



Cambridge International AS Level

AS ARABIC

8680/22

Paper 2 Reading and Writing

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

This document consists of **13** printed pages.

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.

| Question | Answer | Marks |
|----------|--------------------------|-------|
| 1(a) | الفاشل؛ المُخفق؛ الخائب | 1 |
| 1(b) | ضيق؛ انكماش؛ تقلُّص | 1 |
| 1(c) | محلّية؛ وطنيّة؛ داخلية | 1 |
| 1(d) | الإدبار؛ الرّحيل؛ الغياب | 1 |
| 1(e) | استهلاك؛ تناوُل؛ تدمير | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(a) | إلا أنّ الفتاتين تفاعلتا مع البيئة بطريقةً كارثيّةً. | 1 |
| 2(b) | إنّ لها تأثيرًا أسوأ من تركها دون معالجة. | 1 |
| 2(c) | فبدأ البائعون بإجبار الزبائن على دفع النقود. | 1 |
| 2(d) | لم يعتقد الباحثون أنّ استخدام المواد البلاستيكيّة الحيويّة هو الفرصة الأمثل للنجاة. | 1 |
| 2(e) | يجب على الأفراد أن يضعوا استراتيجيّةً طويلة الأمد. | 1 |

| Question | Answer | Marks |
|----------|--------------------------------------|-------|
| 3(a) | | 3 |
| | لا. | 1 |
| | تفاعلوا مع البيئة بطريقةً كارثيّةً. | 1 |
| | تعاملوا معها على أنّها ملكيّة خاصّة. | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 3(b) | | 2 |
| | التّخّص من المواد البلاستيكيّة المُستهلكة. | 1 |
| | الانبعاثات الناتجة عن هذه المصانع ومخلفاتها التي كان لها تأثيرٌ أسوأ من تركها دون معالجة. | 1 |
| 3(c) | | 3 |
| | إجبار الرّبائن على دفع التّقود. | 1 |
| | استخدام المواد البلاستيكيّة الحيويّة الجديدة. | 1 |
| | استغلّت النّفايات البلاستيكيّة التّقليديّة في تصنيع ملابس صديقة للبيئة. | 1 |
| 3(d) | | 2 |
| | لا يوافق. | 1 |
| | تلويث الحياة/ وخصوصاً الحياة البحريّة/ رفع مستوى الكربون. | 1 |
| 3(e) | | 3 |
| | لا نملك البنية التّحتيّة اللازمة. | 1 |
| | لا يوجد لدى العامّة وعيٌ بمخاطر تلك المواد. | 1 |
| | سُساهم في رفع مستوى انبعاثاتِ الكربون. | 1 |
| 3(f) | | 2 |
| | التّخفيف من الاستهلاك/ إعادة التدوير. | 1 |
| | يجب على الحكومات أن تضع استراتيجيّةً طويلة الأمد. | 1 |

| Question | Answer | Marks |
|---------------------------------------|--|------------|
| 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. | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---|-------------------------------------|-------|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| Additional marking guidance for Quality of Language | | | | | | | | | | | | | | |
| <p>The five marks available for Quality of Language are awarded globally 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>Answers scoring 0 for Content 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"> <thead> <tr> <th data-bbox="150 714 782 848">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="782 714 1410 848">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="150 848 782 913">2–3</td> <td data-bbox="782 848 1410 913">1</td> </tr> <tr> <td data-bbox="150 913 782 978">4–5</td> <td data-bbox="782 913 1410 978">2</td> </tr> <tr> <td data-bbox="150 978 782 1043">6–7</td> <td data-bbox="782 978 1410 1043">3</td> </tr> <tr> <td data-bbox="150 1043 782 1108">8–14</td> <td data-bbox="782 1043 1410 1108">4</td> </tr> <tr> <td data-bbox="150 1108 782 1173">15</td> <td data-bbox="782 1108 1410 1173">5</td> </tr> </tbody> </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 |
| 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 | | | | | | | | | | | | | |
| <p>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).</p> | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|----------|---|----------|
| 4(a) | | 2 |
| | يكون طبيعيًا | 1 |
| | أو يكون كيميائيًا | 1 |
| 4(b) | | 2 |
| | تدهور بيئة تكاثر الأحياء الدقيقة. | 1 |
| | تنشيط البكتيريا اللاهوائية التي تُساهم في تعفن المياه. | 1 |
| 4(c) | | 2 |
| | تصيب الإنسان بأمراضٍ معويّةٍ. | 1 |
| | المياه المتعفنة تصبح بيئة خصبة لتكاثر الأحياء الميكروبيّة/ لأنها تتسبب في تعفن المياه/ بسبب وصول المياه المتعفنة إلى طعامه. | 1 |
| 4(d) | | 3 |
| | الانتعاش العالمي في الإنتاج الزراعي/ الاستخدام المفرط للمبيدات الحشرية. | 1 |
| | تكثيف إنتاج الماشية. | 1 |
| | تربية الأحياء المائية. | 1 |
| 4(e) | | 4 |
| | يتسبب بموت خمسة ملايين شخص حول العالم. | 1 |
| | سيقلل من مصادر الغذاء المُستدامة. | 1 |
| | سيرفع من تكاليف الحلول المطروحة. | 1 |
| | ستزداد الخسائر الاقتصادية على كافة الأصعدة/ يؤثر اقتصاديًا في العالم | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 4(f) | | 2 |
| | تَبَنَّى نَظْمَ غِذَائِيَّةٍ أَكْثَرَ اسْتِدَامَةً. | 1 |
| | التَّقْلِيلُ مِنْ هَدْرِ الطَّعَامِ. | 1 |

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

| Question | Answer | Marks | | | | | | | | | | | | |
|---|-------------------------------------|-------|---|-------------------------------------|-----|---|-----|---|-----|---|------|---|----|---|
| <p>Additional marking guidance for Quality of Language</p> <p>The five marks available for Quality of Language are awarded globally 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>Answers scoring 0 for Content 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="153 723 1412 1178"> <thead> <tr> <th data-bbox="153 723 782 853">Total Content marks available on questions where a candidate scores 0</th> <th data-bbox="782 723 1412 853">Reduce Quality of Language mark by:</th> </tr> </thead> <tbody> <tr> <td data-bbox="153 853 782 920">2–3</td> <td data-bbox="782 853 1412 920">1</td> </tr> <tr> <td data-bbox="153 920 782 987">4–5</td> <td data-bbox="782 920 1412 987">2</td> </tr> <tr> <td data-bbox="153 987 782 1055">6–7</td> <td data-bbox="782 987 1412 1055">3</td> </tr> <tr> <td data-bbox="153 1055 782 1122">8–14</td> <td data-bbox="782 1055 1412 1122">4</td> </tr> <tr> <td data-bbox="153 1122 782 1178">15</td> <td data-bbox="782 1122 1412 1178">5</td> </tr> </tbody> </table> <p>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).</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 |
| 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 | | | | | | | | | | | | | |

| Question | Answer | Marks |
|--|--------|-------|
| <p>Question 5</p> <p>Length of 5(a) + 5(b) (Summary and Personal Response)</p> <ul style="list-style-type: none"> 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 <u>after</u> 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 <u>after</u> the 50th word to show the end of the response to be marked. <p>Content marks – Summary</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. The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p> | | |

| Question | Answer | Marks |
|----------|---|-------|
| 5(a) | <p>اكتب تلخيصاً للنصين تُبيّن فيه أثر التلوث بأنواعه في البيئة.</p> <p><u>أهم أفكار النصين:</u></p> <ol style="list-style-type: none"> 1 اتّساع ثقب الأوزون. 2 الاحتباس الحراري. 3 خطر الانقراض. 4 يؤثر في التربة والهواء. 5 الانبعاثات الناتجة عن المصانع ومُخلفاتها. 6 تلويث الحياة البحرية/ تغيير فيزيائي أو كيميائي في المياه/ تفقد المياه خصائصها 7 رفع مستوى انبعاثات الكربون. 8 تدهور بيئة تكاثر الأحياء الدقيقة. 9 نشاط البكتيريا اللاهوائية. 10 تتسبب المبيدات الحشرية في تلويث الموارد المائية. 11 أدى إلى زيادة إفرزات الأسماك والأعلاف غير المأكولة. 12 فقدان الطبيعة تنوعها الحيوي. 13 تلوث المياه الجوفية. | 10 |

| Question | Answer | Marks |
|--|--|-------|
| <p>Content marks – Response to the Text</p> <p>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>لو أُتيح للطبيعة التكلّم، فماذا عساها أن تقول؟</p> <p>تقول مثلاً:</p> <ol style="list-style-type: none"> 1 أنا أمدكم بالفواكه والخضراوات الطازجة اللذيذة. 2 وأوفر لكم المساحات الخضراء الجميلة. 3 فساعدوني أن أكون نظيفة خالية من التلوث. 4 وحافظوا علي واهتموا بي أكثر. 5 فسلامتي من سلامتكم. | 5 |

| Question | Answer | Marks |
|----------|---|-------|
| 5(b) | <p>5 Very good Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.</p> | |
| | <p>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.</p> | |
| | <p>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.</p> | |
| | <p>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.</p> | |
| | <p>0-1 Poor Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.</p> | |

| Question | Answer | Marks |
|---------------------------------------|--|-------|
| Quality of Language – Accuracy | | |
| 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. | |