

IGCSE

Classical Arabic

Specification

Edexcel IGCSE in Classical Arabic (4CA0)

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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Authorised by Roger Beard

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Introduction

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

Key subject aims

The aim of the IGCSE specification for Classical Arabic is to provide a framework for the development of written and transmission skills, the combined with the practical application of the grammar of the target language. Transmission skills are defined as transfer of meaning and translation skills.

The Edexcel IGCSE in Classical Arabic qualification enables students to:

- understand the written forms of Classical Arabic
- communicate effectively in Classical Arabic, through writing skills, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of Classical Arabic and its practical application
- develop transmission skills from English into Classical Arabic and from Classical Arabic into English
- develop positive attitudes to language learning
- build a suitable foundation for further study of Classical Arabic.

About this specification

Key features and benefits of the specification

Key features and benefits are:

- clear guidance on language-specific grammar points. (An Arabic grammar list will be available on the Edexcel website.)
- uniform assessment criteria on which teachers can base their teaching.

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Specification at a glance

The Edexcel IGCSE in Classical Arabic is assessed through one externally assessed paper.

Paper 1	Paper code: 4CA0/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2011	
<p>Overview of content</p> <p>This qualification enables students to gain an accurate understanding and appreciation of classical Arabic texts. Students will develop:</p> <ul style="list-style-type: none">competence in reading and writing the Arabic languagean analytical approach to the grammatical rules and structures governing the Arabic language, including its syntax and morphologycompetence in translating from English into Classical Arabic and from Classical Arabic into English with accuracy, using a broad range of vocabulary and idiomatic expressions, as well as adopting an appropriate formal style and tone.	
<p>Overview of assessment</p> <ul style="list-style-type: none">This paper is assessed through a 3-hour examination paper set and marked by Edexcel.The total number of marks available is 100.The paper will be a question and answer booklet and all questions are compulsory.The paper will consist of five questions <p>Question 1 (20 marks): translation of a passage from a Classical Arabic text written in the mediaeval period into formal English.</p> <p>Question 2 (20 marks): translation of a passage of contemporary Arabic written in a formal, classical style into formal English.</p> <p>Question 3 (6 marks): adding full vocalisation, including vowel marks and other orthographic signs, to a short extract taken from one of the passages in Question 1 or Question 2.</p> <p>Question 4 (30 marks): translating a passage from a contemporary English text into formal Arabic.</p> <p>Question 5 (24 marks): translating eight sentences from English into formal Arabic, indicating all final vowels. These sentences are devised to test rigorously students' knowledge of points of Arabic grammar, sentence structure, vocabulary, and their understanding of idioms.</p> <ul style="list-style-type: none">Dictionaries and other translation devices must not be used in the examination.	

Qualification content

Knowledge and understanding

This Edexcel IGCSE in Classical Arabic requires students to demonstrate application and understanding of:

- the morphology and syntax of the Arabic language, and to be able to apply grammatical rules with accuracy
- how to decode idioms and render them in an appropriate manner in the target language
- the correct use of an appropriate formal style and tone in the target language
- language conventions such as correct punctuation and accuracy in spelling
- the historical nature of classical Arabic texts that may require specific words to be translated with a classical rather than a modern meaning (for example, *'aalim* = scholar, not scientist).

Skills

This Edexcel IGCSE in Classical Arabic requires students to demonstrate

- translating from English into Classical Arabic
- translating from Classical Arabic to English
- vocalising accurately a passage of unvocalised Arabic text through the correct application of orthographic and diacritical marks. Demonstrating a high level of understanding and competence in Arabic grammar.

Paper 1

Content overview

The key objective of the paper is to assess students' ability to translate passages of Arabic into English, and vice versa, with accuracy and sensitivity to context, paying careful attention to points of grammar, spelling and punctuation, and adopting an appropriate tone and style of writing. Students will be given the opportunity to demonstrate their understanding of a broad range of vocabulary, as well as various idioms, and will be expected to show an appreciation of expressions that are commonly used in classical texts.

Assessment overview

- This paper is assessed through a 3-hour examination paper set and marked by Edexcel.
- The total number of marks available is 100.
- The paper will be a question and answer booklet and all questions are compulsory.
- The paper will consist of **five** compulsory questions.

Question 1 (20 marks): translation of a passage from a classical Arabic text written in the mediaeval period into formal English.

Question 2 (20 marks): translation of a passage of contemporary Arabic written in a formal, classical style into formal English.

Question 3 (6 marks): adding full vocalisation, including vowel marks and other orthographic signs, to a short extract taken from one of the passages in Question 1 or Question 2.

Question 4 (30 marks): translating a passage from a contemporary English text into formal Arabic.

Question 5 (24 marks): translating eight sentences from English into formal Arabic, indicating all final vowels. These sentences are devised to test rigorously the students' knowledge of points of Arabic grammar, sentence structure, vocabulary, and their understanding of idioms.

- Dictionaries and other translation devices must **not** be used in the examination.

Summary of the specification content

Grammar

Students will be expected to have acquired knowledge and understanding of the grammar of Classical Arabic during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the grammar lists available on the Edexcel website (www.edexcel.com).

Assessment criteria

Assessment criteria reflect the standard expected for IGCSEs. It will, therefore, not be necessary for students to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the mistranslation of any phrase or part of a sentence which distorts its meaning.

Minor errors

These may include, for example, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been communicated and completed successfully. To determine if a student should gain the upper or lower number of marks in a box, it is important to refer to the boxes above and below. If the student's performance borders more on the performance indicated in the lower box, then the lower mark is allocated. On certain occasions, a student's performance may require a 'best fit' mark.

Questions 1 and 2 – Translation from Arabic into English

Each of these questions is marked out of 20

Marks are awarded for each question using the following assessment criteria grid.

Criteria	Descriptor	Mark range
Transmission	No language worthy of credit.	0
	The student's translation is very poor. They demonstrate a very limited understanding of the text and use only a narrow range of vocabulary and sentence structures to express themselves. The choice of verb tenses is poor, and there would be many mistakes in spelling and punctuation.	1-5
	The student demonstrates a basic understanding of the text and translates most of the more straightforward sentences and phrases with a degree of accuracy. They make an attempt to translate some of the more challenging sentences and structures, though these may be done in a verbatim manner without much linguistic refinement. The student is prone to using inappropriate sentence constructions and a weak vocabulary, which may not convey the intended meaning. The student also departs from standard formal English, using a range of slang expressions. Spelling and punctuation may be weak and verb tenses used in an inconsistent manner.	6-10
	The student demonstrates a fairly good understanding of the majority of the text and is able to render it into correct English, using a reasonable variety of linguistic structures and vocabulary. The student's answer contains some errors, though these would generally be minor and would not completely distort the meaning. Spelling and punctuation would be fairly sound and the student uses a wide range of verb tenses appropriately, as well as paying attention to the agreement of nouns and verbs.	11-15
	The student demonstrates an excellent understanding of the Arabic text and is able to translate it into fluent standard English. The style is formal and avoids using slang expressions. While there may be some minor inaccuracies, the translation is coherent with a good level of precise detail emerges. The student writes using highly accurate grammar and sentence structures, with only occasional mistakes. Verb tenses are used appropriately and some attempt may be made to employ English idioms. Spelling and punctuation is of a high standard.	16-20

Question 4 – Translation from English into Arabic

This question is marked out of 30

Marks are awarded using the following assessment criteria grid

Criteria	Descriptor	Mark range
Transmission	No language worthy of credit.	0
	The student's translation is very poor. They demonstrate a very limited understanding of the text and they use only a poor range of vocabulary and sentence structures to express themselves.	1-6
	The student demonstrates a basic understanding of the text and translates the majority, if not all, of the straightforward sentences and phrases with a degree of accuracy. They make a valiant attempt to translate some of the more challenging sentences and structures. The student is prone to using inappropriate sentence constructions and a weak vocabulary, which may not convey the intended meaning.	7-15
	The student demonstrates a fairly good understanding of the main part of the text and an ability to render it into correct Arabic, using a reasonable variety of linguistic structures and vocabulary. The student's answer contains some errors, though these would generally be minor and would not completely distort the meaning.	16-21
	The student demonstrates a full understanding of the English text and translates it into fluent Arabic. While there may be some minor inaccuracies, the translation is coherent with sufficient detail. They write using highly accurate grammar and sentence structures, with only occasional mistakes.	22-30

Assessment

Assessment summary

Summary of table of assessment

Paper 1	Paper code: 4CA0/01
<ul style="list-style-type: none">• This paper is assessed through a 3-hour examination paper set and marked by Edexcel.• The total number of marks available is 100.• The paper will be a question and answer booklet and all questions are compulsory.• The paper will consist of five compulsory questions. <p>Question 1 (20 marks): translation of a passage from a classical Arabic text written in the mediaeval period into formal English.</p> <p>Question 2 (20 marks): translation of a passage of contemporary Arabic written in a formal, classical style into formal English.</p> <p>Question 3 (6 marks): adding full vocalisation, including vowel marks and other orthographic signs, to a short extract taken from one of the passages in Question 1 or Question 2.</p> <p>Question 4 (30 marks): translating a passage from a contemporary English text into formal Arabic.</p> <p>Question 5 (24 marks): translating eight sentences from English into formal Arabic, indicating all final vowels. These sentences are devised to test rigorously students' knowledge of points of Arabic grammar, sentence structure, vocabulary, and their understanding of idioms.</p> <ul style="list-style-type: none">• Dictionaries and other translation devices must not be used in the examination.	

Assessment Objectives and weightings

	% in IGCSE
AO1: understand written texts in Classical Arabic and translate these into contemporary, formal English	40%
AO2: understand contemporary written text in English and translate this into Classical Arabic	30%
AO3: understand and translate English sentences into Classical Arabic, demonstrating in-depth knowledge of points of Arabic grammar	24%
AO4: demonstrate grammar knowledge and ability to read and vocalise Arabic correctly through the insertion of vowels and other orthographic marks into a passage of unvocalised Arabic text	6%
TOTAL	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 Considerations*
- 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 of this qualification will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

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

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 Classical Arabic 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 materials contains questions written in English and Arabic. Work submitted for the examination must be produced in English or Arabic, as required by the question.

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 AS and Advanced GCE in Arabic
- entry to a degree course in Arabic as a non-mother tongue language.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at IGCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates can:

- identify and transmit effectively virtually all the main points of the text
- recognise and transmit most points of detail in the text
- recognise and transmit most points of view, attitudes and emotions in the text
- demonstrate an ability to understand and transmit most sections containing inference in the text
- show an ability to understand and transmit effectively, for the most part, more complex lexis, structures and idioms in the text
- produce a largely coherent and accurate version of the original text into the relevant language
- produce spelling, grammar and syntax that is largely accurate
- produce a style that is nearly always fluent and appropriate to the purpose.

Grade C

Candidates can:

- identify and transmit effectively some of the main points of the text, although they encounter problems with certain points of detail and more complex language
- demonstrate the ability to recognise and transmit attitudes and points of view expressed within the passages requiring translation with varying degrees of success
- recognise and transmit effectively some sections of the text containing idiom and inference, whilst experiencing some problems
- recognise and transmit effectively familiar language in unfamiliar contexts, whilst experiencing some problems
- produce a reasonable version of the original text, however with several sections not fully understood
- function effectively overall in the main clauses, although there may not be many successful examples of subordination and/or more complex language
- deploy a range of vocabulary and structures that is generally appropriate, although somewhat restricted, with evidence of some problems with tense concept/time referents
- produce spelling, grammar and syntax that contains errors of varying degrees of seriousness, but communication is rarely impaired
- produce a style that is basic, however with occasional, appropriate use of more unusual lexis and structures.

Grade F

Candidates can:

- identify and transmit a limited number of points from the original texts, which are predominantly straightforward and concrete
- produce some sections of coherent and straightforward transmission, although these may contain frequent errors of style and interpretation.
- deploy a range of lexis and structures that is very restricted, with frequent evidence of significant problems with tense concept and/or time referents
- produce spelling, grammar and syntax that contains errors, some of a very basic nature, but the overall message communicates
- produce a style that is very basic, with little use of more complex structures and lexis with frequent errors.

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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For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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