



Syllabus

Cambridge IGCSE™ (9–1)

First Language Arabic 7184

For examination in June and November 2020 and 2021.



Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

'We think the Cambridge curriculum is superb preparation for university.'

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

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The latest syllabus is version 1, published December 2018.

Any textbooks published to support IGCSE First Language Arabic (0508) for examination from 2017 are suitable for use with this syllabus.



1 Why choose this syllabus?

Key benefits

Cambridge IGCSE™ syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

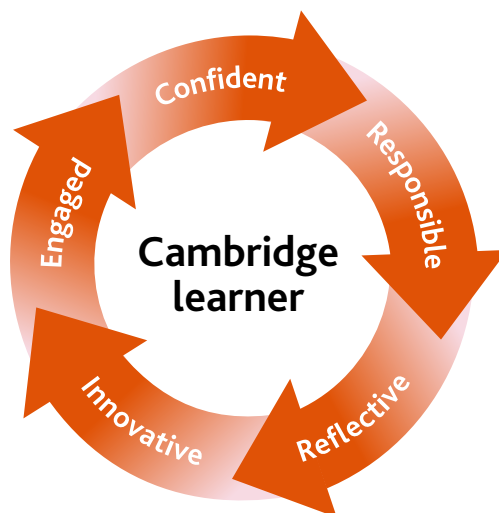
Cambridge IGCSE (9–1) First Language Arabic is designed for learners whose mother tongue is Arabic. The course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when writing
- learn how to use a wide range of vocabulary, and correct spelling, punctuation and grammar
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which Arabic can be used. Cambridge IGCSE (9–1) First Language Arabic also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

Recognition and progression

The combination of knowledge and skills in Cambridge IGCSE (9–1) First Language Arabic gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level Arabic.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.



“Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.”

Mrs Omnia Kassabgy, Managing Director of British School in Egypt BSE

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- communicate accurately, appropriately and effectively in writing
- understand and respond appropriately to what they read
- enjoy and appreciate the variety of language
- complement their other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).

Content overview

Cambridge IGCSE (9–1) First Language Arabic offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers in Arabic.

Assessment overview

All candidates take two papers.

All candidates take:

Paper 1 2 hours
 Reading 50%
 50 marks
 Structured and extended writing questions
 Questions will be based on Arabic passages.
 Externally assessed

and:

Paper 2 2 hours
 Writing 50%
 50 marks
 Two composition tasks
 Externally assessed

Support for Cambridge IGCSE (9–1) First Language Arabic



Our School Support Hub www.cambridgeinternational.org/support provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates are assessed on their ability to:

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes
- R4 understand how writers achieve effects.

AO2 Writing

Candidates are assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 order and present facts, ideas and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	35
AO2 Writing	65

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	70	0
AO2 Writing	30	100

3 Subject content

All candidates follow the same curriculum.

1 Reading

All candidates should be able to:

- demonstrate understanding of words within extended texts
- scan for and extract specific information
- identify main and subordinate topics, summarise, paraphrase, re-express
- show some sense of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language.

Candidates aiming for grades 9 to 4 should, in addition, be able to:

- show a more precise understanding of extended texts
- recognise the relationship of ideas
- evaluate effectiveness, draw inferences, compare, analyse, synthesise
- show understanding of how writers achieve their effects
- recognise and respond to more sophisticated linguistic devices.

2 Writing

All candidates should be able to:

- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- show some sense of audience
- demonstrate adequate control of vocabulary, syntax and grammar
- exercise care over punctuation and spelling
- write accurate simple sentences
- attempt a variety of sentence structures
- recognise the need for paragraphing
- use appropriate vocabulary.

Candidates aiming for grades 9 to 4 should, in addition, be able to:

- show a wider and more varied sense of different styles to interest, inform or convince the reader
- show a clear sense of audience
- demonstrate a sophisticated use of vocabulary and structures
- demonstrate accuracy in punctuation and spelling
- write accurate complex sentences
- employ varied sentence structures
- write in well-constructed paragraphs
- use imaginative and varied vocabulary.

4 Details of the assessment

The question papers are set entirely in Arabic.

Paper 1 – Reading

Written paper, 2 hours, 50 marks

Dictionaries may not be used in the examination.

Questions relate to two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper.

Question 1 (25 marks)

This question is divided into a series of sub-questions requiring answers of different lengths.

The sub-questions are based on Passage 1 and test the following reading objectives (20 marks):

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes
- R4 understand how writers achieve effects.

In addition, 5 marks are available for the accuracy of the language in which answers are expressed.

Question 2 (25 marks)

Candidates write a summary of 200–250 words based on Passage 1 and Passage 2.

The question tests the following reading objectives (15 marks):

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes.

In addition, 10 marks are available for Writing (5 marks for Style and Organisation and 5 marks for Accuracy of Language).

Paper 2 – Writing

Written paper, 2 hours, 50 marks

Dictionaries may not be used in the examination.

This paper is divided into two sections, as detailed below. Candidates are required to write **two** compositions, one from each section.

Section 1 – Discussion and Argument (25 marks)

Four argumentative/discursive titles are set, from which candidates choose one.

Section 2 – Description and Narration (25 marks)

Four titles are set (two descriptive and two narrative), from which candidates choose one.

Candidates are required to write between 350 and 500 words for each of their answers. The questions test the following writing objectives:

- W1 articulate experience and express what is thought, felt and imagined
- W2 order and present facts, ideas and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/examsofficers

Before you start

Previous study

We recommend that learners starting this course should have studied a level in Arabic equivalent to first language competence.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/igcse

Private candidates can enter for this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE First Language Arabic (0508)
- Cambridge IGCSE Arabic (0544)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/examsofficers

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. We can put arrangements in place for these candidates to enable them to access the assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsofficers

Language

This syllabus is available in English only. The associated assessment materials are available in Arabic only.

After the exam

Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued).

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE (9–1) First Language Arabic will be published after the first assessment of the IGCSE in 2020. Find more information at www.cambridgeinternational.org/igcse

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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