



Cambridge International AS & A Level

ARABIC

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Paper 5 Prose

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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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **7** 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	0 marks
1	1 mark
^	omission
BOD	benefit of doubt given
NBOD	no benefit of doubt given

General Marking Instructions
<p>The mark scheme will identify 40 marking units. Award a maximum of 1 mark 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.</p> <ul style="list-style-type: none"> Place the '1' annotation just above the end of the correct unit Place the '0' annotation just above the end of the incorrect unit Look at the number of '1' annotations (RM Assessor adds up the total for you) and enter a mark out of 40 for communication in the mark input box for Question 1.
<p>Crossing out:</p> <p>(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.</p> <p>(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could be a single word.)</p>

Question	Answer			Marks
1	Unit	English	Target Language	40
	1	There is a popular programme	هناك برنامج مشهور/ شائع/ له شعبية	
	2	currently being shown	يُعرض/ يتم عرضه/ بثه حاليًا/ الآن	
	3	on television,	على التلفاز/ على التلفزيون،	
	4	where people bring something	حيث يجلب/ يُحضِر الأشخاص/ الناس شيئًا	
	5	that is special to them	مميزًا/ له مكانة خاصة/ خاصًا لهم	
	6	and in need of repair	وبحاجة إلى تصليح/ إصلاح/ صيانة	
	7	to a team of restorers	إلى فريق من المرممين/ المُصلِّحين	
	8	who work together in a workshop.	الذين يعملون معًا/ سويًا/ مع بعضهم في ورشة.	
	9	The presenters ask	يسأل المُقدمون/ المذيعون/ مذيعو البرنامج	
	10	What the item means to the guests	عما يعنيه الغرض/ الشيء للضيوف	
	11	and why they want it to be repaired	ولماذا يريدون تصليحه/ إصلاحه	
	12	at this time in their lives.	في هذا الوقت/ في هذه الفترة من حياتهم.	
	13	The objects are often ordinary,	غالبًا ما/ كثيرًا ما تكون الأشياء عادية/ بسيطة،	
	14	but the stories behind them are moving.	ولكن الحكايات/القصص من وراءها/خلفها مؤثرة/ مُثيرة للعواطف/ محرّكة للمشاعر/ تلمس القلوب.	
	15	For example, a clock	مثلًا/ على سبيل المثال، ساعة	
	16	in the shape of a ship	على شكل سفينة	
	17	that had not worked	لم تعمل/ لم تكن تعمل	

Question	Answer		Marks
1	Unit	English	Target Language
	18	for many years.	لسنوات/ أعوام عديدة/ لعدة سنوات/ كثيرة.
	19	It was the last present	كانت آخر هدية
	20	given to a girl by her grandfather	قُدمت/ أعطيت /أهديت لفتاة/ ل بنت/ من جدّها
	21	to remind her of his travels	ليذكّر ها بأسفاره/ برحلاته
	22	around the world.	حول العالم.
	23	Or a musical instrument,	أو آلة/ أداة موسيقية،
	24	once the valued possession	كانت ذات مرة/ يوماً من المقتنيات/ الممتلكات القيمة/ الغالية
	25	of a family member,	لفرد من العائلة/ لأحد أفراد العائلة،
	26	but in such poor condition	ولكنها في حالة سيئة/ مزرية جداً/ للغاية/ بشدة
	27	that it could no longer be played.	لدرجة أنه لم يعد من الممكن العزف عليها/ استخدامها/ استعمالها للعزف.
	28	When the owners return	عندما يعود/ يرجع المالكون/ مالكو الأشياء/ المقتنيات/ أصحاب الأشياء
	29	to see what the experts have done,	ليروا ما فعله / ما قد فعله الخبراء/ المحترفون،
	30	the majority say	تقول الغالبية/ الأغلبية تقول
31	that they now feel closer	إنهم الآن يشعرون أقرب	
32	to the person	إلى الشخص	
33	to whom the item belonged	الذي كانت تخصه/ الذي كان يملك القطعة	
34	and that it will be passed down	وإنها سوف تنتقل/ ستنقل/ سيتم توريثها	

Question	Answer			Marks
1	Unit	English	Target Language	
	35	to their children.	إلى أولادهم/ أبناءهم/ إلى أطفالهم.	
	36	It is not unusual to see	ليس من غير المألوف/من غير المعتاد/ ليس غريباً أن نرى/ رؤية	
	37	men and women in tears.	رجالاً ونساءً يبكون/ باكين/ دامعين.	
	38	Who would have thought	من كان يظن/ يعتقد/ يفكر	
	39	that objects could create	أن الأشياء تستطيع أن/ بإمكانها أن تخلق/ تبعث/ تصنع	
	40	such powerful memories and emotions?	ذكريات ومشاعر قوية كهذه؟	