

IGCSE

Arabic (First Language)

Specification

Edexcel IGCSE in Arabic (First Language) (4AR0)

First examination 2011

Issue 2



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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Arabic (First Language) is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel IGCSE in Arabic (First Language) qualification enables students to:

- develop their ability to read, understand and respond to material from a variety of sources
- develop their ability to communicate accurately in writing, matching style to audience and purpose
- develop their understanding of the structure and variety of language
- further their personal development, and an understanding of themselves and the world around them
- appreciate the richness, beauty and diversity of the Arabic language.

About this specification

Key features and benefits of the specification

Key features and benefits are:

- assessment through two compulsory written papers
- the choice of writing tasks in Paper 2 allows students to demonstrate a range of writing styles
- that the qualification encourages reading of both contemporary and classical Arabic, fiction and non-fiction
- language awareness and usage assessed through grammatical exercises.

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Specification at a glance

This Edexcel IGCSE in Arabic (First Language) qualification comprises two externally assessed papers.

- Paper 1, written examination
- Paper 2, written examination.

Paper 1	Paper code: 4AR0/01
<ul style="list-style-type: none">• Externally assessed• Availability: January and June series• First assessment: June 2011	70% of the total IGCSE marks
Overview of assessment <ul style="list-style-type: none">• The paper is assessed through an examination set and marked by Edexcel. The examination lasts two hours and 15 minutes which includes 10 minutes, recommended reading time.• The examination paper has three sections, A, B and C.• Section 1 (Reading): short-answer comprehension questions based on a reading passage.• Section 2 (Writing): students are presented with a short text and required to summarise it. Students are required to produce a piece of directed writing.• Section 3 (Grammatical usage): grammatical usage tested in a series of exercises.• The total number of marks for the paper is 70.	

Paper 2	Paper code: 4AR0/02
<ul style="list-style-type: none">• Externally assessed• Availability: January and June series• First assessment: June 2011	30% of the total IGCSE marks
Overview of assessment <ul style="list-style-type: none">• The paper is assessed through an examination lasting one hour and 30 minutes, set and marked by Edexcel.• Students produce two pieces of continuous writing.• The total number of marks for the paper is 60.	

Assessment

Paper 1

2 hours 15 minutes, which includes 10 minutes' recommended reading time.

70 marks.

This paper has **three** sections.

Section 1 (30 marks)

This section will assess students' reading comprehension through a series of short-answer comprehension questions based on a reading passage. No marks will be awarded for the quality of the writing.

This section will carry a maximum mark of **30**. Students are advised to spend about 45 minutes on this section.

Section 2 (20 marks)

Section 2 will be divided into **two** parts.

In **Part One**, students will be presented with a short text which they will be required to summarise. There will be 10 marks available for this summary.

In **Part Two**, students will be required to produce a piece of directed writing based on the theme of the text from Part One. The task will require students to write in a given form for a specified purpose and audience. The form might include a letter, a speech, a report or an article. 10 marks will be available for this writing task. The question will be marked according to the assessment grid on pages 4 – 5.

Students are advised to spend approximately 50 minutes on Section 2 (Parts One and Two combined).

Section 3 (20 marks)

This section will test students' grammatical usage in a series of exercises. The maximum mark available for this section is 20. Students are advised to spend about 30 minutes on this section.

Paper 2

1 hour 30 minutes.

60 marks.

Paper 2 will require students to produce **two** pieces of continuous writing. Students will choose **two** titles from a choice of six. Students are advised to write about 300 words on each of their chosen topics. There is no penalty for exceeding or falling below this guideline.

The six titles may include a range of writing styles and purposes, such as discursive, narrative, persuasive, descriptive, explanatory and informative.

A form of writing can be specified, such as a letter, a report, a journalistic article or a speech.

A readership for the piece of writing may be specified, such as the student's classmates, a teacher or local people.

Each piece of writing will be marked out of 30 according to the marking grid on pages 6-7 of this specification. The total mark out of 60 for the two pieces of writing will be scaled to 30% of the overall assessment.

Students will be assessed on **three** areas:

- communication and content (18 marks out of 30)
- knowledge and application of language (6 marks out of 30)
- accuracy (6 marks out of 30).

The overall time of 1 hour 30 minutes for Paper 2 includes reading and thinking time. Students are advised to spend about 45 minutes on each of their two pieces of writing.

Grammatical usage

Students will be expected to have full knowledge and understanding of the following grammatical usage which will be tested in Paper 1, Section 3.

Students should have an understanding of the two types of sentence:

- verbal (beginning with a verb)
- nominal (beginning with the subject).

Students should be able to identify, describe and write accurately morphemes or distinctive features of words, with regard to their context and grammatical functions.

More detail about grammatical usage is in the *Grammatical Usage* document available to download from the Edexcel website (www.edexcel.com).

Assessment grids: Paper 1, Section 2, Part Two

In this specification, questions which assess student's writing skills will use generic assessment grids, which will not change from one examination session to another. These assessment grids are given on the following pages.

Maximum total mark for this question is 10. The mark breaks down as follows:

- communication and content – maximum 6 marks available
- knowledge and application of language – maximum 2 marks available
- accuracy of language – maximum 2 marks available.

Total: 10 marks maximum.

Communication and content

Mark range	Descriptor
0 – 1	Little or no relevant communication.
2	Little relevant information with much ambiguity and many omissions. Often incoherent.
3	Main points of the task completed but there may be some irrelevance, omissions or repetition. Minimal level of response with little description or opinions. Not easy to read.
4	Majority of task completed and relevant. There may be some irrelevance caused by a misunderstanding of the task. There is some evidence that the student can go beyond a minimal response due to some expansion of ideas and opinions as appropriate to the task. Some attempts to link the piece together as a whole. Sometimes ambiguous.
5	Responds fully to all, or nearly all, of the task. Task clearly understood. Evidence of both opinion and description as appropriate to the task. The piece is clear and has some coherence. May be rather pedestrian or, alternatively, somewhat over-ambitious.
6	Task clearly understood and responds fully to the task. Ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. Piece is clearly linked together, coherent and relevant. Pleasant to read.

Knowledge and application of language

Mark range	Descriptor
0	No language worthy of credit.
1	Limited vocabulary and structures which are just adequate to the task. Language is basic and sometimes inappropriate to task. Sentences are usually short, although syntactically more or less correct. Occasional use of standard idiom. Some errors in correct formation and use of verbs. Pre-learned, set phrases predominate. Use of adjectival or adverbial phrases is not always successful. Communication may sometimes be impeded.
2	Vocabulary, structures and idiom adequate to the task in description expressing and justifying opinions. Complex structures used successfully and language manipulated to suit purpose.

Accuracy of language

Mark range	Descriptor
0	Little or no language worthy of credit.
1	Many errors but main points communicated. Some correct constructions allowing successful communication.
2	High level of accuracy, though not faultless. Orthography generally well mastered. At least some use of complex language.

Assessment criteria: Paper 2

Maximum total mark for each question is 30. These marks break down as follows:

- communication and content – maximum 18 marks available
- knowledge and application of language – maximum 6 marks available
- accuracy of language – maximum 6 marks available

Total: 30 marks maximum per question.

Communication and content

Mark range	Descriptor
0 – 1	Little or no relevant communication.
2 – 4	Little relevant information with much ambiguity and many omissions. Often incoherent.
5 – 7	Main points of the task completed but there may be some irrelevance, omissions or repetition. Minimal level of response with little description or opinions. Not easy to read.
8 – 10	Majority of task completed and relevant. There may be some irrelevance caused by a misunderstanding of the task. There is some evidence that the student can go beyond a minimal response due to some expansion of ideas and opinions as appropriate to the task. Some attempts to link the piece together as a whole. Sometimes ambiguous.
11 – 14	Responds fully to all, or nearly all, of the task. Task clearly understood. Evidence of both opinion and description as appropriate to the task. The piece is clear and has some coherence. May be rather pedestrian or, alternatively, somewhat over-ambitious.
15 – 18	Task clearly understood and responds fully to the task. Ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. Piece is clearly linked together, coherent and relevant. Pleasant to read.

Knowledge and application of language

Mark range	Descriptor
0 – 1	Little or no language worthy of credit.
2	Very limited language which restricts and impedes communication. Language is basic and inappropriate.
3	Limited vocabulary and structures which are just adequate to task. Language is basic and sometimes inappropriate to task. Sentences are usually short, although syntactically more or less correct. Occasional use of standard idiom. Some errors in correct formation and use of verbs. Pre-learned, set phrases predominate. Use of adjectival or adverbial phrases is not always successful.
4	Vocabulary and structures are adequate to task. Language is appropriate for purpose. Style is basic and correct when using short simple sentences and communication is not impeded by this. Some difficulty with longer sentences where syntax is not always correct. Idioms are used with partial success.
5	Evidence of a range of vocabulary and structures appropriate to narrative and description, for example expressing opinions, justifying ideas and points of view. Some use of complex structures. Shows ability to manipulate language to suit purpose, although this may not always be successful.
6	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description, for example expressing and justifying opinions, ideas and points of view to avoid repetition. Confident use of more complex structures. Clear ability to manipulate language to suit purpose.

Accuracy of language

Mark range	Descriptor
0 – 1	Little or no language worthy of credit.
2	Errors occur so regularly as to impede communication. Isolated examples of correct language.
3	Many errors but main points communicated. Some correct constructions.
4	Fairly accurate. More than half of what is written is free from errors.
5	Generally accurate with most structures being correct.
6	High level of accuracy, though not necessarily faultless. Orthography generally well mastered. Use of complex language.

Assessment

Assessment summary

Paper 1 is externally assessed through an examination paper lasting 2 hours and 15 minutes.

Paper 2 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

Summary of table of assessment

Paper 1	Paper code: 4AR0/01
<ul style="list-style-type: none">Externally assessedAvailability: January and June seriesFirst assessment: June 2011	
Paper 2	Paper code: 4AR0/02
<ul style="list-style-type: none">Externally assessedAvailability: January and June seriesFirst assessment: June 2011	

Assessment Objectives and weightings

	% in IGCSE
AO1: Reading (i) read a range of texts with understanding of explicit and implicit meanings and attitudes (ii) follow an argument, distinguishing between fact and opinion (iii) extract, summarise and present appropriately relevant information from a text.	40%
AO2: Writing (i) communicate in writing clearly and imaginatively, using and adapting forms for different readers and purposes (ii) organise their writing into clear and coherent sentences and whole texts (iii) use accurate spelling, and observe the conventions of punctuation.	40%
AO3: Grammatical usage (i) show an understanding of grammatical topics: cases, vocalisation, vocabulary choices and syntax.	20%
TOTAL	100%

Relationship of Assessment Objectives to Papers for IGCSE

Paper number	Assessment Objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Paper 1	40%	10%	20%	70%
Paper 2	0%	30%	0%	30%
Total for IGCSE	40%	40%	20%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website:
www.edexcel-international.org/sfc/academic/infomanual/

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
 Edexcel
 One90 High Holborn
 London WC1V 7BH

Assessing your students

The first assessment opportunity for Paper 1 and Paper 2 of this qualification will take place in the June 2011 series and in each January and June series thereafter for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	January 2012	June 2012	January 2013	June 2013	January 2014	June 2014
Paper 1	✓	✓	✓	✓	✓	✓	✓
Paper 2	✓	✓	✓	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in Arabic (First Language) will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in Arabic only. Assessment materials will be published in Arabic only and all work submitted for examination and moderation must be produced in Arabic.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to: Edexcel GCE AS and Advanced Level in Arabic.

Grade descriptions

Grade A

Candidates can:

- read a range of texts with a full understanding of explicit and implicit meanings and attitudes, offering a sustained and thoughtful response
- write with assured control of a range of styles, in different forms and for different purposes, using varied and accurate grammatical constructions and organisational devices
- show full understanding of a wide range of grammatical usage.

Grade C

Candidates can:

- read a range of texts with a sound understanding of meanings and attitudes, both explicit and implicit
- write appropriately in a range of forms and styles with accuracy and sound organisation
- show a sound understanding of a wide range of grammatical usage.

Grade F

Candidates can:

- read texts with a basic understanding of explicit and implicit meanings
- write with some accuracy and organisation
- show a basic understanding of most grammatical usage.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject specific queries about IGCSEs and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Go to www.edexcel.com/ask for contact details.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

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please visit our website: www.edexcel.com

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