

Cambridge International AS Level

ARABIC LANGUAGE**8680/22**

Paper 2 Reading and Writing

May/June 2026**MARK SCHEME**Maximum Mark: 70

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **22** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Incorrect
	Omission
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given.
	Irrelevant
	Meaning unclear or illegible
	Used to show that blank pages have been seen
Highlighter	Highlight
On-page comment	Wrong question number given by candidate Used to explain adjustment of quality of language mark (Questions 3 and 4)

Annotation	Meaning
Off-page comment	Used to make a holistic comment about the script
/	Word limit, do not credit content beyond this point (Question 5)
REP	Repetition

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	<u>Content marks</u> • In the mark input box on the right-hand side of the screen, click on the question that you are about to mark. • Annotate each correct point with a tick. • Use the LM annotation to indicate any phrases which are copied directly from the passage. • The number of ticks for each item (a, b, c etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box. <u>Quality of Language Mark</u> • Click on 3L or 4L as appropriate in the mark input box. • If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script. • If any items have scored zero or NR for content, insert an on-page comment (text box) on the script under the last item in the question. Type in the details of the Quality of Language mark, e.g.: T 5–2 = 3 OR min 1 • Then enter the Quality of Language mark in the mark input box for Question 3L / Question 4L.

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Question 5	• If the answer to 5a exceeds 150 words, insert a slash <u>after</u> the 150th word to show the end of the response to be marked. • If the answer to 5b exceeds 50 words, insert a slash <u>after</u> the 50th word to show the end of the response to be marked. <u>Summary</u> • Annotate each correct point with a tick up to a maximum of 10 ticks. • The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question 5a. <u>Personal response</u> • Enter the mark for Personal response in the mark input box for Question 5b. <u>Quality of Language</u> • Enter the mark for Quality of Language in the mark input box for Question 5L.
1.2 Standardisation sample: to be completed and submitted by xxx . Your Team Leader will get in touch by phone or RM Assessor messaging system to provide feedback.	
1.3 Batch 1: 40% of your scripts to be marked by xxx .	
1.4 Batch 2: all scripts to be marked by xxx .	
1.5 Please send your Assistant Examiner report to your Team Leader by the Batch 2 deadline (by email).	
1.6 Once the marking 'for real' starts, RM Assessor depends on your Team Leader being able to constantly monitor your marking and feed back to you about marking errors and misinterpretations of the Mark Scheme so that you can take corrective action. You must not, therefore, mark more than 20 scripts per day for the first week of marking.	

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
Question 1 (antonyms) The candidates must find, where possible, a single word opposite of the words given. Accept minor spelling errors.			
1(a)	تراجُع، تأخُر، تخَلُّف	1	
1(b)	الإهمال، التَّرك، التَّخريب	1	
1(c)	تتَقَلَّص، تقلُّ، تتقلَّص	1	
1(d)	أقرب، أدنى، أهون، أيسر	1	
1(e)	الحديثة، المعاصرة، الجديدة	1	

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Question	Answer	Marks	Not Allowed Responses
Question 2			
2(a)	إنَّهَا جَزءٌ مِنَ الْحَضَارَةِ.	1	
2(b)	تَخْتَلَفُ مِنْ امْرَأَةٍ إِلَى أُخْرَى.	1	
2(c)	لَقَدْ عَزَّزَ صِحَّةَ الْقَلْبِ.	1	
2(d)	تُمَثِّلُ دَوْرًا فِي زِيَادَةِ الدَّخْلِ.	1	
2(e)	فِي هَذَيْنِ السِّيَاقَيْنِ.	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	
	أن تكون إقامته مؤقتة/ ليست دائمة.	1	
	لا ترتبط بأي أنشطة تُحقّق له عائداً مادياً.	1	
3(b)		2	
	انخفاض قيمة العملة في بلد ما.	1	
	تمتّع بعض موظفي الشركات بإجازات سنوية مدفوعة الأجر.	1	
3(c)		2	
	لا يتفق.	1	
	استعمال التقنيات الحديثة سيؤدي إلى ازدهار السياحة ونموها مستقبلاً.	1	
3(d)		2	
	تحسين مستوى الرضا عن حياته الشخصية.	1	
	تحسين قدرته على تجنب الأفكار السلبية.	1	

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Question	Answer	Marks	Not Allowed Responses
3(e)		2	
	تكوين صداقات جديدة.	1	
	تعزيز التفاهم بين الناس.	1	
3(f)		3	
	خلق فرص عمل للسكان المحليين.	1	
	وتحسين قدرة المواطنين الشرائية	1	
	زيادة الدخل الشخصي.	1	
3(g)		2	
	الحفاظ على المناظر الطبيعية.		
	تطوير وسائل نقل تعمل بالطاقة الكهربائية النظيفة		

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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
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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	
	نشاط مؤسسي/ نشاط مُرتبط بمرحلة زمنية محددة.	1	
	نشاط يخضع لظروف معينة (أهمها الطقس).	1	
4(b)		2	
	انتقال أوبئة (لم يكن لها وجود).	1	
	رفعت من مستويات التوتر والقلق.	1	
4(c)		2	
	فرض رسوم إضافية (الزيارة الأماكن السياحية).	1	
	فرض غرامات (على السَّيَّاح المُخالفين).	1	
4(d)		2	
	نعم	1	
	قرارات تُشكِّك في ولائهم وانتمائهم إلى بلدانهم.	1	

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Question	Answer	Marks	Not Allowed Responses
4(e)		2	
	رفع الضريبة على المواطنين.	1	
	إضعاف قدرة المواطنين الشرائية.	1	
4(f)		3	
	انتشار القمامة تحت الماء.	1	
	إتلاف الشعب المرجانية.	1	
	ممارسة الصيد الجائر.	1	
4(g)		2	
	يُشعل مشاعر الغضب والاستياء نحوهم.	1	
	يؤدي إلى رفض السياحة.	1	

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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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8–14	4
15	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)	لَخَّصِ النَّصَّيْنِ السَّابِقَيْنِ مُبَيِّنًا الْفَوَائِدَ وَالْأَضْرَارَ الْاِقْتِصَادِيَّةَ لِلسياحة. على التلميذ أَنْ يُلَخِّصَ النَّصَّيْنِ مَعًا. يجب أن يتضمن التلخيص <u>النقاط التالية:</u> النص الأول: 1- زيادة الدَّخْل الوطني. 2- تحسين ميزانية الدولة. 3- خَلْق فُرص عَمَل للسَّكَّان المَحَلِّيَّين. 4- تعزيز الاقتصاد المَحَلِّي. 5- تحسين قُدرة المواطنين الشَّرَائِيَّة 6- زيادة الدَّخْل الشخصي. 7- ارتفاع نسبة أرباح الشركات. 8- الاستثمار في البِنِيَتَيْنِ التَّحْنِيَّةِ وَالْفَوْقِيَّةِ. النص الثاني: 1- تحديد أوقاتٍ لزيارة الأماكن السياحية أو إغلاقها. 2- الحاجة إلى استثمارات ضخمة. 3- اللجوء إلى القُرُوض الخارجية. 4- تَرْك العمل في قطاعات أخرى مُهمَّة.	10	

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Question	Answer	Marks	Not Allowed Responses
5(a)	5- رَفْع الضريبة على الشركات التجارية. 6- رَفْع الضريبة على المواطنين. 7- الحد من قدرة الشركات على تحقيق الأرباح. 8- إضعاف قدرة المواطنين الشرائية.		
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)	هل تُفضِّل السياحة داخل بلدك أو خارجها؟ ولماذا؟ أفضل السياحة داخل بلدي؛ فالسياحة الداخلية: 1- لا تكلف كثيرًا. 2- توفر الوقت والجهد. 3- تُشعرني بالراحة والأمان. 4- تُتيح لي فرصة اكتشاف تاريخ بلدي. 5- تدّعم الاقتصاد المحلي.	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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Quality of Language – Accuracy [5]			
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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.			
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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.			