

Syllabus

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Cambridge IGCSE Arabic
Syllabus code 0544
For examination in June 2013



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge IGCSE Arabic Syllabus code 0544

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge IGCSE Arabic?

Cambridge IGCSE Arabic is accepted by universities and employers as proof of linguistic ability and understanding. The IGCSE Arabic syllabus encourages students to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

This is one of a number of Cambridge IGCSE foreign language syllabuses – for a full list, visit the CIE website at www.cie.org.uk.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Arabic (0544) falls into Group I, Languages.

Learn more about ICE at www.cie.org.uk/qualifications/academic/middlesec/ice.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

Cambridge IGCSE Arabic Syllabus code 0544

2.1 Scheme of assessment

All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for **Core Curriculum** candidates and **Extended Curriculum** candidates:

<i>Core curriculum</i> Grades available: C, D, E, F, G	<i>Extended curriculum (Core + Supplement)</i> Grades available: A*, A, B, C, D, E, F, G
Paper 2 Reading and Directed Writing 1½ hours: Sections 1, 2 and 3	Paper 2 Reading and Directed Writing 1½ hours: Sections 1, 2 and 3
Paper 3* Speaking 15 minutes	Paper 3* Speaking 15 minutes
	Paper 4 Continuous Writing 1¼ hours

Papers 2 and 3 are common to both routes, but candidates cannot achieve higher than a grade C without taking Paper 4.

All Extended Curriculum candidates will be graded twice: once on their performance on the Core Curriculum Papers (2 and 3) and once on their performance on the Extended Curriculum Papers (2, 3 and 4). Candidates are awarded the higher of the two grades they achieve.

**Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by CIE.*

2. Assessment at a glance

2.2 Weighting of papers

Paper	Weighting: Core	Weighting: Extended
2	54%	35%
3	46%	30%
4	n/a	35%

This syllabus is to be read in conjunction with the *Arabic Defined Content Booklet*, available from the CIE website at www.cie.org.uk.

2.3 Availability

This syllabus is examined in the May/June examination session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website www.cie.org.uk for the latest information before beginning to teach this syllabus.

2.4 Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0508 IGCSE First Language Arabic.

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

3. Syllabus aims and objectives

3.1 Syllabus aims

The aims of the syllabus are the same for all candidates and describe the educational purposes of a course in a foreign language for the IGCSE examination. They are not listed in order of priority.

The aims are to:

1. develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
2. form a sound base of the skills, language and attitudes required for further study, work and leisure
3. offer insights into the culture and civilisation of countries where the language is spoken
4. encourage fuller integration into the local community, where relevant
5. develop a fuller awareness of the nature of language and language learning
6. encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
7. provide enjoyment and intellectual stimulation
8. complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

3.2 Assessment objectives

Candidates will be assessed on their ability to:

- A01** Understand and respond to spoken language
- A02** Understand and respond to written language
- A03** Communicate in speech, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately
- A04** Communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately.

3. Syllabus aims and objectives

3.3 Specification grid

Assessment Objective	Paper 2: Reading & Directed Writing	Paper 3: Speaking	Paper 4: Continuous Writing
A01		✓	
A02	✓		
A03		✓	
A04	✓		✓

4. Description of papers

All examination papers are set entirely in the target language: this includes rubrics and all questions. All questions requiring written answers, including questions testing Reading Comprehension, are to be answered in the target language. **Dictionaries are not permitted in the examination.**

For detailed guidance on how the papers are marked, please refer to the published mark schemes available on the CIE Teacher Support website.

4.1 Paper 2: Reading and Directed Writing

1½ hours, 65 marks

All candidates must attempt all three sections.

There are a variety of question types on the Reading and Directed Writing Paper. These include objective questions, e.g. multiple-choice, box-ticking, matching exercises, grid filling. Other question types require candidates to write short answers in the target language.

The reading exercises are designed to test comprehension skills. Where candidates are required to produce written answers in the target language, they are not penalised for incorrect or inaccurate language unless it makes their answers ambiguous. It is important that they write briefly, relevantly and concisely. Provided that answers are unambiguous, long answers in full sentences are often not required. Candidates should be encouraged to paraphrase and manipulate the language in order to answer questions appropriately. They are unlikely to gain marks if they simply copy large chunks from the stimulus material, with no attempt to select what is relevant.

The two writing tasks are designed to reward candidates more for their skill in transmitting a message than for the accuracy of their language. Material which is irrelevant to the set tasks does not score marks. Minus marks are never used: candidates are given every opportunity to gain marks for what they can do.

Answers written in any language other than that being tested are ignored.

Section 1 (20 marks)

- *Exercise 1* (5 marks): multiple-choice questions relating to signs, notices, advertisements, etc.
- *Exercises 2 and 3* (10 marks): objective questions testing specific detail relating to brochures, guides, short texts, etc.
- *Exercise 4* (5 marks): a simple directed writing task in the form of a message, note or postcard. A maximum of 40 words is required. 3 marks are available for Communication and 2 marks for Appropriateness of Language.

4. Description of papers

Section 2 (25 marks)

- *Exercise 1* (10 marks): one text with questions testing general understanding, e.g. identifying the main points.
- *Exercise 2* (15 marks): a directed writing task. 80–100 words in total are required. 10 marks are available for Communication and 5 marks for Quality of Language.

Section 3 (20 marks)

- *Exercises 1 and 2* (20 marks): two longer texts with questions testing general and specific comprehension. Questions may also require candidates to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions and make inferences.

4.2 Paper 3: Speaking

Approximately 15 minutes, 100 marks

Modern Standard Arabic should be used during the Speaking test.

The Speaking examination consists of a single interview with three compulsory parts:

- **Test 1: Role Plays**
- **Test 2: Topic Presentation/Conversation**
- **Test 3: General Conversation.**

The Role Play tasks are provided by CIE, but individual Centres are responsible for conducting the tests and for the initial assessment. This assessment is then subject to moderation by CIE.

Administration of the Speaking Examination

The Speaking examination takes place before the main examination period: between 1 March and 30 April. Each Centre decides on a convenient period within these dates for its Speaking examinations.

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking examination. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre.

In the interests of standardisation, only one teacher/Examiner should be appointed per Centre.

Where a Centre wishes to use additional teacher/Examiners because it has large numbers of candidates, permission to do so **must** be sought from the Languages Group at CIE well before the start of each Speaking examination period. Permission to use more than one teacher/Examiner will only be granted on the understanding that (i) teacher/Examiners at the Centre work together to ensure a common approach

4. Description of papers

to the conduct of the Speaking examination and the application of the mark scheme and (ii) the Speaking examinations for all candidates at the Centre are recorded. The sample the Centre submits to CIE should include the work of each teacher/Examiner and a Speaking examination *Working Mark Sheet* should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

Confidential test materials (*Teachers' Notes Booklet* and *Role Play Cards*) are sent to Centres approximately two to three weeks before the start of the assessment period and will include full instructions on how to conduct and assess the Speaking examination. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/Examiner before conducting his/her first Speaking examination. Teacher/Examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates should they experience any difficulty. Once the materials have been opened, they remain confidential and must be kept in a secure place by the Centre until the end of the examination period.

In order to allow CIE to check accurately the standard of assessment, each teacher/Examiner must record and send to CIE a sample from each Centre at which he or she examines:

- **Centres entering 1–16 candidates** must send the recordings of all candidates.
- **Centres entering 17 or more candidates** must send:
 - (i) the recordings of the first 10 candidates according to candidate number
 - and**
 - (ii) the recordings of 6 candidates across the ability range, e.g. 2 good, 2 middling, 2 weak. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

Note Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, CIE accepts this may mean that the category (ii) candidates are not fully representative of the range.

Moderation samples must be recorded at normal speed onto either a C90 audiocassette or a standard format CD. Mini cassettes/mini CDs must not be used. **The Centre is responsible for supplying cassettes/CDs for the recording of its moderation sample: these will not be supplied by CIE.** All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as **.mp3** so that it can be accessed for the purposes of moderation.

Centres will receive a brief report on the outcome of moderation (*Form CW/C/REP*).

4. Description of papers

A *Speaking Test Training Handbook* can be ordered from CIE Publications and provides guidance on the conduct and assessment of the Speaking examination. Although accreditation by CIE is not mandatory for teachers conducting and assessing the IGCSE Arabic Speaking examination, CIE recommends that Centres new to the syllabus complete this training.

Structure of the Speaking Examination

Test 1: Role Plays (approximately 5 minutes, 30 marks)

CIE supplies a number of alternative *Role Play Cards* which the teacher/Examiner allocates at random to candidates during each session of examining. Each candidate is given **one** card containing two role play situations each of which consists of five tasks. Each candidate is examined in both role play situations on the card they have been given. The first role play (Role Play A) is more straightforward than the second (Role Play B).

Each role play situation specifies the roles of the teacher/Examiner and candidate. Teacher/Examiners must conduct the role plays in accordance with the instructions provided in the *Teachers' Notes Booklet*. They must prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/Examiner's response. As marks can only be awarded for the stipulated tasks, the teacher/Examiner must not create extra tasks, and if a candidate misses out a task, should try to guide him/her back to it, in as natural a way as possible. It does not matter that this may lead to tasks occurring in a different order, as long as they are all attempted.

For the Mark Scheme, see Appendix A, Table A of the Marking Instructions.

Test 2: Topic Presentation/Conversation (approximately 5 minutes, 30 marks)

This part of the examination starts with a one to two minute presentation by the candidate on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately 5 minutes.

Candidates are encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

The teacher/Examiner will allow the candidate to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing their presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

4. Description of papers

In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks and they must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

The teacher/Examiner **must** try to lead the candidate into using other tenses. For a mark of 7 or above to be awarded on Scale (b), Linguistic Content, candidates must show that they can convey past and future meaning and teacher/Examiners need to ask questions which allow them to do this. In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (*how? when? why? tell me a bit more about... etc.*).

For the Mark Scheme, see Appendix A, Table B of the Marking Instructions.

Test 3: General Conversation (approximately 5 minutes, 30 marks)

The Topic Conversation will lead into the General Conversation. The teacher/Examiner will start out from any point of interest noted earlier, or ask general questions relating to the candidate's everyday life, school, home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this.

The teacher/Examiner should aim to cover at least two or three of the Defined Content Topics in this section of the examination (listed in the Curriculum Content section). Precise factual information or knowledge is not required, and candidates are not penalised for lack of such knowledge. Questions must be adjusted to the candidate's ability and the teacher/Examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth.

Candidates are expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The teacher/Examiner should avoid asking questions which can be answered with 'yes' or 'no' and should instead use a variety of interrogatives, e.g. *when? how? why? how many? how long? with whom? with what? etc.*

As in the Topic Conversation, the teacher/Examiner must try to lead the candidate into using other tenses (themes could be visits to other countries, plans for the future, etc.) and he or she can then be extended as far as possible. For a mark of 7 or above to be awarded on Scale (b), Linguistic Content, candidates must show that they can convey past and future meaning and teacher/Examiners need to ask questions which allow them to do this.

For the Mark Scheme, see Appendix A, Table B of the Marking Instructions.

5. Curriculum content

Candidates may follow the **Core Curriculum** or the **Extended Curriculum** which includes both the Core and Supplement. Candidates aiming for grades A* to C will follow the Extended Curriculum.

5.1 The *Defined Content Booklet*

A *Defined Content Booklet* is provided to guide teachers and candidates in their preparation for this examination. It can be downloaded from the CIE website at www.cie.org.uk (version labelled 'June 2012') and includes the following sections:

- *Topic Areas*: the list of topic areas from which all textual material used in the examination will be drawn.
- *Minimum Core Vocabulary*: the list of vocabulary to be tested in Sections 1 and 2 of Paper 2 and Role Plays A of Paper 3.
- *Grammar and Structures*: the list of grammar and structures that candidates aiming at grades G to C are expected to learn, and a supplementary list for those aiming at grades B to A*.

The table below summarises the relationship between the Defined Content and the question papers.

Paper	Section	Topic areas	Minimum core vocabulary	Structures and grammar
Paper 2	1	A, B, C	✓	Part 1
	2	A, B, C, D*, E*	✓	Part 1
	3	A, B, C, D, E		Parts 1 and 2
Paper 3	Role Plays A	A, B, C	✓	Part 1
	Role Plays B	A, B, C, D, E		Part 1
Paper 4	–	A, B, C, D, E		Parts 1 and 2

**Where Section 2 of this paper features passages based on Topic Areas D and E, only vocabulary from the Minimum Core Vocabulary List will be tested.*

5. Curriculum content

5.2 Tasks

Please refer to the Arabic *Defined Content Booklet* for further details of the grammatical knowledge expected of candidates in the Core and Extended levels of the examination.

Although listening is not tested formally in the examination, it is hoped that candidates will attain the same objectives as those following other IGCSE foreign language courses. The objectives for Listening are therefore included below.

Paper	Core	Supplement
	<i>All students should be able to:</i>	<i>Students aiming for grades A* to C should, in addition, be able to:</i>
2. Reading and Directed Writing	<ul style="list-style-type: none"> demonstrate understanding of words within short texts such as public notices, instructions and signs extract relevant specific information from texts such as brochures, guides, letters and forms of imaginative writing considered likely to be within the experience of and reflecting the interests of young people show a general understanding of more extended texts scan for particular information, organise the relevant information and present it in a given format carry out basic writing tasks (such as asking for detailed information, giving some personal information, reporting) 	<ul style="list-style-type: none"> show comprehension of a wider range of texts, including magazines and newspapers likely to be read by young people demonstrate the ability to identify the important points or themes within an extended piece of writing draw conclusions from, and see relations within an extended text
3. Speaking	<ul style="list-style-type: none"> perform Role Playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends report, express opinions and respond to questions on a topic of the candidate's choice respond to unprepared questions in a general conversation on topics of interest to the candidate 	<ul style="list-style-type: none"> play a part in discussion; choose and organise ideas and present them clearly adapt to the needs of the audience and the situation
4. Continuous Writing		<ul style="list-style-type: none"> express thoughts, feelings and opinions in order to interest, inform or convince demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling
Listening	<ul style="list-style-type: none"> demonstrate understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews demonstrate general comprehension of the above 	<ul style="list-style-type: none"> demonstrate general and specific understanding of longer and more complex material identify the important points or themes of the material, including attitudes, emotions and ideas that are expressed draw conclusions from, and identify the relationships between ideas within the material

5. Curriculum content

5.3 Topic List

Candidates will be required to show knowledge and understanding of the five Topic Areas listed below. For further guidance on these Topic Areas, please refer to the *Arabic Defined Content Booklet*. In the Speaking examination, candidates also have the opportunity to demonstrate their knowledge of a topic of their own choice which might be outside the list below.

	Topic areas	Examination topics
Area A	Everyday activities	
	Home life and school	Home life A1 School routine A2
	Food, health and fitness	Eating and drinking A3 Health and fitness A4
Area B	Personal and social life	
	Self, family and personal relationships	Self, family, pets, personal relationships B1 House and home B2 Leisure, entertainments, invitations B3 Eating out B4
	Holidays and special occasions	Festivals and special occasions B5 Holidays; getting around B6 Accommodation B7
Area C	The world around us	
	Home town and local area	Home town and geographical surroundings C1 Shopping C2 Public services C3
	Natural and made environment	Natural environment C4 Weather C5 Finding the way C6
	People, places and customs	Meeting people C7 Places and customs C8 Travel and transport C9
Area D	The world of work	
	Continuing education	Further education and training D1
	Careers and employment	Future career plans D2 Employment D3
	Language and communication in the work place	Communication D4 Language at work D5
Area E	The international world	
	Tourism at home and abroad	Holiday travel and transport (see also C9) E1 Geographical surroundings (see also C1) E2 Weather (see also C5) E3
	Life in other countries and communities	Places and customs (see also C8) E4 Food and drink (see also A3) E5
	World events and issues	Meeting people (see also C7) E6 Issues according to available resources and individual interest E7

6. Grade descriptions

Grade A

- Reading** Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.
- Speaking** Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.
- Writing** Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C

- Reading** Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.
- Speaking** Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.
- Writing** Candidates express personal opinions and write about a variety of topics which may be factual or imaginative and which may include different tenses or time frames. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F

- Reading** Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.
- Speaking** Candidates take part in simple conversations showing some ability to communicate simple ideas in straightforward language. Their pronunciation is generally accurate, and although there may be some grammatical inaccuracies, the main points are communicated.
- Writing** Candidates write short sentences and communicate simple ideas. Although there may be mistakes in spelling and grammar, the main points are communicated.

7. Appendix A: Speaking (Paper 1)

7.1 Marking instructions for the Speaking Examination and the *Working Mark Sheet*

7.1.1 Marking instructions for the Speaking Examination

General principles

- You are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category.
- Adopt a positive approach: award marks based on what the candidate can do rather than deducting marks for errors.
- Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

7. Appendix A: Speaking (Paper 1)

Table A – Mark Scheme for Test 1: Role Plays (30 marks)

In this part of the Speaking examination, the teacher/Examiner plays the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

The Role Plays test the ability of candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, only verbal communication is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten Role Play tasks (five tasks in Role Play A and five in Role Play B) completed by the candidate is assessed on the scale below. When awarding marks, teacher/Examiners should start at the bottom of the Mark Scheme and work upwards.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

Notes

- 1 If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.
- 2 Short utterances, if appropriate, can be worth three marks – especially in Role Play A.

7. Appendix A: Speaking (Paper 1)

Table B – Mark Scheme for Test 2: Topic Presentation/Conversation and Test 3: General Conversation (2 × 30 marks)

As detailed in Table B, each of Tests 2 and 3 is marked on two scales:

- **Scale (a): Comprehension/responsiveness**

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, fluency of response, and presentation of material in the topic.

- **Scale (b): Linguistic content**

This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

Category		Mark
Outstanding	(a) A spontaneous interchange between candidate and Examiner. Responds confidently to all question types. Fluent. Not necessarily of native speaker standard. (b) Very accurate use of structures, vocabulary and idiom with occasional errors in more complex language. Not necessarily of native speaker standard.	14–15
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions. (b) Wide range of mostly accurate structures, vocabulary and idiom.	12–13
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased. (b) Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs rephrasing. Fairly fluent, but some hesitation. (b) Adequate range of structures and vocabulary. Can convey past and future meaning: some ambiguity.	7–9
Weak	(a) Has difficulty even with straightforward questions, but still attempts an answer. (b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4–6
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying. (b) Shows very limited range of structures and vocabulary.	0–3

7. Appendix A: Speaking (Paper 1)

Table C – Mark Scheme for Impression (10 marks)

A mark out of 10 is awarded for Impression.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2

7. Appendix A: Speaking (Paper 1)

7.1.2 Completing the Speaking Examination *Working Mark Sheet*

The Speaking examination *Working Mark Sheet* can be found on the next page and should be photocopied as required.

- 1 Complete the information at the head of the form.
- 2 List the candidates in an order which will allow ease of transfer of information to the computer-printed *Internal Assessment Mark Sheet (MS1)* or CAMEO at a later stage (i.e. in candidate number order, where this is known).

3 (a) Test 1 Role Plays

Enter the Role Play Card number for each candidate in the column provided.

Enter the mark out of 3 for each task in the ten columns 1–10.

(b) Test 2 Topic Presentation/Conversation

- (i) A mark out of 15 on Scale (a) Comprehension/responsiveness.

Enter the mark in column 11.

- (ii) A mark out of 15 on Scale (b) Linguistic content.

Enter the mark in column 12.

(c) Test 3 General Conversation

- (i) A mark out of 15 on Scale (a) Comprehension/responsiveness.

Enter the mark in column 13.

- (ii) A mark out of 15 on Scale (b) Linguistic content.

Enter the mark in column 14.

(d) Test 4 Impression

Enter the mark (maximum 10) in column 15.

- 4 Add the marks and enter the total in the column headed 'Total Mark'. Please double check the addition as even small errors can create problems.

5 Internal Moderation

Where Centres with large numbers of candidates have been given permission by CIE to use more than one teacher/Examiner to conduct and assess the Speaking examination for their candidates, Internal Moderation must be carried out at the Centre. This is in order to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination. The final column on the *Working Mark Sheet* (Internal and/or External moderation) should be used to record the results of Internal Moderation, and details of Internal Moderation procedures should be enclosed with the materials for External Moderation.

7. Appendix A: Speaking (Paper 1)

7.2 Arrangements for external moderation

- University of Cambridge International Examinations (CIE) sends a computer-printed *Internal Assessment Mark Sheet (MS1)* to each Centre (in late March for the June examination) showing the names and candidate numbers for each candidate. Transfer the total mark for each candidate from the *Working Mark Sheet* to the *MS1 Mark Sheet*.
- The top copy of the *MS1 Mark Sheet* must be sent in the envelope provided to arrive as soon as possible at CIE. It must arrive no later than 15 May.
- As an alternative to the submission of the *MS1 Mark Sheet*, Centres may submit coursework marks in electronic format on floppy disk or CD-ROM. Electronic files of marks must be created using CAMEO.
- Complete the *Cover Sheet for Moderation Sample* which can be found on the next page and should be photocopied as required.
- Record a sample of the candidates' work as specified in this syllabus and in the *Teachers' Notes Booklet* which you will receive at the time of the examination. Send the recordings with a copy of the completed *Working Mark Sheet* and *Cover Sheet for Moderation Sample*, and the Moderator copy of the *MS1 Mark Sheet*, to reach CIE by no later than 15 May. If marks have been submitted to CIE as an electronic file, a signed print-out of the marks file should be submitted in place of the second copy of the form *MS1*. Once the Speaking examination has been completed, do **not** wait until the end of the assessment period before sending these items.

Cambridge IGCSE Arabic (0544/3): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the Moderation documentation and recorded sample to be despatched to CIE.

Centre name: Centre number:

1 Tick to confirm that the required moderation documents are enclosed:

- (i) Moderator copy of MS1 **or** printout of Internal Marks Report from CAMEO.
 - (ii) Copy of completed Working Mark Sheet(s) (WMS).*
- (* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for CIE's attention, please list them below:
.....

2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

- (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- (ii) Total Mark for each candidate has been correctly transferred to the MS1 or CAMEO.

3 Tick to confirm that the recording quality of Moderation samples has been checked:

- All sample recordings are clearly audible.
- Samples are recorded on standard size CDs/cassettes and recorded at normal speed.
- Digital recordings only: each candidate saved individually and files saved as .mp3.

4 Tick to confirm that the correct number of candidates has been submitted for moderation:

For Centres with 16 or fewer candidates, the following are enclosed:

- Recordings of the complete Speaking test for all candidates.

For Centres with 17 or more candidates, the following are enclosed:

- (i) Recordings of the complete Speaking test for 6 candidates across the range
- AND**
- (ii) Recordings of the complete Speaking test for the first 10 candidates by candidate number.

5 CENTRES USING MORE THAN 1 EXAMINER — tick to confirm Internal Moderation procedures:

- Internal moderation carried out and details of Internal Moderation procedures enclosed.

Materials checked by:

(name)
(signature)

 Date:

8. Appendix B: Additional information

8.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

8.2 Recommended prior learning

We recommend that candidates who are beginning this course should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

8.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in IGCSE Arabic are well prepared to follow courses leading to AS and A Level Arabic, or the equivalent.

8.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

8.5 Grading and reporting

IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

8. Appendix B: Additional information

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
 - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

8.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

