



Cambridge Assessment  
International Education

Syllabus

Cambridge O Level  
For centres in Mauritius  
Arabic 3180

For examination in June and November 2020.



## Changes to the syllabus for 2020

The latest syllabus is version 2, published October 2019.

Changes have been made to page 5, section 3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- Cambridge IGCSE Arabic (0544)
- Cambridge IGCSE First Language Arabic (0508)
- Cambridge IGCSE (9–1) First Language Arabic (7184)

### **Changes made to syllabus version 1, published September 2018**

There are no significant changes which affect teaching.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). There are over 700 000 entries a year in nearly 70 countries. Learn more at

**[www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)**

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at **[www.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/teachers)**

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at **[www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)**

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **[www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)**

## 1.2 Why choose Cambridge O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

### Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

## 1.3 Why choose Cambridge O Level Arabic?

Cambridge O Level Arabic is accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Arabic also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

### Prior learning

We recommend that candidates who are beginning one of these courses should have previously studied the relevant language for 2–3 years.

### Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A in a Cambridge O Level Arabic are well prepared to follow courses leading to Cambridge International AS and A Level, or the equivalent, in the same language.

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## 2. Teacher support

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### 2.1 Support materials

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

Please see the syllabus materials DVD for more information.

### 2.2 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **[www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)** for further information.

## 3. Arabic

### 3.1 Scheme of assessment summary

All candidates take Papers 1 and 2.

#### Paper 1: Composition

(1½ hours)

##### Section A – 15 marks

One composition of about 120 words from a choice of three topics.

##### Section B – 30 marks

One essay of about 200 words from a choice of four topics.

Weighting: 45% of total marks

#### Paper 2: Translation and Reading Comprehension

(1½ hours)

##### Section A – 30 marks

Two translations, one from Arabic into English and one from English into Arabic.

##### Section B – 25 marks

Open-ended comprehension questions on a given passage.

Weighting: 55% of total marks

### 3.2 Availability

This syllabus is examined in the June and November examination series.

This syllabus is available to private candidates.

This syllabus is available in Mauritius only.

### 3.3 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- Cambridge IGCSE Arabic (0544)
- Cambridge IGCSE First Language Arabic (0508)
- Cambridge IGCSE (9–1) First Language Arabic (7184)

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

## 3.4 Syllabus aims and assessment objectives

### 3.4.1 Syllabus aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

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 the variety of language
- 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.

### 3.4.2 Assessment objectives

There are three assessment objectives.

#### A Continuous Writing

Candidates will be assessed on their ability to:

1. articulate experience and express what is felt and what is imagined
2. order and present facts, ideas and opinions
3. communicate effectively and appropriately
4. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
5. express thoughts, feelings and opinions in order to interest, inform or convince
6. demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

#### B Writing for a specific purpose

Candidates will be assessed on their ability to:

1. understand and adequately convey information
2. understand, order and present facts, ideas and opinions
3. evaluate information and select what is relevant to specific purposes
4. articulate experience and express what is felt and what is imagined
5. communicate effectively and appropriately
6. show a sense of audience and an awareness of register and style in both formal and informal situations.

#### C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

1. exercise control of appropriate structures
2. understand and employ a range of apt vocabulary
3. recognise implicit meaning and attitude
4. evaluate information and express it in their own words.

## 3.5 Description of papers

Dictionaries may **not** be used in the examination.

### 3.5.1 Paper 1: Composition

**1½ hours, 45 marks**

#### **Section A: Letter, report or speech, dialogue (15 marks)**

From a choice of three topics, candidates must write one composition of about 120 words in Arabic. The choice of topics will allow candidates to demonstrate ability in using written Arabic to:

- communicate by letter
- compose a report or a speech
- compose a dialogue.

#### **Section B: Essay (30 marks)**

From a choice of four topics (narrative, descriptive or argumentative), the candidate must write one essay of about 200 words in Arabic.

### 3.5.2 Paper 2: Translation and Reading Comprehension

**1½ hours, 55 marks**

#### **Section A: Translation (30 marks)**

Candidates must:

- translate a passage from Arabic into English (10 marks)
- translate a passage from English into Arabic (20 marks).

#### **Section B: Reading Comprehension (25 marks)**

Candidates must answer a variety of questions testing understanding of a set passage.

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## 4. Other information

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### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers)**

### Grading and reporting

Cambridge O Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### 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 one 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.

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