Syllabus

Cambridge IGCSE™
Arabic 0544

Use this syllabus for exams in 2028, 2029 and 2030.
Exams are available in the June series.

العربيّة

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Contents

Important: Changes to this syllabus

For information about changes to this syllabus for 2028, 2029 and 2030, go to page 32.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

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

Cambridge IGCSE Arabic helps candidates develop transferable skills for understanding and communicating in everyday situations in Arabic. Learners begin to develop cultural awareness of countries and communities where Arabic is spoken. They gain the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Arabic encourages learners to be:

confident, using new and familiar language to communicate with others in everyday situations

responsible, seeking opportunities to use and develop their language skills

reflective, considering how to communicate different ideas and attitudes

innovative, applying new and familiar language to a variety of everyday situations

engaged, developing learning strategies to help express their ideas and understanding.
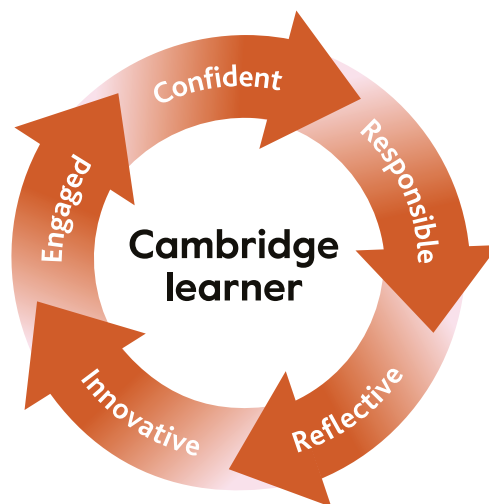
School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE Arabic gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS Level Arabic Language.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, 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 the 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.

Cambridge IGCSE Arabic has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

Learn more at **www.cambridgeinternational.org/recognition**

School feedback: '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.'

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at **www.cambridgeinternational.org/support**, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at **www.cambridge.org/education** and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at **www.cambridgeinternational.org/syllabusupdates**

Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit **www.cambridgeinternational.org/support-and-training-for-schools**

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: **www.cambridgeinternational.org/eoguide**

2 Syllabus overview

Aims

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

Students following a course based on this syllabus will:

- develop the language proficiency required to communicate effectively in Arabic at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- gain understanding of the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- develop positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- gain enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- develop a sound base of the skills, language and attitudes required for progression to work or further study, either in Arabic or another subject area.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the learning of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into the cultures, countries and communities where Arabic is spoken. The five topic areas listed below are described in more detail in section 3.

A   Everyday activities

B   Personal and social life

C   The world around us

D   The world of work

E   The international world

A course based on this syllabus should provide learners with opportunities to develop and apply a wide range of foreign language skills.

Learners will read and understand a variety of written and spoken texts on familiar topics. They will demonstrate understanding of ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Arabic on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment overview

All candidates take **four** components. Candidates will be eligible for grades A* to G.

All candidates take:		**and:**	
Paper 1	Approximately 50 minutes	**Paper 2**	1 hour
Listening	25%	Reading	25%
40 marks		40 marks	
Candidates listen to a number of recordings and answer multiple-choice and matching questions.		Candidates read a number of texts and answer multiple-choice and matching questions.	
Externally assessed		Externally assessed	

and:		**and:**	
Paper 3	Approximately 10 minutes	**Paper 4**	1 hour
Speaking	25%	Writing	25%
40 marks		40 marks	
Candidates complete one role play and conversations on two topics.		Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.	
Internally assessed and externally moderated		Externally assessed	

Information on availability is in the **Before you start** section.

Check the timetable at **www.cambridgeinternational.org/timetables** for the test date window for Paper 3.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Paper 3.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

Candidates will be assessed on their ability to:

L1   understand the main points and key information in simple everyday material

L2   understand clear speech on a range of familiar topics

L3   understand the description of events and expression of ideas, opinions and attitudes in simple texts

L4   identify and select relevant information in predictable texts

AO2 Reading

Candidates will be assessed on their ability to:

R1   understand the main points and key information in simple everyday material

R2   understand authentic factual texts on a range of familiar topics

R3   understand the description of events and expression of ideas, opinions and attitudes in simple texts

R4   identify and select relevant information in predictable texts

AO3 Speaking

Candidates will be assessed on their ability to:

S1   communicate clearly and effectively in a range of predictable everyday situations

S2   engage in conversations on familiar topics, expressing opinions and feelings

S3   use a range of structures and vocabulary with reasonable accuracy

S4   demonstrate some ability to maintain interaction

S5   show some control of pronunciation and intonation

AO4 Writing

Candidates will be assessed on their ability to:

W1   communicate simple factual information clearly for everyday purposes

W2   write simple phrases and sentences on a familiar topic

W3   write simple connected texts describing events, experiences, opinions and hopes and ambitions

W4   use a range of simple vocabulary and language structures reasonably accurately

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 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources, texts and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Skills

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses, time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the learning of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures, countries and communities where Arabic is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic areas	Sub-topics
A	Everyday activities	• Time expressions (e.g. telling the time, days, months, seasons) • Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) • The human body and health (e.g. parts of the body, health and illness) • Travel and transport
B	Personal and social life	• Self, family and friends • In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) • Colours • Clothes and accessories • Leisure time (e.g. things to do, hobbies, sport, holidays)
C	The world around us	• People and places (e.g. continents, countries and nationalities, compass points) • The natural world, the environment, the climate and the weather • Communications and technology (e.g. the digital world, documents and texts) • The built environment (e.g. buildings and services, urban areas, shopping) • Measurements (e.g. size, shape) • Materials
D	The world of work	• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) • Work (e.g. jobs and careers, the workplace)
E	The international world	• Countries, nationalities and languages • Culture, customs, faiths and celebrations

Faculty feedback: 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

Feedback from: Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

4 Details of the assessment

Dictionaries are **not** allowed in the examinations.

Paper 1 – Listening

Multiple-choice, approximately 50 minutes (including 6 minutes' transfer time), 40 marks

This paper has 37 multiple-choice and matching questions. Candidates answer **all** questions by selecting the correct option or options. The questions test comprehension of recorded texts, for example, dialogues, announcements and conversations. Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. **www.cambridgeinternational.org/eoguide**

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

Description of questions	
Questions 1–8	
Assessment objective	L1
Task	Candidates listen to short texts and answer eight multiple-choice questions with four options.
Text types	Announcements, phone messages, news items or dialogues
Total marks	8
Questions 9–14	
Assessment objectives	L1, L2, L4
Task	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
Text types	Short monologue or dialogue
Total marks	6
Questions 15–19	
Assessment objectives	L2, L3, L4
Task	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
Text types	Informal conversation
Total marks	5

Description of questions continued

Questions 20–28

Assessment objectives	L2, L3, L4
Task	Candidates listen to a dialogue or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
Text types	Conversation, discussion or interview
Total marks	9

Questions 29–34

Assessment objectives	L2, L3, L4
Task	Candidates listen to a dialogue and answer six multiple-choice questions with four options.
Text types	Conversation, discussion or interview
Total marks	6

Questions 35–37

Assessment objectives	L2, L3, L4
Task	Candidates listen to a dialogue. In each question there are five options and candidates must select the **two** options which are true.
Text types	Conversation, discussion or interview
Total marks	6

Paper 2 – Reading

Multiple-choice, 1 hour, 40 marks

This paper has six groups of multiple-choice and matching questions. Candidates answer **all** questions by selecting the correct option. The questions test comprehension of written texts.

Description of question groups	
Question group 1	
Assessment objective	R1
Task	Candidates match a series of short statements with the correct pictures.
Text types	Simple statements
Total marks	5
Question group 2	
Assessment objective	R1
Task	Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.
Text types	Signs, notices, instructions, messages, advertisements
Total marks	5
Question group 3	
Assessment objectives	R2, R4
Task	Candidates read a short text and answer multiple-choice questions with four options.
Text types	Email, message or letter
Total marks	7
Question group 4	
Assessment objectives	R2, R4
Task	Candidates read a short text and complete a gap fill exercise, selecting one from four multiple-choice options.
Text types	Email, message, letter, article or blog
Total marks	8
Question group 5	
Assessment objective	R3
Task	Candidates read four texts and eight short statements which link to the texts. They match each sentence to one of the four texts.
Text types	Descriptions, advertisements
Total marks	8

Description of question groups continued	
Question group 6	
Assessment objectives	R3, R4
Task	Candidates read a longer text and answer multiple-choice questions with four options.
Text types	Articles
Total marks	7

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

The speaking test must be conducted in Modern Standard Arabic and all candidate responses must be in Modern Standard Arabic.

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the 10-minute preparation time, candidates read a role play scenario provided on a candidate card. Candidates are allowed to make notes and they must be supervised and under exam conditions. The notes must be handed to the teacher/examiner before the start of the test and stored securely until certificates are issued.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied. The teacher/examiner booklet is confidential and must not be made available to candidates either directly or indirectly at any point. The candidate cards are confidential and must not be viewed by candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at **www.cambridgeinternational.org/samples**

Using the samples database

The samples database refers you to key information about the administration of speaking tests.

Use the samples database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- the qualification type (e.g. Cambridge International AS & A Level, Cambridge IGCSE and O Level, Cambridge Checkpoint Global Perspectives)
- your country / territory
- the series (e.g. June, November)
- the syllabus code (i.e. 0544 for this syllabus).

The samples database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Cover sheets

You should upload a completed cover sheet with the samples you submit. Download the cover sheet from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it.

Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at **www.cambridgeinternational.org/samples** for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions for 0544/03 on the samples database.

You should record marks on the required form which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. After work has been internally assessed, you must arrange for an internal moderation stage to check the marking of each teacher. This is to ensure that all marking within the centre is consistent. If only one teacher is marking internal assessments, no internal moderation is necessary. You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at **www.cambridgeinternational.org/samples**

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked speaking tests of a sample of candidates to Cambridge International.

The samples database at **www.cambridgeinternational.org/samples** provides details of how to submit the marks and speaking tests.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at / listen to the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Speaking assessment criteria grids

Role play

Each of the five role play tasks is assessed using the mark scheme below:

Mark	Descriptor
2	• The information is fully communicated.
	• Language is appropriate to the situation.
	• If a verb is used, the time frame is clear and appropriate.
	• Minor errors (such as adjective endings and use of prepositions) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

Topic conversations

When **both** topic conversations have been completed, award a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

Communication

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	**Very good**	• Responds confidently to questions; may require repetition of occasional words or phrases.
		• Communicates information which is consistently relevant to the questions.
		• Frequently develops ideas and opinions.
		• Justifies and explains some answers.
10–12	**Good**	• Responds well to questions; may require occasional repetition of questions and/or occasional use of the alternative questions provided.
		• Communicates information which is almost always relevant to the questions.
		• Sometimes develops ideas and opinions.
		• Gives reasons or explanations for some answers.
7–9	**Satisfactory**	• Responds satisfactorily to questions; requires repetition of some questions and/or use of the alternative question(s) provided.
		• Communicates most of the required information; may occasionally give irrelevant information.
		• Conveys simple, straightforward opinions.
4–6	**Weak**	• Responds with difficulty; requires repetition of many questions but still attempts an answer.
		• Communicates some simple information relevant to the questions.
1–3	**Poor**	• Frequently has difficulty understanding the questions, despite repetition, and has great difficulty in replying.
		• Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

Quality of Language

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	**Very good**	• Consistently accurate use of a wide range of the structures listed in the syllabus, with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional errors or hesitation.
10–12	**Good**	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	**Satisfactory**	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	**Weak**	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	**Poor**	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

Paper 4 – Writing

Written paper, 1 hour, 40 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts. All responses must be written in Modern Standard Arabic.

Description of questions	
Question 1	
Assessment objectives	W1, W4
Task	Candidates fill in a form with single words or short phrases in response to a given context.
Total marks	5
Question 2	
Assessment objectives	W2, W4
Task	Candidates complete a directed writing task in approximately 80 to 90 words on a familiar, everyday topic.
Total marks	10
Question 3	
Assessment objectives	W3, W4
Task	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in approximately 130 to 140 words.
Total marks	25

List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Arabic. The list is not intended to be restrictive.

Arabic script	all letters of the alphabet in all positions sun and moon letters long vowels ا، و، ي short vowels, nunation, sukun, shadda, madda and hamza Arabic figures
Articles	use of ال to indicate definite, omission of ال after vowel
Nouns	gender مذكر – مؤنث singular, dual and plural forms (Sound Masculine Plural, Sound Feminine Plural and Non-Human Plurals) common broken plurals كلاب / مدارس / حقائب idafa structure
Adjectives	masculine/feminine singular adjectives common plural adjectives colour adjectives (masculine and feminine colour adjectives) position negative (*un-/not*) with غير comparative and superlative أفعل، الأفعل demonstratives هذا، هذه، ذلك، تلك، هؤلاء، أولئك common weak adjectives غالٍ، راضٍ nisba adjectives مصريّ/ شماليّ/ موسيقيّ
Adverbs	common adverbs of time/place/manner, e.g. اليوم، الآن، غداً، أمس، قريباً time frames adverb + noun, e.g. بسرعة common adverbial phrases
Pronouns	all subject pronouns, e.g. أنا، أنت possessive pronouns (*my, your, his*….) object pronoun endings with verbs (including dual and feminine plural) pronoun endings combined with ب and ل. relative pronouns, e.g. الذي ، التي، الذين including one (مَن)
Verbs	double, hollow and weak basic verb patterns قال، زار، قام common unusual verbs, e.g. يرى، يجيء tenses and time frames: • past tense الفعل الماضي • present tense الفعل المضارع • future tense زمن المستقبل , future prefix س or سوف, and negation with لن • imperative فعل الأمر and its negation perfect and imperfect and their negation with لم أو ما، ولا respectively basic conditional subjunctive after أن، حتى، لكي verbal nouns passive voice in the imperfect and the perfect فُعِلَ، يُفعَل active participle كاتب، لاعب passive participle مكسور، موجود

Conjunctions and prepositions	common conjunctions, e.g. ثمّ، لكن، لأن، إلا، حيث، أما أنّ less common conjunctions, e.g. لذلك، بعد ما / قبل ما، منذ common prepositions, e.g. في، إلى، عن، على، لِ ، مع ، من، بِ ، وراء ، عند، خلف، أمام، بين numbers and time: • cardinal and ordinal numbers (masculine and feminine) • 1–10 + plural noun; 11 upwards + singular noun • agreement of numbers with nouns westernised calendar months, e.g. يناير، فبراير clock times (12-hour analogue), including إلّا
Verbal sentences	word order of verb, subject, object and agreement of subject before and after verbs
Non-verbal sentences	simple non-verbal sentences, e.g. هو مهندس، هذه سيارة، أنا في البنك use of إنّ and its sisters use of كان and its sisters negative with ليس
Case endings	nominative حالة الرفع accusative حالة النّصب genitive حالة الجر
Possessives	possessive endings, including dual endings and feminine plural possessive idafa construction use of عند and لِ to describe possession
Interrogatives	use of هل and أ for *yes/no* questions agreement of أي/أية common question words, e.g. ما، ماذا، من، أين، متى، كم كم + singular accusative, e.g. كم ولداً

Vocabulary list

The full vocabulary list for this syllabus is available to download from our website, in the Syllabus overview section of the IGCSE Arabic (0544) page here **www.cambridgeinternational.org/0544**

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

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/eoguide**

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at **www.cambridgeinternational.org/adminzone**

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series.

This syllabus **must not** be offered in the same single exam series as:

- Cambridge IGCSE First Language Arabic (0508)
- Cambridge IGCSE (9–1) Arabic (7180)
- Cambridge IGCSE (9–1) First Language Arabic (7184)
- 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.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at **www.cambridgeinternational.org/cambridgeice**

Making entries

Exams officers are responsible for submitting entries. 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 access to 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 an 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 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/eoguide**

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **www.cambridgeinternational.org/retakes**

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Paper 3 Speaking **cannot** be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use a human reader.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. '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 (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1   to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2   to show likely future success

The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been reviewed and revised for first examination in 2028.

You must read the whole syllabus before planning your teaching programme.

Changes to assessment (including changes to specimen papers)	**Paper 1 Listening** • There are no changes to Paper 1 Listening. **Paper 2 Reading** • The total number of marks is 40. • All questions are multiple-choice. • Questions 3, 4, 5 and 6 have been updated. **Paper 3 Speaking** • Candidates are allowed to write notes during the supervised preparation time. • We have updated the randomisation grid and wording in the instructions for teachers/examiners to improve clarity. **Paper 4 Writing** • The total number of marks is 40. • The mark scheme has been updated to reflect the new allocation of marks. • Question 1 is out of 5 marks. 1 mark is awarded for each correct item. • Question 2 is out of 10 marks. 5 marks are awarded for Task Completion and 5 marks are awarded for Range and Accuracy. • Question 3 is out of 25 marks. 9 marks are awarded for Task Completion, 9 marks are awarded for Range and 7 marks are awarded for Accuracy. **Vocabulary list** • The following words have been added to the vocabulary list from 2028:

Word	Topic
يصدحو	Most commonly used verbs
يحجز	Most commonly used verbs
يُبدّل / يستبدل	Most commonly used verbs
يقيم	Most commonly used verbs
يغيّر	Most commonly used verbs

Changes to assessment (including changes to specimen papers) continued

Word	Topic
ينضمّ	Most commonly used verbs
يطلب	Most commonly used verbs
مُر	Food and drink
يمارس تمارين رياضيّة	Health and Illness
الخطّ الحديدي / السكك الحديدية	Travel and transportation
أملس	Me, My Family and Friends
مُجعّد	Family and family relationships
يُربّي	Family and family relationships
مرآب	At home – rooms and furniture
شوّاية	At home – Home appliances
ملوّن	Colours
يساير/ تساير الموضة	Clothing and accessories
الذكاء الاصطناعي	The Digital World
كلمة السر / كلمة المرور	The Digital World
ماركة / علامة تجارية	The Digital World
محطّة بنزين / محطّة وقود	Built environment
التعليم عن بُعد	Education and Training
علم الأحياء	Education and Training

Changes to assessment (including changes to specimen papers) continued

- The following words have been removed from the vocabulary list from 2028:

Word	Topic
يصل إلى	Most commonly used verbs
سمين، بدين	Personal and social life
جراج	Personal and social life
قبيح	Personal and social life
يقوم بتمارين رياضيّة	Daily activities
بايولوجيا	Education and Training

- The full vocabulary list is available in the Syllabus overview section here **www.cambridgeinternational.org/0544**

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2022 are suitable for use with this syllabus. You should take account of the changes described above when using these textbooks.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

Quality management

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

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

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