

Cambridge IGCSE™ (9–1)

ARABIC

7180/02

Paper 2 Reading and Grammar

For examination from 2025

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **8** pages. Any blank pages are indicated.

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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Section A

Question	Answer	Marks	Not Allowed Responses
1	B	1	
2	A	1	
3	C	1	
4	C	1	
5	A	1	
6	D	1	
7	B	1	
8	D	1	
9	A	1	
10	C	1	

Section B

Question	Answer	Marks	Not Allowed Responses
11	حول الأسواق	1	في الأسواق
12	ذكر الكاتب أنها: • أسواق أسبوعية منظمة • تتلاصق الدكاكين فيها (في روعة وجمال)	2	
13	• كانت ساحات للشعر والخطابة • ساهمت في إيجاد لغة موحدة لكل القبائل العربية	2	تقام في مواسم الحج
14	• أقام التجار بالقرب من أسواق تلك البلدان (وتعلموا لغتها وعاداتها) • انتشر الإسلام	2	تعلم التجار لغة وعادات شعوب البلدان المفتوحة
15	• أثناء حكم الخلفاء الراشدين	1	
16	• عن طريق/باستخدام نظام الحسية • لتنظيم العمارة السكنية والتجارية • حفظ سلامة سكانها والمتريدين عليها	3	
17	• باتت الأسواق كمدينة صغيرة (تغلق أبوابها مساءً وتفتحها صباحًا)	1	
18	• التحديث • التأثر بالثقافات الأجنبية	2	

Question	Answer	Marks	Not Allowed Responses
19	<ul style="list-style-type: none">• التصميم المعماري• واجهات المحلات	2	المراكز التجارية المعاصرة
20	<p>التأثير الإيجابي:</p> <ul style="list-style-type: none">• يزيد من عدد المتسوقين• يكثر الرغبة في الإقامة والعمل هناك• يجذب الغالبية من السياح لجمالها وعراقتها	3	

Question	Answer	Marks	Not Allowed Responses																								
21	<p style="text-align: center;">المحتوى الإرشادي</p> <p>يمكن للطلاب الرجوع إلى أي من النقاط التالية</p> <ul style="list-style-type: none"> • انتقل التجار للإقامة بالقرب من أسواق تلك البلدان. • تعلموا لغة وعادات شعوب تلك البلدان. • ساهم التجار في نشر الإسلام. • ازدهر نظام "الحسبة" الذي ساهم في تنظيم العمارة السكنية والتجارية، وحفظ سلامة السكان. • باتت أكثر هذه الأسواق كمدينة صغيرة تغلق بواباتها مساءً وتفتحها صباحًا. • كثرت الرغبة في الإقامة حول الأسواق والعمل هناك. • أصبحت هذه الأماكن تجذب أيضًا الغالبية من السياح لجمالها وعراقتها. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Content (5 marks)</th> </tr> <tr> <th style="width: 10%;">Level</th> <th style="width: 70%;">Description</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td> <ul style="list-style-type: none"> • Candidates demonstrate very good understanding by communicating all key points clearly. (5 key points) </td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">4</td> <td> <ul style="list-style-type: none"> • Candidates demonstrate good understanding by communicating most key points clearly. (4 key points) </td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">3</td> <td> <ul style="list-style-type: none"> • Candidates demonstrate satisfactory understanding by communicating some key points clearly. (3 key points) </td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td> <ul style="list-style-type: none"> • Candidates demonstrate basic understanding by communicating limited key points clearly. (2 key points) </td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">1</td> <td> <ul style="list-style-type: none"> • Candidates demonstrate poor understanding by communicating very few key points clearly. (1 key point) </td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No rewardable material</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Content (5 marks)			Level	Description	Marks	5	<ul style="list-style-type: none"> • Candidates demonstrate very good understanding by communicating all key points clearly. (5 key points) 	5	4	<ul style="list-style-type: none"> • Candidates demonstrate good understanding by communicating most key points clearly. (4 key points) 	4	3	<ul style="list-style-type: none"> • Candidates demonstrate satisfactory understanding by communicating some key points clearly. (3 key points) 	3	2	<ul style="list-style-type: none"> • Candidates demonstrate basic understanding by communicating limited key points clearly. (2 key points) 	2	1	<ul style="list-style-type: none"> • Candidates demonstrate poor understanding by communicating very few key points clearly. (1 key point) 	1	0	No rewardable material	0	10	
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1	<ul style="list-style-type: none"> • Candidates demonstrate poor understanding by communicating very few key points clearly. (1 key point) 	1																									
0	No rewardable material	0																									

Question	Answer	Marks	Not Allowed Responses	
21	Style and Accuracy (5 marks)			
	Level	Description	Marks	
	5	<ul style="list-style-type: none"> • Excellent expression with assured use of own words. Very good summary style. • High level of accurate language with few minor errors. 	5	
	4	<ul style="list-style-type: none"> • Good expression using own words. Recognisable summary style. • Generally accurate language with some minor errors. 	4	
	3	<ul style="list-style-type: none"> • Satisfactory expression in own words. Reasonably concise with some sense of order. • Fairly accurate language with some minor and few major errors. 	3	
	2	<ul style="list-style-type: none"> • Limited expression but mostly in own words. Some sense of order but little sense of summary. • Many basic errors in language which sometimes impede communication. 	2	
	1	<ul style="list-style-type: none"> • Expression just adequate; considerable lifting; repetitive. • Many errors in language which impede communication. 	1	
	0	No rewardable material	0	

Question	Answer	Marks	Not Allowed Responses
22(a)	أكمل الجملة وغير ما يلزم: جناس: ماهرًا - باهرًا	1	
22(b)	طباق: تأنى - تعجل	1	
22(c)	تمني: يا ليتني (أحسنْتُ عملي)	1	
23(a)	أكمل الجملة وغير ما يلزم: أصبح إبراهيم نجارًا ماهرًا.	1	
23(b)	صاحبها العمل رفضا هذا القرار.	1	
23(c)	سيبني النجار المنزل الجديد في بلدته.	1	
23(d)	ندمت العائلات على ما فعلنه.	1	
24(a)	استخرج من الفقرة السابقة عبارة فيها: خبر فعل ناسخ: نجارًا.	1	
24(b)	أداة نفي وجزم: لكن النجار لم يرض.	1	
24(c)	اسم تفضيل: أنهى المنزل في أسوأ صورة.	1	
24(d)	مفعول لأجله: تعبيرًا	1	

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