CAMBRIDGE
International Education

Cambridge International A Level

ARABIC **9680/52**

Paper 5 Prose **May/June 2026**

MARK SCHEME

Maximum Mark: 40

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 **8** printed pages.

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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.

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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
BOD	If the examiner considers the answer to be more correct than incorrect, then ‘benefit of the doubt’ is given.
SEEN	Used to show that blank pages have been seen
Highlighter	Highlight
On-page comment	On-page comment
Off-page comment	Used to make a holistic comment about the script

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General Marking Instructions
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. • 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**.
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 <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.)

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Question	Answer	Marks
1		40

Unit	English	Target Language
1	All species on earth	كل/جميع الأجناس/الكائنات على الكرة الأرضية/على وجه الأرض
2	have ways of communicating	لديها طرق للتواصل
3	with one another,	مع بعضها بعضًا،
4	but humans have	ولكن البشر لديهم
5	the most complex system of communication.	نظام التواصل الأكثر تعقيدًا.
6	Languages are vital for human connection	اللغات أساسية / مهمة للتواصل البشري/ الإنساني
7	because they allow us to share	لأنها تسمح/ تتيح لنا بمشاركة
8	our thoughts, feelings and opinions.	أفكارنا، ومشاعرنا/أحاسيسنا وآرائنا/وجهات نظرنا.
9	There are seven thousand languages	هناك سبعة آلاف لغة
10	in the world today,	في العالم اليوم،
11	but we may lose half of them	لكن قد نفقد نصفها

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Question	Answer			Marks
1	**Unit**	**English**	**Target Language**	
	12	by the end of the century	بحلول نهاية/مع نهاية القرن	
	13	if they continue to disappear	إذا استمرت في الاختفاء	
	14	at the current rate.	بالمعدل الحالي/ بالنسبة الحالية.	
	15	Why does this loss of diversity matter?	لماذا فقدان هذا التنوع مهم/مُقلق؟	
	16	Language is part	اللغة جزء	
	17	of cultural identity	من الهوية الثقافية	
	18	and in many cases	وفي حالات عديدة/ كثيرة	
	19	it reflects a particular landscape,	تعبرعن منظرٍ/ مشهدٍ طبيعي معيّنٍ/ تعكس منظرًا/ مشهدًا طبيعيًّا معيّنًا،	
	20	with unique words	بكلماتٍ فريدة/ مُعبّرة	
	21	for animals, plants, weather and water.	للحيوانات والنباتات والجو والماء/الطقس والمياه.	
	22	On islands which rely on the sea	في الجزر التي تعتمد على البحر	

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Question	Answer			Marks
1	**Unit**	**English**	**Target Language**	
	23	for food and income,	في الغذاء والدخل،	
	24	the inhabitants often use	غالبًا ما يستخدم السكان/القاطنون	
	25	an extensive range of vocabulary	مدًى واسعًا/مجموعة واسعة من المفردات	
	26	to describe the wind,	لوصف الرياح/ في وصف الرياح،	
	27	depending on its direction,	اعتمادًا /معتمدين على اتجاهها،	
	28	temperature and speed.	ودرجة حرارتها وسرعتها.	
	29	We can benefit so much	يمكننا الاستفادة كثيرًا	
	30	from different ways	بطرق مختلفة	
	31	of describing things.	لوصف الأشياء/في وصف الأشياء.	
	32	Unless measures are taken soon	ما لم تُتخذ/إلا إذا أُتخذت تدابير/إجراءات قريبًا	
	33	to slow the decline,	لإبطاء التدهور،	

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Question	Answer			Marks
1	**Unit**	**English**	**Target Language**	
	34	we risk losing	فإننا نخاطر بفقدان	
	35	this invaluable local knowledge,	هذه المعرفة المحلية القيّمة/التي لا تقدر بثمن،	
	36	and we will all be poorer as a result.	وسنصبح جميعًا أفقر/أكثر فقرًا نتيجة لذلك.	
	37	Who knows?	من يعرف؟	
	38	The lessons we learn	الدروس التي نتعلمها	
	39	may even give us new ideas	قد تعطينا أفكارًا جديدة	
	40	about saving the planet.	عن/حول إنقاذ الكوكب/الحفاظ على الكوكب.	

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