



# Cambridge International AS Level

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ARABIC LANGUAGE

8680/22

Paper 2 Reading and Writing

October/November 2021

MARK SCHEME

Maximum Mark: 70

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**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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This document consists of **19** 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.

<b>1 General Marking Notes</b>	
<b>1.1 Annotations in RM Assessor</b>	
<b>Question 1</b>	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.
<b>Question 2</b>	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.
<b>Questions 3 and 4</b>	<p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b>.</li> <li>Use the <b>LM</b> annotation to indicate any phrases which are copied directly from the passage.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>If any items have scored zero or NR for content, insert an <b>on-page comment</b> on the script under the last item in the question. Type in the details of the Quality of Language mark.</li> </ul>
<b>Question 5</b>	<ul style="list-style-type: none"> <li>If the answer to <b>5a</b> exceeds 150 words, insert a slash <u>after</u> the 150<sup>th</sup> word to show the end of the response to be marked.</li> <li>If the answer to <b>5b</b> exceeds 50 words, insert a slash <u>after</u> the 50<sup>th</sup> word to show the end of the response to be marked.</li> </ul> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> up to a maximum of 10 ticks.</li> </ul>

**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.

## Detailed Mark Scheme

## Section 1

Question	Answer	Marks	Not Allowed Responses
1(a)	العليل / المريض	1	
1(b)	تشويه / تقبيح / إفساد / دهورة	1	
1(c)	اهتمام / تركيز / القيام بـ / الحرص على	1	
1(d)	توسيع / تعريض / تكبير	1	
1(e)	اقتراب / إقبال / جذب	1	

Question	Answer	Marks	Not Allowed Responses
2(a)	التلميذات يحتجن إلى ممارسة الرياضة.	1	
2(b)	لم يكن هدف المدرسة إنشاء جيلٍ واعٍ.	1	
2(c)	كان المُدرِّسون يتَّبَعون الطَّرق القديمة.	1	
2(d)	للمدارس اهتمامٌ بالتَّربية البدنيَّة.	1	
2(e)	يطالب الخبير بتوظيف مُدرِّسي الرِّياضة.	1	

Question	Answer	Marks	Not Allowed Responses
<b>Question 3</b> Candidates must not copy word for word from the text.			
3(a)		<b>2</b>	
	يُكسب التلاميذ بنية قويّة/ نمو الجسم بشكل سليم.	1	
	يُساعدهم في سرعة تعلّم المهارات الحركيّة.	1	
3(b)		<b>2</b>	
	مُهملَةٌ في تقييمها آراء التلاميذ الشّخصيّة.	1	
	متناسية قدرة المدرسة على تحسين حياة التلاميذ.	1	
3(c)		<b>3</b>	
	لا	1	
	يتّبعون الطّرق السّائدة منذ عشرين عامًا/ يغفلون أهمية المنهج التفاعلي.	1	
	إهمالهم واجباتهم في التّحضير للحصّة/ إلقاء مسؤولية التحضير على التلاميذ.	1	

Question	Answer	Marks	Not Allowed Responses
3(d)		3	
	توظيف المدرّسين دون إخضاعهم لامتحانات اللياقة البدنيّة/ توظيف مدرّسين غير مؤهلين.	1	
	عدم خلق البيئة المناسبة للتعلّم/ قلة الملاعب والمرافق.	1	
	تُوظّف الحصص الرّياضيّة للخدمات التّطوعيّة.	1	
3(e)		3	
	يقف لهنّ الخجلُ حاجزًا منيعًا.	1	
	السّخرية	1	
	بسبب انحياز المدرس غير المقصود للذكور.	1	
3(f)		2	
	توظيف مدرّسين مختصين أو توفير الأدوات اللازمة لممارسة الألعاب الرّياضية.	1	
	أو التّعاقّد مع لاعبي أنديّة محترّفين.	1	



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Question	Answer	Marks	Not Allowed Responses
<b>Quality of Language – Accuracy</b>			[5]
5	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
4	<p><b>Good</b> 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.</p>		
3	<p><b>Sound</b> 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.</p>		
2	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
0–1	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		

Question	Answer	Marks	Not Allowed Responses												
<p><b>Additional marking guidance for Quality of Language</b></p> <p>The five marks available for Quality of Language are awarded <b>globally</b> for the whole performance on each set of answers.</p> <p>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.</p> <p><b>Answers scoring 0 for Content</b> cannot contribute to the overall Quality of Language mark.</p> <p>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:</p> <table border="1" data-bbox="495 619 1740 1050"> <thead> <tr> <th data-bbox="495 619 1137 719">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="1137 619 1740 719">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 719 1137 785">2–3</td> <td data-bbox="1137 719 1740 785">1</td> </tr> <tr> <td data-bbox="495 785 1137 850">4–5</td> <td data-bbox="1137 785 1740 850">2</td> </tr> <tr> <td data-bbox="495 850 1137 916">6–7</td> <td data-bbox="1137 850 1740 916">3</td> </tr> <tr> <td data-bbox="495 916 1137 981">8–14</td> <td data-bbox="1137 916 1740 981">4</td> </tr> <tr> <td data-bbox="495 981 1137 1046">15</td> <td data-bbox="1137 981 1740 1046">5</td> </tr> </tbody> </table> <p><b>Note:</b> 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).</p>				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
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Question	Answer	Marks	Not Allowed Responses
<b>Question 4</b> Candidates must not copy word for word from the text.			
4(a)		<b>2</b>	
	أحد اللاعبين يضرب لاعبًا خصمًا.	1	
	سماع لاعبٍ آخر يتلقَّظ بكلماتٍ بذيئة.	1	
4(b)		<b>3</b>	
	جهل الشَّباب بأهميَّة ضبط النَّفس.	1	
	ضعف الوسائل الأمنيَّة.	1	
	سوء إدارة تحكيم المباراة.	1	
4(c)		<b>3</b>	
	للحصول على حقوق التَّسويق والدَّعاية.	1	
	فوز الشَّركات بحقوق البثِّ الحصريِّ لتلك المنافسات.	1	
	جعلها الرَّاعي الرِّسمي لنادٍ معيَّن أو دولةٍ معيَّنة.	1	

Question	Answer	Marks	Not Allowed Responses
4(d)		4	
	يستغل بعضهم الفجوات في القانون الضريبي.	1	
	لا تفرض عقوبات مشددة على هذا الجرم/ الدولة متساهلة في تطبيق القوانين.	1	
	الفساد المستشري/ قبول الرشاوى	1	
	العشوائية في تقدير الضرائب.	1	
4(e)		3	
	تشديد العقوبات/ ردع المتهربين	1	
	تفعيل دور الإعلام.	1	
	تحسين استخدام التكنولوجيا في إدارة المباريات.	1	

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<b>5</b>	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
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Question	Answer	Marks	Not Allowed Responses
<p><b>Question 5</b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <ul style="list-style-type: none"> <li>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</li> <li>If the answer to either <b>(a)</b> or <b>(b)</b> is clearly too long, calculate the length more precisely.</li> <li>If the answer to <b>5(a)</b> exceeds 150 words, insert a slash line <u>after</u> the 150<sup>th</sup> word to show the end of the response to be marked.</li> <li>If the answer to <b>5(b)</b> exceeds 50 words, insert a slash line <u>after</u> the 50<sup>th</sup> word to show the end of the response to be marked.</li> </ul> <p><b>Content marks – Summary</b></p> <p>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.</p> <p>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p>			
5(a)	<p>كيف تُعيق الحكومة والمؤسسات التعلیمیة تطوّر الرياضة؟ اكتب تلخيصًا من النصين.</p> <p><u>أهم أفكار النص الأول</u></p> <p><u>أهمية الرياضة المدرسية</u></p> <p>1 النهج الذي تتبّعه الحكومة في تقييم أداء المدراس/ مُهملةً في تقييمها آراء التلاميذ الشخصية/ متناسبة قدرة المدرسة على تحسين حياة التلاميذ.</p> <p>2 أنّ بعض المدرّسين ما زالوا يتّبعون الطّرق السائدة منذ عشرين عامًا/ يغفلون أهمية المنهج التفاعلي.</p> <p>3 إهمالهم واجباتهم في التحضير للحصة مُلقين مسؤولية ذلك على عاتق التلاميذ.</p> <p>4 استلام مدرّسين غير مؤهلين إدارة تلك الحصص.</p> <p>5 عدم خلق البيئة المناسبة للتعلم/ قلة الملاعب والمرافق.</p> <p>6 تُوظّف الحصص الرياضيّة للخدمات التطوعيّة.</p>	10	

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Question	Answer	Marks	Not Allowed Responses
5(a)	<p style="text-align: center;"><u>أهم أفكار النصّ الثّاني</u>  <u>الأخلاق في حقل كرة القدم</u></p> <p>1 ضعف الوسائل الأمنيّة.  2 الفجوات في القانون الضّرربي.  3 لا تفرض عقوبات مشدّدة المخالفين/ عدم ردع المتهربين.  4 لا يقوم الإعلام بدور كاف في كشف صفقات الفساد.  5 الفساد المستشري في الدّولة.  6 العشوائيّة في تقدير الضّرائب.  7 ضعف استخدام التكنولوجيا في إدارة المباريات.</p>		



Question	Answer	Marks	Not Allowed Responses
<p><b>Content marks – Response to the Text</b> 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.</p>			
5(b)	<p>صِف مشهداً أعجبك بعد فوز أو خسارة الفريق الذي تُشجِّعه.</p> <p>1 شاهدت الأسبوع الماضي مباراة كرة سلة شارك فيها فريق مدرستي.</p> <p>2 كان الفريقان يرغبان في الفوز بالمركز الأول، ومع هذا كانا يتحليان بروح رياضية عالية.</p> <p>3 كان جمهور فريق المدرسة متحمساً جداً للفوز.</p> <p>4 فاز فريق المدرسة بفارق نقطة واحدة، وحصل على الجائزة الكبرى.</p> <p>5 شعرت بسعادة كبيرة، واحتفلت أنا وأصدقائي بهذا الفوز</p>	5	

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

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<b>Quality of Language – Accuracy</b>			[5]
<b>5</b>	<p><b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>		
<b>4</b>	<p><b>Good</b> 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.</p>		
<b>3</b>	<p><b>Sound</b> 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.</p>		
<b>2</b>	<p><b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>		
<b>0–1</b>	<p><b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>		