فيهم قيمة ومكانة البيئة.	1	

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Question	Answer	Marks	Not Allowed Responses

Quality of Language – Accuracy [5]

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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 after 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 after 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):			

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Question	Answer	Marks	Not Allowed Responses
5(a)	لخصّ النصين السابقين مبينًا مخاطر النفايات الإلكترونية ومزايا إعادة تدويرها. **<u>أهم أفكار النّصّ الأوّل</u>** 1 تعتبر المُخلفات الإلكترونية اليوم أشدّ فتكًا من المُخلفات العضوية. 2 تحتوي على مواد كيميائية سُمّية خطيرة. 3 تعتبر المسبب الرئيس لظاهرة الاحتباس الحراري. 4 يَنتُج عنها تلوث التربة وتدهورها. 5 تُلَوِّث المياه الجَوفية. **<u>أهم أفكار النّصّ الثّاني</u>** 1 إعادة تصنيعها إلى مواد جديدة/ إعادة استخدامها/ تجنب تراكمها في مكبات النفايات 2 تحقيق مبدأ التنمية المستدامة/ تحقيق الربح 3 تساعد على حماية الموارد الطبيعية. 4 تتيح الفرصة لترشيد استهلاك الطاقة واستغلالها. 5 خلق العديد من فرص العمل الصديقة للبيئة. 6 تسهم في انخفاض معدل انتشار أمراض/ تؤثر إيجابا في تحسين الحالة النفسية للفرد.	**10**	

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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)	تخيل أنك رئيس بلدية. اشرح كيف يمكنك أن تحافظ على بيئة مدينتك. يمكن للتلميذ أن يكتب مثلا: 1- القيام بحملات توعية عبر الإعلام. 2- دعم شركات إعادة تدوير النفايات. 3- نشر براميل قمامة مخصصة في إنحاء المدينة. 4- سن قوانين صارمة تعاقب المخالفين. 5- تنظيم نشاطات بيئية هادفة. 6- تعليق اللّوحات واللّافتات في الأماكن العامة.	**5**	

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Question	Answer	Marks	Not Allowed Responses
5(b)	**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.		

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