

IGCSE Arabic B

SUBJECT AIM

Cambridge IGCSE Arabic B encourages learners to be confident, responsible and reflective by; using new and familiar structures and vocabulary to communicate with others in everyday situations; seeking opportunities to use and develop their language skills; considering how to communicate different ideas and attitudes innovatively; applying language to a variety of situations engaged and by developing learning strategies which help them to express their ideas and their understanding of other cultures.

WHAT YOU WILL STUDY

The course will cover a wide range of topics in the four key skills of Listening, Speaking, Reading and Writing. The subject content is organised in five broad topic areas:

1. Everyday activities
2. Personal and social life
3. The world around us
4. The world of work
5. The international world

These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Arabic is spoken.

Assessments in IGCSE:

Assessment overview

All candidates take all four papers. Candidates will be eligible for grades A* to G. All papers test Modern Standard Arabic.

All candidates take:

Paper 1 Approximately 50 minutes
Listening 25%
40 marks
Candidates listen to a number of recordings and answer multiple-choice and matching questions.
Externally assessed

and:

Paper 2 1 hour
Reading 25%
45 marks
Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Externally assessed

and:

Paper 3 Approximately 10 minutes
Speaking 25%
40 marks
Candidates complete one role play and conversations on two topics.
Internally assessed and externally moderated

and:

Paper 4 1 hour
Writing 25%
45 marks
Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or an article/blog.
Externally assessed

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
 - Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/ railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/ magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).

- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.

Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Year 10 IGCSE Learning Journey:

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
<p>Everyday Activities</p>	<p>Time expressions (e.g. telling the time, days, days of the week, months, seasons)</p>	<ul style="list-style-type: none"> • Telling the Time: Learning how to tell the time, including using phrases like "o'clock," "half past," "quarter to," and "quarter past." • Days of the Week and Months: Discussing the days of the week, months of the year, and seasons. Exploring how different cultures might refer to or celebrate specific days and months. • Seasons: Discussing the four seasons and how they affect daily life, activities, and even food choices. 	<p>Term 1</p>	<p>Balanced & RiskTaker</p>
	<p>Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</p>	<ul style="list-style-type: none"> • Meals: Exploring vocabulary related to different meals of the day, such as breakfast, lunch, dinner, and snacks. • Fruit and Vegetables: Introducing common fruits and vegetables, discussing their nutritional value and how they are used in meals. • Meat, Fish, and Seafood: Discussing various types of meat, fish, 		

		<p>and seafood, and their role in different cuisines.</p> <ul style="list-style-type: none"> • Snacks and Drinks: Exploring common snacks and beverages, including both healthy and indulgent options. 		
	<p>The human body and health (e.g. parts of the body, health and illness)</p>	<ul style="list-style-type: none"> • Parts of the Body: Identifying and naming different parts of the human body, both internal and external. • Health and Illness: Discussing common health issues and illnesses, learning vocabulary related to symptoms, treatments, and preventive measures. 		
	<p>Travel and transport</p>	<ul style="list-style-type: none"> • Modes of Transport: Exploring different modes of transport, such as cars, buses, trains, planes, and bicycles. Discussing the advantages and disadvantages of each. • Travel Vocabulary: Learning key vocabulary related to travel, such as tickets, timetables, luggage, and reservations. • Travel Experiences: Discussing personal travel experiences, including planning trips, visiting new places, and the importance of transport in everyday life. 		

Personal and Social Life	Self, family and friends	<ul style="list-style-type: none"> • Personal Identity: Discussing how to introduce yourself, including talking about your name, age, nationality, and interests. • Family Members: Introducing vocabulary related to family members (e.g., mother, father, siblings, grandparents) and discussing family roles and relationships. • Friends: Talking about friendships, how to describe your friends, and discussing activities you enjoy doing together. 	Term 2	Communicator & Caring
	In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)	<ul style="list-style-type: none"> • Rooms: Exploring different rooms in a house, such as the living room, kitchen, bedroom, and bathroom. Discussing the purpose of each room and activities associated with them. • Furniture and Furnishings: Learning the names of common furniture and furnishings found in each room, such as sofas, beds, tables, chairs, curtains, and rugs. • Garden: Discussing garden-related vocabulary, including plants, flowers, trees, and gardening tools. • Household Appliances: Identifying common household appliances, such as refrigerators, ovens, 		

		washing machines, and televisions. Discussing their uses and importance in daily life.		
	Clothes and accessories	<ul style="list-style-type: none"> • Clothing Vocabulary: Learning the names of different types of clothing for various occasions, such as casual wear, formal wear, and seasonal clothing (e.g., jackets, shorts, dresses). • Accessories: Discussing accessories like hats, belts, scarves, jewelry, and bags, and how they complement outfits. • Shopping for Clothes: Introducing phrases and vocabulary related to shopping for clothes, including sizes, colors, and styles. 		
	Leisure time (e.g. things to do, hobbies, sport)	<ul style="list-style-type: none"> • Things to Do: Exploring activities people do in their leisure time, such as reading, watching movies, and spending time with friends. • Hobbies: Discussing various hobbies like painting, playing musical instruments, cooking, and crafting, and how they contribute to personal well-being. • Sports: Introducing different sports, both team and individual, such as soccer, basketball, swimming, and running. Discussing the benefits of staying active and participating in sports. 		

The world Around Us	People and places (e.g. continents, countries and nationalities, compass points)	<ul style="list-style-type: none"> • Continents and Countries: Learning about the seven continents and major countries within each. Discussing key geographical features, cultural highlights, and major cities. • Nationalities: Introducing vocabulary related to nationalities and how they are used to describe people from different countries. Discussing customs, languages, and traditions associated with various nationalities. • Compass Points: Understanding the four main compass points (North, South, East, West) and how they are used in navigation. Discussing how to give and follow directions using these points 	Term 3	Inquirer & Thinker
	The natural world, the environment, the climate and the weather	<ul style="list-style-type: none"> • Natural World: Exploring the diversity of the natural world, including animals, plants, and ecosystems. Discussing the importance of biodiversity and the interdependence of species. • The Environment: Examining environmental issues such as pollution, deforestation, and conservation. Discussing the role of individuals and communities in protecting the environment. 		

		<ul style="list-style-type: none"> • Climate and Weather: Understanding different climate zones around the world (e.g., tropical, arid, temperate) and their impact on weather patterns. Discussing how climate affects human activities and lifestyle. 		
	<p>Communications and technology (e.g. the digital world, documents and texts)</p>	<ul style="list-style-type: none"> • The Digital World: Exploring how digital technology influences daily life, including the use of smartphones, computers, and the internet. Discussing the pros and cons of digital communication and online interactions. • Documents and Texts: Learning about different types of digital documents (e.g., emails, PDFs, text messages) and their uses in personal and professional contexts. Discussing how to create, edit, and share documents using various tools and platforms. 		
	<p>The built environment (e.g. buildings and services, urban areas, shopping)</p>	<ul style="list-style-type: none"> • Buildings and Services: Introducing vocabulary related to different types of buildings (e.g., residential, commercial, industrial) and the services provided within them (e.g., healthcare, education, transportation). • Urban Areas: Discussing the characteristics of urban areas, such as city planning, infrastructure, and public spaces. 		

		<p>Exploring the challenges and benefits of living in urban environments.</p> <ul style="list-style-type: none"> • Shopping: Exploring the shopping experience in different settings, from local markets to large malls. Discussing the role of shopping in urban life and the impact of consumer culture. 		
	<p>Measurements (e.g. size, shape)</p>	<p>Size and Shape: Learning about basic measurements of size and shape, including units of length, area, and volume (e.g., meters, square meters, liters). Discussing how these measurements are used in everyday situations, such as cooking, construction, and clothing.</p>		

Year 11 Learning Journey:

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
<p>The world of work</p>	<p>Jobs</p>	<ul style="list-style-type: none"> • Types of Jobs: Exploring various professions and occupations across different industries, such as healthcare, education, engineering, and arts. Discussing the skills and qualifications required for different jobs. • Job Responsibilities: Understanding the typical duties and responsibilities associated with various jobs, and how they contribute to society and the economy. 	<p>Term 1</p>	<p>Communicator & Reflective</p>
	<p>Education (Learning institution, Education and Training)</p>	<ul style="list-style-type: none"> • Learning Institutions: Discussing different types of educational institutions, such as primary and secondary schools, colleges, universities, and vocational training centers. Exploring the roles these institutions play in personal and professional development. • Education and Training: Examining different educational pathways, including academic and vocational training. Discussing the importance of lifelong learning and how 		

		<p>education equips individuals with the skills needed for the workforce.</p>		
	<p>Classroom (Subjects – Tools-Studying)</p>	<ul style="list-style-type: none"> • Subjects: Introducing common subjects studied in school, such as mathematics, science, languages, history, and art. Discussing how these subjects contribute to a well-rounded education. • Tools: Identifying essential tools and resources used in the classroom, such as textbooks, notebooks, computers, and laboratory equipment. Discussing how technology enhances learning experiences. • Studying: Exploring effective study techniques and habits, including time management, note-taking, and preparing for exams. Discussing the importance of active participation and collaboration in the classroom. 		
	<p>Work experience</p>	<ul style="list-style-type: none"> • Gaining Work Experience: Discussing the importance of internships, apprenticeships, and volunteer work in gaining practical experience and skills in a chosen field. Exploring how work experience helps in building a professional network and enhancing employability. 		

		<ul style="list-style-type: none"> • Reflections on Work Experience: Encouraging students to reflect on their work experiences, what they have learned, and how these experiences influence their career choices. 		
	<p>Careers – Workplaces</p>	<ul style="list-style-type: none"> • Exploring Career Paths: Discussing various career options and the steps needed to achieve career goals, including further education, certifications, and skill development. • Workplaces: Exploring different types of workplaces, such as offices, factories, hospitals, and remote work settings. Discussing the work environment, company culture, and how to adapt to different workplace settings. 		
<p>International World</p>	<p>Countries, nationalities, and languages</p>	<ul style="list-style-type: none"> • Exploring Countries: Learning about different countries around the world, including their geographical locations, capitals, and major cities. Discussing significant landmarks, history, and global influence. • Nationalities: Understanding how to describe people from different countries using nationality adjectives (e.g., French, Japanese, Brazilian). Discussing the diversity within nationalities and the concept of multicultural societies. 		

		<ul style="list-style-type: none"> • Languages: Introducing the major languages spoken around the world, including official and regional languages. Discussing the importance of language in communication, culture, and identity. 	Term 2	Open Minded & Caring
	Culture	<ul style="list-style-type: none"> • Understanding Culture: Discussing what culture is, including the arts, music, literature, traditions, and social behaviors that define a group of people. Exploring how culture shapes identity and influences interactions within and between societies. • Cultural Exchange: Exploring how cultures influence each other through globalization, travel, and communication. Discussing the benefits and challenges of cultural exchange. 		
	Customs	<ul style="list-style-type: none"> • Daily Customs: Examining everyday customs and practices in different cultures, such as greetings, meal etiquette, and social norms. Discussing how these customs vary around the world and what they reveal about cultural values. • Rites of Passage: Exploring significant life events and the customs associated with them, such as weddings, funerals, and coming-of-age ceremonies. Discussing the symbolic meanings behind these customs. 		

	Celebration	<ul style="list-style-type: none"> • Types of Celebrations: Introducing various celebrations, including religious, national, and cultural festivals (e.g., Christmas, Diwali, Chinese New Year, Eid, Independence Day). Discussing the history, traditions, and significance of these events. • Global Festivities: Exploring how different cultures celebrate similar events, such as harvest festivals, New Year's celebrations, and weddings. Discussing the common themes and unique practices in these celebrations. • The Importance of Celebrations: Reflecting on the role of celebrations in fostering community, preserving cultural heritage, and providing a sense of belonging. Discussing how celebrations bring people together and promote understanding and unity. 		
Last Minutes Revision before Examination			Term 3	