



CAMBRIDGE
International Education

Syllabus

Cambridge International AS & A Level Arabic 9865

Use this syllabus for exams in 2029, 2030 and 2031.

Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at www.cambridgeinternational.org/9865 to see if this syllabus is available in your administrative zone.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2029, 2030 and 2031, go to page 34.



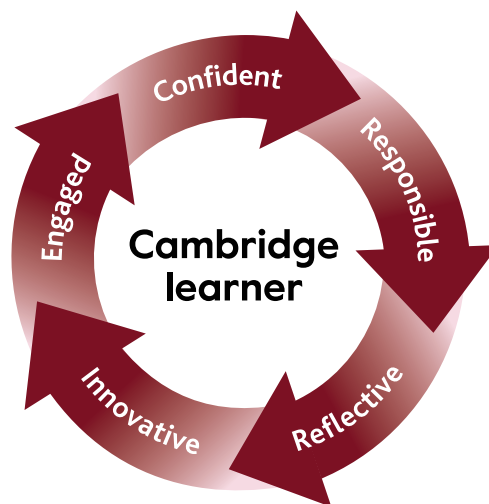
1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Levels give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



Cambridge International AS & A Level Arabic is designed to help candidates continue to develop a set of transferable skills for understanding and communicating in Modern Standard Arabic. It provides candidates with opportunities to use Modern Standard Arabic with ever increasing levels of sophistication in both everyday situations and contexts requiring the ability to understand topics that are more abstract. Learners build on the essential linguistic skills and cultural insights acquired in previous study in order to prepare for progression to further studies or employment.

Our approach in Cambridge International AS & A Level Arabic supports the development of learners who are:
confident, understanding, critically evaluating and responding to a wide range of complex texts, arguments and ideas

responsible, developing and consolidating the skills required for understanding and communicating effectively for different purposes and in a wide range of cultural contexts

reflective, developing self-awareness and learner independence through critically evaluating their own work, and building abilities to understand and express complex and abstract concepts in different cultural contexts

innovative, developing linguistic flexibility through dealing with a wide range of texts and building on the learning acquired to express ideas clearly and effectively

engaged, being inspired by their studies in the language, to explore in depth and discover the variety of language and ideas around them and enrich their knowledge and understanding of the cultures.

School feedback: ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

Feedback from: Principal, Rockledge High School, USA

Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level Arabic are:

- **Communication**
Understanding written language and being able to write in a way that others can understand is central to language learning. Learners consolidate methods of deciphering meaning to access language in a range of formal and informal contexts, including literature. They consolidate strategies for expressing themselves in a variety of contexts and styles.
- **Language use**
Understanding of how a language works improves communication in the language and is intellectually stimulating. Language learners explore and analyse how vocabulary can be used in a range of contexts including literature, and how a command of grammar can enhance communication of meaning.
- **Cultural awareness**
Language learning improves intercultural understanding. Learners gain an insight into the different cultures, customs and practices of everyday life in other countries through the study of authentic materials. In their study of literature, language learners deepen their awareness of how cultural differences shape the language and the way authors convey meaning.

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. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

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 International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

A choice of assessment routes

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level.

Cambridge International AS Level Arabic makes up the first half of the Cambridge International A Level course in Arabic and provides a foundation for the study of Arabic at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in Arabic or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level Arabic provides a foundation for the study of Arabic or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

Visit **www.cambridgeinternational.org/recognition-search** and university websites for the most up-to-date higher education entry requirements.

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

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 <https://schoolsupporthub.cambridge.org>, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and 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 School 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 practising 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 Modern Standard Arabic
- explore and engage with the culture and society of countries and communities where Modern Standard Arabic is used
- develop intellectual curiosity and gain enjoyment from exploring the language in greater depth
- develop intercultural awareness, encouraging a positive, open and empathetic approach to other languages and cultures, and the ability to appreciate and evaluate one's own culture
- continue developing the skills, language and attitudes required for higher education, work and leisure
- develop an awareness of their own personal learning style and the opportunities for learning independently
- further develop transferable skills (e.g. communication and organisational skills, autonomy, resourcefulness, cognitive and cultural flexibility) to complement other areas of the curriculum, prepare for higher level studies and gain valuable life skills.



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 into six topic areas across AS & A Level. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to progress from the knowledge and skills developed at IGCSE. The topic areas listed below are described in more detail in section 3.

AS Level topics are:	A Level topics are:
Health and wellbeing	Community and society
Education and future plans	Our responsibility for the planet
Community and society	Culture
Our responsibility for the planet	Science and technology

A course based on this syllabus should provide students with meaningful opportunities to enhance their language skills. Through engagement with a variety of texts and application of a wide range of vocabulary and structures, students will develop the confidence to communicate effectively with other users of Modern Standard Arabic.

Students will be expected to read authentic texts on familiar topics, regularly encountered in work, school, leisure and some more abstract topics. Students will be required to demonstrate an understanding of ideas, information, opinions and attitudes, as well as distinguish between fact and opinion. Students will develop skills in selecting and extracting relevant details and deducing the meaning of unknown words from context.

Students should have opportunities to develop their written skills and demonstrate their knowledge of a range of structures and vocabulary accurately to communicate effectively.

At both AS and A Level they should write about topics which are both familiar and more abstract, explain viewpoints on topical issues and give reasons and explanations for opinions.

The A Level course includes a range of inspiring literature which has been carefully selected to offer a breadth and depth of literary study and to encourage lively and stimulating classroom discussion.

Throughout the study of literature, learners will be encouraged to develop skills in analysis and interpretation of texts and to give a personal response. Learners will explore the conventions of genres of texts and the contexts in which works have been written, read and received.

It is expected that as a part of any language course, candidates will be given ample opportunity to develop and practise their communication in speech as well as written work.

School feedback: ‘Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

Feedback from: US Higher Education Advisory Council

Assessment overview

Candidates for AS Level Arabic take two exam papers, Paper 1 and Paper 2.

Candidates for A Level Arabic take three exam papers, Paper 1, Paper 2 and Paper 3.

This syllabus tests Modern Standard Arabic.

All AS Level candidates take:

Paper 1

Reading 1 hour 30 minutes
40 marks

Candidates read five texts and answer multiple-choice, matching and comprehension questions requiring an answer in Arabic.

Externally assessed

50% of the AS Level

25% of the A Level

Paper 2

Writing 2 hours
40 marks

Candidates complete two writing tasks: one discursive essay and one descriptive or narrative writing task.

Externally assessed

50% of the AS Level

25% of the A Level

A Level candidates also take:

Paper 3

Writing and Literature 2 hours 30 minutes
60 marks

Candidates answer three questions, one from each section.

Section A: argumentative essays

Section B: passage-based essays on poetry texts.

Section C: essays on prose and drama texts.

Externally assessed

50% of the A Level

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

There are three routes for Cambridge International AS & A Level Arabic:

Route	Paper 1	Paper 2	Paper 3
1 AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no
2 A Level (staged over two years) Year 1 AS Level*	yes	yes	no
Year 2 Complete the A Level			yes
3 A Level (Candidates take all components in the same exam series)	yes	yes	yes

* Candidates carry forward their AS Level marks subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information about carrying forward marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A*–E.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading and understanding

Candidates will be assessed on their ability to:

- R1: understand detailed information from a range of texts when expressed in standard or idiomatic language
- R2: identify information, opinions and attitudes which are stated or implied in texts
- R3: understand ideas, arguments and conclusions in context
- R4: demonstrate a good understanding of a wide range of vocabulary and language structures used in texts on general topics
- R5: demonstrate understanding of literary texts in a variety of genres, with an appreciation of relevant contexts and cultures
- R6: demonstrate understanding of the ways in which writers create meaning and effects to engage the reader
- R7: present a response with relevant support from the literary text.

AO2 Writing and evaluation

Candidates will be assessed on their ability to:

- W1: communicate information, opinions and arguments clearly and effectively, with support/justification
- W2: communicate creative ideas clearly and effectively, using appropriate supporting imagery, detail and writing conventions appropriate to the task
- W3: analyse literary texts and communicate personal opinions and interpretations
- W4: present a relevant, structured and supported response
- W5: organise ideas into coherent text by using a range of cohesive devices and paragraphing where appropriate
- W6: use text conventions and register appropriate to the given purpose and audience
- W7: use a wide range of vocabulary and grammar
- W8: use vocabulary and grammar 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 AS Level %	Weighting in A Level %
AO1 Reading and understanding	50	42
AO2 Writing and evaluation	50	58
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Paper 3
AO1 Reading and understanding	100	0	33
AO2 Writing and evaluation	0	100	66
Total	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 and examples, texts, topics and subject contexts 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.

This section outlines both the skills and topics required in exam papers at AS Level and A Level.

List of grammar and structures

A list of grammar and structures is provided as a separate document on our website. This list is not exhaustive. Examples are given to indicate what could be covered in a course for this syllabus.

Skills

The skills covered in the syllabus are outlined below. Schools are encouraged to develop the skills required for the assessment through a variety of teaching methods, which may include research, collaboration and discussion as well as reading and writing practice. Learners are encouraged to read a rich variety of subjects and text types during the course, and to use knowledge gained from these activities to inform and improve their own writing and communication. Students should develop a wide range of appropriate vocabulary in Modern Standard Arabic, which should be accessed using the topic areas outlined in this section.

AS Level Arabic Paper 1 – Reading

Candidates should develop the ability to:

- Understand factual information and abstract ideas in texts on general topics.
- Identify and select relevant information and details in longer texts in a variety of text types.
- Identify emotions and attitudes and stated or implied opinions.
- Understand ideas, arguments and conclusions in discursive texts and distinguish between fact and opinion.
- Understand a variety of texts using different registers of language.
- Deduce the meaning of unknown words from the context in texts on a range of topics.
- Demonstrate a good understanding of a wide range of vocabulary on general topics and a range of language structures, including some complex sentence forms.

Paper 2 – Writing

Candidates should develop the ability to:

- Communicate factual information, ideas, opinions and arguments on general topics.
- Write texts that develop an argument, explain advantages and disadvantages and justify a point of view.
- Develop an argument, expanding the main points with relevant supporting detail and examples.

- Develop detailed descriptions and narrations of real or imaginary events and experiences, in an assured, personal, natural style.
- Select and organise ideas into coherent paragraphs and longer texts, using a range of cohesive devices to create a fluent argument, description and narration.
- Use appropriate register and style, following conventions of the genre, for the purpose of the text.
- Use a wide range of vocabulary including idiom related to general topics, with a good level of accuracy.
- Use a wide range of grammatical structures, including some more complex structures, with a good level of accuracy.

A Level Arabic

Paper 3 – Writing and Literature

In addition to the AS Level Writing skills candidates should develop the ability to:

- Communicate factual information, ideas, opinions and arguments on complex topics.
- Develop an argument, emphasising important issues, evaluating, expanding and supporting viewpoints with reasons and relevant examples.

They will also develop the ability to:

- Read a range of literary texts with a large degree of independence and with appreciation of implicit meanings and ideas.
- Show understanding of the choice of language and describe elements of the text which evoke a response from the reader.
- Critically evaluate themes, characters, ideas and details from the texts, recognising the conventions of the genre.
- Give a clear personal response to the text, providing interpretation of the themes/characters and explaining their reaction to the text.
- Select and organise ideas into coherent paragraphs and longer texts.

Topics

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. They also provide contexts for candidates to engage with and produce both oral and written texts. Through the study of these broad themes, candidates gain insight into the cultures of the countries and communities around the world where Modern Standard Arabic is used.

The sub-topics listed are provided along with examples of what teachers may choose to focus on.

The examples are not intended to be prescriptive or exhaustive and are for illustrative purposes only.

AS Level topics

Topic areas	Sub-topics and examples
1 Health and wellbeing	Health and fitness For example: - the role of sport in society, fair play, individual versus team sports, national sports events - physical health, the importance of exercise, diet - mental health and happiness, sleep, mental health awareness, self-esteem - healthcare provision Nutrition For example: - different types of diet/eating habits - environmental impact of food production, organic foods, food waste and shortage - ethics of food production, fair trade, food labelling, government intervention Managing wellbeing For example: - work/life balance - importance of leisure activities - relaxation

Topic areas	Sub-topics and examples
2 Education and future plans	Life at school For example: - different education systems - student issues: discipline, workload, time management, organisation of the school day/year - school as preparation for future life
	Further/higher education For example: - access and barriers to further/higher education - costs versus benefits of further/higher education - alternatives to further/higher education: vocational education, apprenticeships, gap years
	Career/work choices For example: - different career options - the world of work, different workplaces and working practices, employment and unemployment - money versus job satisfaction, volunteering, working for charities
3 Community and society	Equality and diversity For example: - inclusivity, diversity, gender equality, social mobility - prejudices within society: ageism, racism, classism - immigration, refugees, integration
	Lifestyle For example: - friends, family and relationships, generation gap, changing patterns of family life - quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation - lifestyle choices: relationships, diet, fashion, self-expression, values, goals
	Society For example: - social organisation, law and order, local and national governance, communities - national and global citizenship - rights and responsibilities of individuals, governments

Topic areas	Sub-topics and examples
4 Our responsibility for the planet	The environment For example: • global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy • preserving biodiversity/ecosystems, treatment of animals • impact of growing population
	Sustainable living For example: • use of natural resources and recycling, waste disposal, consumerism/over-consumption • sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape • reducing environmental impact, individual choices in housing, food, travel
	Protecting our world For example: • travel and tourism: sustainable tourism, benefits of travel • global cooperation versus national agendas • the role of individuals versus the role of industry/governments, environmental movements

This syllabus is designed to help candidates develop language proficiency from AS Level to A Level. At A Level there are two topics carried over from the AS Level; Topic 3: Community and society, and Topic 4: Our responsibility for the planet. It is anticipated that teachers will use materials which are appropriate to the group they are teaching, because the assessment material based on these topics will be more sophisticated in Paper 3 than in Papers 1 and 2. There are two new topics, Topic 5: Culture and Topic 6: Science and technology.

These topics are used in Section A of Paper 3 only.

A Level topics

Topic areas	Sub-topics and examples
3 Community and society	Equality and diversity For example: - inclusivity, diversity, gender equality, social mobility - prejudices within society: ageism, racism, classism - immigration, refugees, integration
	Lifestyle For example: - friends, family and relationships, generation gap, changing patterns of family life - quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation - lifestyle choices: relationships, diet, fashion, self-expression, values, goals
	Society For example: - social organisation, law and order, local and national governance, communities - national and global citizenship - rights and responsibilities of individuals, governments
4 Our responsibility for the planet	The environment For example: - global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy - preserving biodiversity/ecosystems, treatment of animals - impact of growing population
	Sustainable living For example: - use of natural resources and recycling, waste disposal, consumerism/over-consumption - sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape - reducing environmental impact, individual choices in housing, food, travel

continued

Topic areas	Sub-topics and examples
4 Our responsibility for the planet continued	Protecting our world For example: - travel and tourism: sustainable tourism, benefits of travel - global cooperation versus national agendas - the role of individuals versus the role of industry/governments, environmental movements
5 Culture	Entertainment For example: - types of popular entertainment: cinema, TV/streaming, gaming, internet - the role of entertainment in our lives - celebrity culture: role models, idols, responsibilities Identity and culture For example: - expressing identity through style and appearance, language, association with particular groups, fashion - preserving/respecting cultural heritage, sites/monuments, festivals, traditions The arts For example: - theatre, music, visual arts, dance, literature, film - access to the arts, funding (commercial/governmental), awards/prizes, representation/diversity
6 Science and technology	Scientific and technological innovation For example: - medical advances, ethics of research - smart technology, privacy and security - artificial intelligence Social media For example: - digital media, benefits and dangers - communication technology - online communities Technology For example: - access to technology - technology in education - technology in the workplace

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

AS Level candidates take two compulsory components. All questions requiring written responses are to be answered in Modern Standard Arabic.

A Level candidates take one additional compulsory component.

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

AS Arabic

Paper 1 – Reading

Written paper, 1 hour 30 minutes, 40 marks

Externally assessed.

This paper consists of short answer, multiple-choice and matching questions. Candidates answer **all** questions. Candidates answer on the question paper.

Description of questions	
Questions 1–6	
Assessment objectives	R1, R2, R3
Task	Candidates read a text and answer six multiple-choice questions with four options.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews.
Total marks	6 marks
Questions 7–18	
Assessment objectives	R1, R4
Task	Candidates read a text with 12 gaps and choose the correct option to complete each gap. There are four options for each gap.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews.
Total marks	12 marks
Question 19	
Assessment objectives	R1, R2, R3
Task	Candidates read a text and answer comprehension questions in Arabic.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews.
Total marks	10 marks

continued

Description of questions continued

Questions 20–25

Assessment objectives	R1, R2, R3
Task	Candidates read a text with six missing sentences; they choose the correct sentence from a choice of eight options to fill each gap.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews.
Total marks	6 marks

Questions 26–31

Assessment objectives	R1, R2, R3
Task	Candidates read a text and answer six multiple-choice questions with four options.
Text types	e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews.
Total marks	6 marks

Paper 2 – Writing

Written paper, 2 hours, 40 marks

Externally assessed.

This paper consists of two writing tasks. Candidates answer Question 1 in Section A and **either** Question 2 **or** Question 3 in Section B.

The question in Section A will be set on the AS Level topics.

Candidates will be awarded marks in three categories for each response:

- Content (10 marks)
- Linguistic range and organisation (5 marks)
- Language accuracy (5 marks).

Description of questions

Section A: Question 1

Assessment objectives

W1, W5, W6, W7, W8

Task

A discursive essay (300–400 words).

Question 1 – Discursive:

A discursive piece of writing presents a balanced examination of a subject. The response should present both sides of the discussion.
20 marks

Total marks

Section B: Question 2 or Question 3

Assessment objectives

W2, W5, W6, W7, W8

Task

Either a descriptive or a narrative essay (300–400 words).

Candidates write one from a choice of two creative tasks.

Question 2 – Descriptive:

A descriptive piece of writing describes a person, place or situation, creating an image with words so that the reader can picture it in their mind.

Question 3 – Narrative:

A narrative piece of writing tells a story containing a sequence of connected events which may be real or imaginary.

Total marks

20 marks

A Level Arabic

Paper 3 – Writing and Literature

Written paper, 2 hours 30 minutes, 60 marks

Externally assessed.

Candidates answer three questions, **one** from Section A, **one** from Section B and **one** from Section C.

The questions in Section A will be based on the four A Level topics, Topics 3, 4, 5 and 6. Candidates should be prepared to answer questions on any of these topics.

Questions in Section B and Section C will be based on the set texts for the year of examination.

Candidates are **not** allowed to take set texts into the examination room.

Description of questions

Section A: Question 1 or Question 2

Assessment objectives

W1, W5, W6, W7, W8

Task

An argumentative essay (350–450 words).

Candidates write one from a choice of two argumentative tasks.

The topic of the essays will be from Topics 3, 4, 5 or 6.

Argumentative:

An argumentative piece of writing attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view.

Candidates will be awarded marks in three categories for each response:

- Content (10 marks)
- Linguistic range and organisation (5 marks)
- Language accuracy (5 marks)

Total marks

20 marks

continued

Description of questions continued**Section B: Questions 3–5**

Assessment objectives	R5, R6, R7, W3, W4
Task	Candidates answer one question on one set text from Section B. For each text in this section there will be a passage taken from a poem followed by a single question. Candidates are asked to comment on particular aspects of the passage and/or to indicate how the passage reflects the poem or set of poems as a whole. The recommended response length is approximately 350–450 words. Candidates will be awarded marks for: • Knowledge and understanding (10 marks) • Analysis and structure (10 marks)
Total marks	20 marks

Section C: Questions 6–11

Assessment objectives	R5, R6, R7, W3, W4
Task	Candidates answer one question on one set text from Section C. For each text there is a choice of two questions focusing on issues central to the text. Candidates are expected to display detailed knowledge of the text and to show awareness of how the author conveys the message of the work. The recommended response length is approximately 350–450 words. Candidates will be awarded marks for: • Knowledge and understanding (10 marks) • Analysis and structure (10 marks)
Total marks	20 marks

Set texts

Set texts regularly rotate on the syllabus and may change from one year of examination to the next. Before you begin teaching, check the set text list for the year in which candidates will take the exam.

Set texts may **not** be taken into the examination room.

Set texts for examination in 2029

Section B texts

شوقي ضيف	تاريخ الأدب العربي 2: العصر الإسلامي من صفحة 347 إلى صفحة 404 دار المعارف بمصر
عبد القادر القط	في الأدب العربي الحديث من صفحة 31 إلى صفحة 82 دار غريب للطباعة والنشر
ظبية خميس	الذات الأنثوية من خلال شاعرات حداثيات في الخليج العربي من صفحة 92 إلى صفحة 120 دار المدى

Section C texts

توفيق الحكيم	الأيدي الناعمة نشرته دار مصر للطباعة، القاهرة، مصر الطبعة 1، 1958
ألفه الإدلبي	قصص شامية دار طلاس للدراسات والترجمة والنشر

The following stories to be studied:

الستائر الزرق
قصة مهدي أفندي
أبو شيخو
ثوب سلمان
يوسف عيد
الآغا أبو الدب
أمجرم هو

This section makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

غادة السّمان	يا دمشق وداعاً – فسيّساء التمرد
	منشورات غادة السّمان

Set texts for examination in 2030

Section B texts

شوقي ضيف	تاريخ الأدب العربي 2: العصر الإسلامي من صفحة 347 إلى صفحة 404 دار المعارف بمصر
عبد القادر القط	في الأدب العربي الحديث من صفحة 31 إلى صفحة 82 دار غريب للطباعة والنشر
ظبية خميس	الذات الأنثوية من خلال شاعرات حداثيات في الخليج العربي من صفحة 101 إلى صفحة 138 دار المدى

Section C texts

توفيق الحكيم	الأيدي الناعمة نشرته دار مصر للطباعة، القاهرة، مصر الطبعة 1، 1958
ألفة الإدلبي	قصص شامية دار طلاس للدراسات والترجمة والنشر

The following stories to be studied:

القرار الأخير
انتقام
الكاسات المعدودات
نار ودخان
الحظ العاثر
كلام رجال
الدرس القاسي

This section makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

غادة السَّمان	يا دمشق وداعًا – فسيفساء التمر منشورات غادة السَّمان
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Set texts for examination in 2031

Section B texts

شوقي ضيف	تاريخ الأدب العربي 2: العصر الإسلامي من صفحة 347 إلى صفحة 404 دار المعارف بمصر
عبد القادر القط	في الأدب العربي الحديث من صفحة 31 إلى صفحة 82 دار غريب للطباعة والنشر
ظبية خميس	الذات الأنثوية من خلال شاعرات حداثيات في الخليج العربي من صفحة 101 إلى صفحة 138 دار المدى

Section C texts

توفيق الحكيم	مصير صرصار دار مصر للطباعة
ألفه الإدلبي	قصص شامية دار طلاس للدراسات والترجمة والنشر

The following stories to be studied:

القرار الأخير
انتقام
الكاسات المعدودات
نار ودخان
الحظ العاثر
كلام رجال
الدرس القاسي

This section makes up one set text and should be studied as a whole. In the examination, candidates must answer no more than **one** question on this selection.

غادة السَّمان	يا دمشق وداعًا – فسيفاء التمرد منشورات غادة السَّمان
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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 completed a course in Arabic equivalent to Cambridge IGCSE™.

Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. 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. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/9865

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

You can enter candidates in the June and November 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. The only exceptions are:

- syllabuses with the same title at the same level.

Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. 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 AICE Diploma at www.cambridgeinternational.org/aice

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 Cambridge International AS Level and Cambridge International A Level 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 can carry forward their Cambridge International AS Level marks from one series to complete their Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide**

For information, refer to 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.

Language

This syllabus is available in English only and key pages are available in Modern Standard Arabic. 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 linguistic, cultural and socio-economic 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 apply accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. This includes reviewing the accessibility of language, layout, contexts and visual content. 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. Our access arrangement regulations can be found 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.

Please note that we cannot provide braille papers for this syllabus. We can only provide braille papers for languages which use the Roman alphabet.

After the exam

Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International A Level. A* is the highest and E is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or e). '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.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

Candidates must sit Paper 3 to be eligible for an A Level grade. We cannot issue a result for Cambridge International A Levels if a candidate has not completed any A Level components (A2 Level components) in the exam series. In a situation where a candidate is absent from a timetabled component refer to the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

On the statement of results, Cambridge International AS & A Levels are shown as General Certificates of Education Advanced Subsidiary Level and Advanced Level, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

On the certificates, Cambridge International AS & A Levels are shown as General Certificate of Education.

School feedback: 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

Feedback from: Director of Studies, Auckland Grammar School, New Zealand

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level 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 a particular course or career and/or which students are more likely to be successful.
The outcomes help students choose the most suitable course or career

Cambridge International AS Level

Assessment at Cambridge International AS Level 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 a particular course or career and/or which students are more likely to be successful.
The outcomes help students choose the most suitable course or career
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

Changes to this syllabus for 2029, 2030 and 2031

The syllabus is new for first examination in 2029.

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

Changes to syllabus code	- The new code for this syllabus is 9865. This syllabus replaces Cambridge International AS Level Arabic Language (8680) and A Level Arabic (9680). - The last examination series for Cambridge International AS Level Arabic Language (8680) and A Level Arabic (9680) is November 2028.
Changes to syllabus content	- The list of topic areas has been revised. There are separate lists of topics for AS Level and for A Level. - We have provided some examples of what could be included in these topics, but they are not intended to be prescriptive or exhaustive. - The sub-skills to be taught are identified and listed under the relevant paper in the subject content section. - A list of grammar and structures will be provided as a separate document. The list 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.
Changes to assessment (including changes to specimen papers)	- The assessment objectives (AOs) have been revised. - The structure of the assessment is different from 8680/9680. - Paper 1 – Reading has been updated. The test will consist of five exercises including short answer, multiple-choice, matching and gap fill exercises. Candidates will respond on the question paper. - Paper 2 – Writing has been updated. Candidates respond to two writing tasks, one discursive task and one creative task. - Paper 3 – Writing and Literature has been updated. Candidates respond to one argumentative essay and two literature set texts, one from Section B and one from Section C. There will be a choice of six set texts. - The mark schemes for Paper 2 – Writing and Paper 3 – Writing and Literature have been revised.
Carry forward arrangements	The qualification can now be taken as either a linear qualification (all components taken in a single exam series), or as a staged qualification (marks from the AS Level papers contributing to the A Level grade).

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 questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

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 International AS & A Level.



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 3 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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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