



CAMBRIDGE
International Education

Syllabus

Cambridge IGCSE™ (9–1) Arabic 7180

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/7180 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

The latest syllabus is version 1, published September 2026. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.

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 6000 schools in 150 countries, it is tried, tested and trusted.

Cambridge IGCSE offers a flexible curriculum, with a choice of over 70 subjects.

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 (9–1) Arabic encourages learners to improve their use of Arabic in a range of contexts. Learners develop the ability to communicate effectively in writing, using a range of vocabulary and grammar, and to understand and respond to a variety of texts. These practical communication skills will equip them for higher education studies in Arabic-speaking environments.

Our approach in Cambridge IGCSE Arabic encourages learners to be:

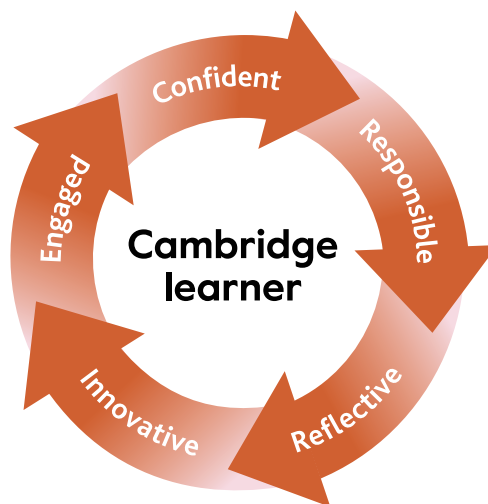
confident, understanding language and communicating effectively, fostering resilience and adaptability in their language learning journey.

responsible, actively participating in their learning process and demonstrating how to use language for different purposes.

reflective, engaging in critical evaluation of their language skills and identifying areas for improvement.

innovative, applying their knowledge and understanding to explore creative ways to communicate and express themselves through language.

engaged, demonstrating curiosity in, and taking inspiration from, diverse perspectives and experiences.



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

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

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 <http://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.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate a variety of language
- enable students to acquire a wide range of vocabulary and apply it alongside accurate grammar and spelling
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others



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

Cambridge IGCSE (9-1) Arabic offers learners the opportunity to develop practical communication skills in reading and writing.

Learners are encouraged to read a wide variety of texts and to engage with a diverse range of social and cultural topics throughout the course and use the knowledge gained to inform their own writing. They will be able to communicate facts and express their own viewpoints in writing and write effectively for different purposes and audiences. This will enable learners to become appreciative and independent users of Arabic.

Assessment overview

All candidates take two components. Candidates will be eligible for grades 9 to 1.

All candidates take:		and:	
Paper 1	1 hour 30 minutes	Paper 2	1 hours 30 minutes
Writing	50%	Reading	50%
50 marks		50 marks	
Candidates answer two questions.		Candidates answer all questions.	
In Section A candidates answer one question from a choice of two questions.		Written exam consisting of exercises that test a range of reading comprehension, grammar and writing skills.	
In Section B candidates answer one question from a choice of three questions.		The task types are multiple-choice questions, short-answer questions and a summary.	
Externally assessed		Externally assessed	

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Writing

Candidates should be able to:

- W1 Present facts, and express ideas and opinions in order to interest, inform or convince
- W2 Communicate experience and express what is felt and what is imagined
- W3 Use appropriate register and style for the given audience
- W4 Organise ideas into coherent paragraphs using a range of appropriate linking devices
- W5 Manipulate the target language accurately to use appropriate examples of grammatical structures and vocabulary in context

AO2 Reading

Candidates should be able to:

- R1 Understand ideas, opinions and attitudes
- R2 Recognise explicit meaning, attitudes and ideas
- R3 Recognise implicit meaning, attitudes and ideas
- R4 Identify information and select what is relevant to specific purpose.

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 Writing	55
AO2 Reading	45
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Writing	100	10
AO2 Reading	0	90
Total	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 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.

The skills covered in the syllabus are outlined below:

Writing

Candidates should be able to:

- Organise and convey facts, ideas and opinions clearly and effectively in a particular form.
- Express what is thought, felt and imagined in order to interest, inform or convince the reader.
- Demonstrate an understanding of audience, purpose and form.
- Use a range of grammatical sentence structures and use paragraphing appropriately.
- Demonstrate a varied vocabulary appropriate to the context.
- Demonstrate accuracy in spelling, punctuation and grammar.

Reading

Candidates should be able to:

- Demonstrate understanding of ideas, opinions and attitudes in written texts.
- Demonstrate understanding of how writers achieve effects and influence readers.
- Understand what is implied but not directly stated within a text, such as gist or inference.
- Identify and select specific information within a text.
- Summarise key points or information within a text and organise it in a logical manner.
- Recognise and demonstrate understanding of linguistic devices and figurative language.

4 Details of the assessment

Candidates take Paper 1 and Paper 2.

Paper 1 – Writing

Written paper, 1 hour 30 minutes, 50 marks, externally assessed.

Paper 1 assesses the Writing AOs.

The paper contains two sections and candidates answer **two** questions in total.

Candidates answer **one** question from a choice of two in Section A. Candidates can choose between a letter or a speech or report and are expected to write an extended answer of continuous prose.

Candidates answer **one** question from a choice of three in Section B. Candidate can choose between a descriptive, a narrative or a discursive question and they will be required to write an extended answer of continuous prose.

Descriptive:

A descriptive piece of writing describes a person, place or situation, painting a picture with words so that the reader can picture it in his/her mind.

Narrative:

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

Discursive:

A discursive piece of writing presents a balanced and objective examination of a subject. It does not, however, have to be expressly neutral. The response should present both sides of the discussion.

Paper 2 – Reading and Grammar

Written paper, 1 hour 30 minutes, 50 marks, externally assessed.

Paper 2 assesses the Writing and the Reading AOs.

The paper contains three sections and candidates should answer **all** questions.

In Section A, candidates read a short non-fiction text with gaps to be filled from multiple-choice options. The exercise tests understanding of grammatical usage in context.

In Section B, candidates read a short non-fiction text and answer a series of short-answer questions testing their understanding of the text. Candidates are then required to write a paragraph length summary (of around 100 words) about an aspect or aspects of the text.

In Section C, candidates read a short fiction text and answer questions that test their understanding of grammar or rhetoric and that require answers of a single word or phrase. Candidates are also required to transform four sentences, using the given prompts.

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. This syllabus is **not** available in all administrative zones. To find out if this syllabus is available to your administrative zone check the syllabus page at www.cambridgeinternational.org/7180

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:

- Cambridge IGCSE Arabic – First Language (0508)
- Cambridge IGCSE (9–1) Arabic – First Language (7184)
- Cambridge IGCSE Arabic as a Second Language (0544)
- Cambridge O Level Arabic (3180)
- syllabuses with the same title at the same level.

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

Making entries

Exams officers are responsible for submitting entries. 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

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**

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 and the related assessment materials are available in English and Arabic. The assessment materials are in 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 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances, your candidates may see one of the following letters on their statement of results:

- Q (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 2029, 2030 and 2031

The syllabus has been updated. This is version 1, published September 2026,.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2025 are still suitable for use with this syllabus.



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 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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