

GCSE (9-1) Arabic



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic (1AA0)

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Issue 3

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Summary of Pearson Edexcel Level 1/2 GCSE in Arabic sample assessment materials

Issue 3 changes

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Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: <ul style="list-style-type: none">• the addition of the optional Question 2(b) on the Foundation tier paper• an addition of 5 minutes to the length of the Foundation tier paper• question titles appearing in English instead of the target language for both Foundation and Higher tier papers	161 - 169 and 337- 348

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 1: Listening and understanding in Arabic Transcript

Foundation Tier

Sample assessment material for first teaching
September 2017

Paper Reference

1AA0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A

At the tourist office

Question 1

Example

F1: أَنَا أَبْحَثُ عَنْ فُنْدُقٍ مُنَاسِبٍ.

Question 1

F2: هَلْ يُوجَدُ هُنَا سُوقٌ تِجَارِيٌّ؟

M1: أُرِيدُ أَنْ أَذْهَبَ إِلَى أَقْرَبِ جَامِعٍ رَجَاءً.

M2: أَيْنَ مَحَطَّةُ الْقَطَارِ؟

The world of work

Question 2

Example

F1: أُخْتِي تَعْمَلُ مُوَظَّفَةً اسْتِقْبَالٍ فِي الْمَرْكَزِ الرَّيَاسِيِّ.

Question 2 Part (i)

F1: عَمَلُهَا مُتَعِبٌ وَلَكِنَّهُ سَهْلٌ وَمُمْتَعٌ.

Question 2 Part (ii)

F1: تَنْتَهِي مِنَ الْعَمَلِ السَّاعَةَ الرَّابِعَةَ بَعْدَ الظُّهْرِ.

Question 2 Part (iii)

F1: السَّلْبِيَّاتُ؟ الرَاتِبُ قَلِيلٌ.

Environment

Question 3

Example

F1: هَلْ تَعْتَنِي بِالْبَيْتَةِ يَا عَلِي؟

M1: نَعَمْ بِالطَّبْعِ. أَنَا أَعْتَنِي بِحَدِيقَةِ الْبَيْتِ.

Question 3

F1: وَمَاذَا أَيْضًا يَا عَلِي؟

M1: أَقْطَعُ الْعُشْبَ وَأَنْقُلُهُ إِلَى مَرْكَزِ التَّدْوِيرِ.

F1: وَأَنْتِ يَا إِيْمَانُ؟

F1: أَنَا أُسَاعِدُ أُمِّي فِي التَّنْظِيفِ وَالتَّخْلُصِ مِنَ الْأَوْسَاحِ الضَّارَّةِ.

F1: يَا سَيِّدِي؟

M2: أَنَا أُظْفِقُ الْأَنْوَارَ عِنْدَمَا لَا نَحْتَاجُهَا.

Ambitions

Question 4

Example

M1: سَعِيدٌ يُحِبُّ السَّفَرَ؛ يُرِيدُ أَنْ يَزُورَ بُلْدَانًا أُخْرَى.

Question 4

M1: سَمِيرَةُ جَيِّدَةٌ فِي اسْتِعْمَالِ الْحَاسُوبِ؛ وَلَكِنَّهَا لَنْ تَذْهَبَ إِلَى الْجَامِعَةِ. إِنَّهَا تَبْحَثُ عَنْ تَدْرِيبٍ مِهْنِيٍّ.

الْمَالُ لَيْسَ مُهِمًّا لِسَعِيدٍ، إِنَّهُ يُرِيدُ مُسَاعَدَةَ الْآخَرِينَ.

أَمَّا بُشْرَى فَهِيَ تُرِيدُ أَنْ تَكُونَ مُعَنِّيَّةً!

A new student

Question 5

Question 5 Part (a)

F1: طارق، مُنْذُ مَتَى وَأَنْتَ فِي هَذِهِ الْمَدْرَسَةِ؟

M1: مُنْذُ ثَلَاثَةِ أَشْهُرٍ.

Question 5 Part (b)

F1: وَهَلْ تُحِبُّ الْمَدْرَسَةَ؟

M1: نَعَمْ، الطُّلَّابُ لَطْفَاءُ وَالْمُدَرِّسُونَ يُسَاعِدُونَنِي كَثِيرًا.

Question 5 Part (c)

F1: هَلْ يُوجَدُ أَيُّ شَيْءٍ لَا يُعْجِبُكَ؟

M1: الْوَاجِبَاتُ الْمَنْزِلِيَّةُ. لَدَيْنَا الْكَثِيرُ مِنْهَا!

My brother's wedding

Question 6

F1: ماذا حَدَثَ فِي حَفْلِ زَفَافِ أَخِيكَ يَا فَارِسَ؟

M1: أَوَّلًا قَرَأَ الْجَمِيعُ سُورَةَ الْفَاتِحَةِ وَوَقَّعَ الْعُرُوسَانِ وَالشُّهُودُ الْعَقْدَ وَتَبَادَلَ الْجَمِيعُ التَّهْنِائِي. بَعْدَهَا تَوَجَّهْنَا إِلَى قَاعَةِ الْإِحْتِفَالِ حَيْثُ كَانَ بَانْتِظَارُنَا الْعَدِيدُ مِنَ الْأَقَارِبِ وَالْأَصْدِقَاءِ. شَارَكَ الضُّيُوفُ بِالْغِنَاءِ الْعَرَبِيِّ وَالرَّقْصِ الشَّعْبِيِّ. وَتَمَتَّعُوا بِتَنَاوُلِ الْمَأْكُولَاتِ اللَّذِيذَةِ وَالْمَشْرُوبَاتِ وَالْحَلَوِيَّاتِ الْمُتَنَوِّعَةِ.

Directions

Question 7

Example

F1: دَعْنَا نَلْتَقِيَ قُرْبَ الْمَتْحَفِ الْمِصْرِيِّ.

Question 7

F1: لَا تُحَاوِلِ الْمَشْيَ إِلَى الْمَتْحَفِ لِأَنَّهُ بَعِيدٌ. عِنْدَمَا تَخْرُجُ مِنَ الْفُنْدُقِ خُذِ الشَّارِعَ عَلَى الْيَمِينِ وَتَمَشَّ إِلَى مَوْقِفِ الْحَافِلَةِ. مِنَ الْأَفْضَلِ أَنْ تَأْخُذَ الْحَافِلَةَ الْمُتَوَجِّهَةَ إِلَى الْمَتْحَفِ وَهِيَ سَتَقِفُ قُرْبَ الْمَتْحَفِ مُبَاشَرَةً. غَادِرِ الْحَافِلَةَ قُرْبَ الْجِسْرِ. سَتَرَى الْمَتْحَفَ عَلَى يَمِينِكَ.

Weather forecast in Morocco

Question 8

M1: سَيَكُونُ الْجَوُّ غَائِمًا فِي شِمَالِ الْمَغْرِبِ. وَهَذَا مُنَاسِبٌ لِرُكُوبِ الْجِمَالِ فِي الرَّيفِ لِأَنَّ الْجَوَّ أَقْلَ حَرَارَةً هُنَاكَ. كَانَ الْجَوُّ مَاطِرًا جَدًّا فِي شَرْقِ الْبَلَدِ، وَسَيَكُونُ هُنَاكَ عَوَاصِفٌ فِي الْمَسَاءِ. أَمَّا فِي الْجَنُوبِ فَسَتَكُونُ دَرَجَاتُ الْحَرَارَةِ أَعْلَى مِمَّا كَانَتْ عَلَيْهِ أَمْسَ. وَهَذَا سَيَسْتَمِرُّ حَتَّى يَوْمِ الْجُمُعَةِ.

The importance of learning other languages

Question 9

Example

F2: مِمَّا لَا شَكَّ فِيهِ أَنَّ تَعْلَمَ لُغَةً ثَانِيَةً هُوَ مُفِيدٌ جَدًّا.

Question 9

F2: لَا يَتَشَجَّعُ مُعْظَمُ الطُّلَّابِ عَلَى تَعْلَمِ اللُّغَاتِ الْآخَرَى فِي مَدَارِسِهِمْ لِأَنَّ هَذَا لَيْسَ إِجْبَارِيًّا أَوْ لِكَوْنِهِ صَعْبًا جَدًّا. هُنَاكَ الْعَدِيدُ مِنَ الْأَسْبَابِ لِدِرَاسَةِ اللُّغَاتِ الْآجَنِيَّةِ. إِنَّ التَّكَلُّمَ بَعْدَ لُغَاتٍ يُسَاعِدُ الْإِنْسَانَ عِنْدَ وَضْعِ الْخَطِّ الْمِهْنِيَّةِ لِلْمُسْتَقْبَلِ. كَمَا أَنَّ الْعَدِيدَ مِنَ الشَّرَكَاتِ تَفْضِلُ تَعْيِينَ الْمُوظَّفِينَ الَّذِينَ يَسْتَطِيعُونَ التَّكَلُّمَ بِأَكْثَرِ مِنْ لُغَةٍ وَاحِدَةٍ، لِأَنَّ ذَلِكَ سَيُسَاعِدُ عَلَى التَّخَاطُبِ مَعَ الشَّرَكَاتِ الْآجَنِيَّةِ. وَهِيَ أَحَدُ أَفْضَلِ الطَّرِيقِ لِلِقَاءِ النَّاسِ مِنْ مُخْتَلَفِ الْأَجْنَاسِ!

Traffic bulletin

Question 10

M2: السَّيِّدَاتُ وَالسَّادَةُ، يُرْجَى الْاسْتِمَاعَ بِعِنَايَةٍ إِلَى هَذَا التَّقْرِيرِ عَنْ حَرَكَةِ الْمُرُورِ فِي مَنَاطِقَةِ أَبُو ظَبْيٍ. تَحَنَّبِ الطَّرِيقَ السَّرِيعَ إِذَا أَمَكَنَّ لِأَنَّ هُنَاكَ تَأْخِيرَاتٍ طَوِيلَةً نَظَرًا لِأَعْمَالِ الطَّرِيقِ. لَا تُوقِفْ سَيَّارَتَكَ قُرْبَ مَحَطَّةِ الْقِطَارِ؛ كَانَ هُنَاكَ حَادِثٌ بَيْنَ سَيَّارَتَيْنِ قُرْبَ الْمَحَطَّةِ وَلَكِنْ لِحُسْنِ الْحِظِّ لَمْ يُصَبَّ أَيُّ شَخْصٍ بِأَذَى. نُوصِي بِاسْتِخْدَامِ وَسَائِلِ النُّقْلِ الْعَامِ خِلَالَ سَاعَاتِ الْإِزْدِحَامِ. إِنَّمَا أَسْرِعْ مِنَ السَّفَرِ بِالسَّيَّارَةِ، كَمَا أَنَّ اسْتِخْدَامَكَ الْحَافِلَاتِ أَوْ الْقِطَارِ يُمَكِّنُكَ مِنَ الْحُصُولِ عَلَى خَصْمٍ لِدُخُولِ الْمَتَاحِفِ وَالْمَعَالِمِ السَّيَّاحِيَّةِ الْمُهَمَّةِ فِي الْمَدِينَةِ.

My primary school

Question 11

Example

M1: مدرستي الابتدائية كانت صغيرة.

Question 11

M1: كان المُدرِّسون جيدين جداً. أنا الآن أعيشُ في مدينة دُبي وأذهبُ إلى الثانوية هناك. أذهبُ إلى المدرسة بالحافلة. أنا رياضي، وألعب الكرة الطائرة وكرة القدم مع أصدقائي الجدد. في المدرسة الابتدائية لم أكن أمارس الرياضة. لقد كنتُ كسلان إلى حدٍّ ما. كنتُ أحبُّ أكل البيتزا في المطعم، وكنتُ أقضي معظم وقتي في اللعب بالسيارات الصغيرة. الآن لديّ المزيد من الدُّروس وأعملُ أكثر من قبل.

Fairuz: a legend of our times

Question 12

F1: وُلِدَت فيروز في مدينة بيروت عاصمة لبنان في عام ١٩٣٥. كانت تُحبُّ الغناء منذ صغرها وبدأت بالغناء عام ١٩٤٠. اشتهرت بصوتها الدافئ والحنون وغنائها للحُبِّ والوطن. توقفت عن إصدار الألبومات الغنائية عام ٢٠٠١. ولكنها لا تزال تمثل رمزاً عربياً وعالمياً. حصلت على العديد من الجوائز التقديرية وأيضاً على لقب "سفيرة إلى النجوم" لأنها أصبحت مشهورة في كثير من بلاد العالم.

SECTION B

مَدْرَسَتِي الثَّانَوِيَّة

Question 13

Example

F2: أَنَا أَحِبُّ دَرَسَ الرَّسْمِ وَلَكِنِّي أَعْشَقُ اللُّغَةَ الْعَرَبِيَّةَ.

Question 13

F2: الْمُعَلِّمُونَ جَيِّدُونَ فِي الشَّرْحِ وَلَكِنَّ الدُّرُوسَ لَيْسَتْ مُمْتَعَةً. الْمَكْتَبَةُ حَدِيثَةٌ وَلَهَا خَمْسُ أَجْهَزةٍ حاسوبٍ فَقَط. لَدَيْنَا قَاعَةٌ جَدِيدَةٌ لِلأَلْعَابِ الرِّيَاضِيَّةِ. هُنَاكَ مَجْمُوعَةٌ وَاسِعَةٌ مِنَ الأَلْعَابِ وَلَكِنِّي لَا أَشْتَرِكُ بِهَا. يَتِمُّ تَنْظِيمُ الكَثِيرِ مِنَ النُّزْهَاتِ وَأَنَا أُحِبُّهَا كَثِيرًا! تُعْجِبُنِي الْوَاجِبَاتُ الْمَدْرَسِيَّةُ وَأَنَا أَفْعَلُهَا بِسُرْعَةٍ. يَسْتَعْرِقُ مِنِّي الْوُصُولُ إِلَى الْمَنْزِلِ سَاعَةً كَامِلَةً فِي الْحَافِلَةِ. إِنَّهَا رِحْلَةٌ طَوِيلَةٌ حَقًّا.

نَمُودَجٌ جَدِيدٌ لِلْهَاتِفِ الذَّكِيِّ

Question 14

Example

M1: هَلْ أَنْتِ تَعِيبٌ مِنْ نَمُودَجِ هَاتِفِنَا السَّابِقِ؟ هُوَ رَخِيسٌ الشَّمَنُ وَلَكِنَّهُ ضَخْمُ الْحَجْمِ.

Question 14

M1: هَاتِفُنَا الْمَحْمُولُ الْجَدِيدُ هُوَ أَصْغَرُ بِكَثِيرٍ مِنَ الْقَدِيمِ وَأَكْثَرُ سُرْعَةً. لَنْ يُكَلِّفَكَ الْهَاتِفُ الْجَدِيدُ أَيَّ شَيْءٍ عِنْدَ تَحْمِيلِ الْمَوْسِيقَى مِنَ الْإِنْتَرْنِتِ، وَلَنْ تَدْفَعَ الْكَثِيرَ لِإِرْسَالِ الرِّسَالِ النَّصِّيَّةِ. نَحْنُ نَعْلَمُ بِأَنَّ بَعْضَ الشَّرِكَاتِ الأُخْرَى يُوفِّرُ بَطَارِيَّاتٍ رَخِيصَةً. بَطَارِيَّاتُنَا أَعْلَى ثَمَنًا لِأَنَّهَا تَسْتَعْرِقُ فِتْرَةً أَطْوَلَ عِنْدَ الْاسْتِعْمَالِ. قُمْ بِزِيَارَةِ صَفْحَتِنَا عَلَى الْإِنْتَرْنِتِ وَسَتَرَى بِأَنَّنا قَدْ فَتَحْنَا الْآنَ قِسْمًا جَدِيدًا لِخِدْمَةِ الزَّبَائِنِ بِصُورَةٍ أَسْرَعَ. هَذَا الْمَحْمُولُ هُوَ الْهَاتِفُ الْمُنَاسِبُ لَكَ!

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Arabic

Paper 1: Listening and understanding in Arabic

Foundation Tier

Sample assessment material for first teaching
September 2017

Time: 30 minutes and 5 minutes' reading

Paper Reference

1AA0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in sections A and B.
- All questions in Section A are set in English.
- All questions in Section B are set in Arabic.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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S 5 4 0 2 9 A 0 1 1 6



Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

At the tourist office

- 1 What do these people want to do?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example	find a cheap hotel	<input checked="" type="checkbox"/>
A	go for a swim	<input type="checkbox"/>
B	go to the shops	<input type="checkbox"/>
C	perform prayers	<input type="checkbox"/>
D	go to a park	<input type="checkbox"/>
E	visit the castle	<input type="checkbox"/>
F	catch a train	<input type="checkbox"/>
G	go to a dance	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

The world of work

2 Your friend, Latifa, is talking to you about her sister's job.

What does she say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: Her sister works in...

<input type="checkbox"/>	A an office.
<input type="checkbox"/>	B a hotel.
<input checked="" type="checkbox"/>	C a sports centre.
<input type="checkbox"/>	D a department store.

(i) She finds the work...

<input type="checkbox"/>	A tiring.
<input type="checkbox"/>	B boring.
<input type="checkbox"/>	C difficult.
<input type="checkbox"/>	D repetitive.

(ii) She finishes at...

<input type="checkbox"/>	A 3 p.m.
<input type="checkbox"/>	B 4 p.m.
<input type="checkbox"/>	C 5 p.m.
<input type="checkbox"/>	D 6 p.m.

(iii) The disadvantage is the...

<input type="checkbox"/>	A hours.
<input type="checkbox"/>	B salary.
<input type="checkbox"/>	C clients.
<input type="checkbox"/>	D uniform.

(Total for Question 2 = 3 marks)

Environment

3 Nada and her friends are talking about the environment.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

		Ali	Iman	Yasin
Example	I take care of the house garden.	☒	☒	☒
A	I do not waste food.	☒	☒	☒
B	I like recycling grass.	☒	☒	☒
C	I always buy recycled paper.	☒	☒	☒
D	I care about the rainforest.	☒	☒	☒
E	I help get rid of harmful waste.	☒	☒	☒
F	I take showers only, not baths.	☒	☒	☒
G	I switch off lights.	☒	☒	☒

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Ambitions

- 4 Your Arab pen friend, Hisham, is telling you what his friends Saeed, Samira and Bushra want to do when they leave school.

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

		Saeed	Samira	Bushra
Example	visit other countries	☒	☒	☒
A	work in IT	☒	☒	☒
B	do some training	☒	☒	☒
C	earn a lot of money	☒	☒	☒
D	go to university	☒	☒	☒
E	help others	☒	☒	☒
F	go into the music business	☒	☒	☒
G	work with their father	☒	☒	☒

(Total for Question 4 = 3 marks)

A new student

5 Your friend is talking to Tariq, the new Lebanese student in your class.

Listen to the recording and answer the following questions **in English**.

(a) How long has Tariq been at the school?

(1)

.....

(b) What does Tariq like about school? Give **two** details.

(2)

.....

.....

(c) What does Tariq say about homework?

(1)

.....

(Total for Question 5 = 4 marks)

My brother's wedding

- 6 Faris is talking about his brother's wedding in Jordan.

What does he say?

Complete the sentences. Use the correct word or phrase from the box.

delicious	end	signed	hall
beginning	hotel	home-made	read

- (a) At the beginning of the wedding, the contract was
by the couple. (1)

- (b) The celebrations took place in a and the food was
..... (2)

(Total for Question 6 = 3 marks)

Directions

7 Your Arab friend, Huda, leaves a voicemail message about meeting later.

What **three** directions does she give?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example	meet at the museum	<input checked="" type="checkbox"/>
A	walk to the museum	<input type="checkbox"/>
B	cross the street at the hotel	<input type="checkbox"/>
C	turn right from the hotel	<input type="checkbox"/>
D	take the bus	<input type="checkbox"/>
E	go by tram	<input type="checkbox"/>
F	cross the bridge	<input type="checkbox"/>
G	get off at the bridge	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

Weather forecast in Morocco

- 8** You are planning your day while on holiday in Morocco and decide to check the weather forecast on the television.

Listen to the forecast and answer the following questions **in English**.

- (a) Why is camel riding recommended in the north?

(1)

.....

- (b) What may happen in the evening in the east?

(1)

.....

- (c) What is the temperature like in the south today, compared to yesterday?

(1)

.....

(Total for Question 8 = 3 marks)

The importance of learning other languages

- 9 You are listening to a radio programme. A professor of linguistics is talking about the importance of learning languages.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Learning another language is...

<input type="checkbox"/>	A interesting.
<input type="checkbox"/>	B easy.
<input checked="" type="checkbox"/>	C vital.
<input type="checkbox"/>	D fun.

- (i) Most school pupils...

<input type="checkbox"/>	A avoid learning languages.
<input type="checkbox"/>	B find their lessons boring.
<input type="checkbox"/>	C think languages are not important.
<input type="checkbox"/>	D prefer information technology.

- (ii) Speaking another language will improve your...

<input type="checkbox"/>	A grades at school.
<input type="checkbox"/>	B future holidays.
<input type="checkbox"/>	C planning for the future.
<input type="checkbox"/>	D future salary.

- (iii) Companies are looking for...

<input type="checkbox"/>	A hard-working people.
<input type="checkbox"/>	B workers who speak two languages.
<input type="checkbox"/>	C school teachers.
<input type="checkbox"/>	D people who want to learn languages.

(iv) Speaking another language can help you to...

<input type="checkbox"/>	A earn more money.
<input type="checkbox"/>	B get better qualifications.
<input type="checkbox"/>	C meet new people.
<input type="checkbox"/>	D be more self-confident.

(Total for Question 9 = 4 marks)

Traffic bulletin

10 Your family is driving in Abu Dhabi during a holiday and there is a traffic bulletin on the radio.

Listen to the bulletin and answer the following questions **in English**.

(a) Why would it be better to avoid the motorway?

(1)

.....

(b) Why must you avoid parking at the railway station?

(1)

.....

(c) How should people travel at rush hour?

(1)

.....

(d) What extra benefit can you get with your bus ticket?

(1)

.....

(Total for Question 10 = 4 marks)

My primary school

- 11 Your Arab friend, Sajid, has recorded this message about himself when he was at primary school.

What does he talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example	the size of his primary school	☒
A	where he used to live	☒
B	his primary school teachers	☒
C	how he used to get to school	☒
D	what he used to like eating	☒
E	his primary school friends	☒
F	the sports he used to do	☒
G	his favourite childhood toys	☒

(Total for Question 11 = 3 marks)

Fairuz: a legend of our times

12 You hear this report on the radio about the Arab legend, Fairuz.

Listen to the report and answer the following questions **in English**.

(a) What happened in 1940?

(1)

.....

(b) When did Fairuz stop producing albums?

(1)

.....

(c) How was she honoured? Give **two** details.

(2)

.....

.....

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

مدرستي الثانوية

13 زينب تتحدّث عن مدرستها الثانوية.

أكْمِلِ الجُمْلَ عن طريق اختيار كلمة أو عبارة من المُرَبَّع. تُوجد كلمات لن تحتاجها.

الألعاب كثيراً مُمتعة العلوم العربية قريباً من
كُتِبَ بعيداً عن كمبيوترات مُملّة
النزهات قليلاً

Example

مثال: هي تفضّل العربية .

- (1) (a) الدُّروس
- (1) (b) لا تُوجد كافية.
- (1) (c) هي تحبّ المشاركة بـ
- (1) (d) تَقْضي وقتاً في عمل الواجبات المدرسية.
- (1) (e) هي تعيش المدرسة.

(Total for Question 13 = 5 marks)

نموذج جديد للهاتف الذكي

14 أنت تسمع إعلاناً لهاتف ذكي جديد.

املاً الفراغات بكلمات تختارها من القائمة التالية: مجاني/ مجانية، سريع/ سريعة، غالٍ/ غالية، رخيص/ رخيصة. يُمكن استعمال الكلمة أكثر من مرة واحدة.

Example

مثال: الهاتف القديم هو رخيص

- (1) (a) الهاتف الجديد هو
- (1) (b) تحميل الموسيقى في الهاتف الحديث
- (1) (c) إرسال الرسائل النصية هو
- (1) (d) بطاريات هواتفنا الجديدة هي
- (1) (e) خدمة الزبائن الجديدة هي

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Arabic Foundation tier

Paper 1 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied an Arabic word or name.

SECTION A

Question number	Answer	Mark
1	B, C, F	(3)

Question number	Answer	Mark
2(i)	A	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	B	(1)

Question number	Answer	Mark
3 (Ali)	B	(1)

Question number	Answer	Mark
3 (Iman)	E	(1)

Question number	Answer	Mark
3 (Yasin)	G	(1)

Question number	Answer	Mark
4 (Samira)	B	(1)

Question number	Answer	Mark
4 (Saeed)	E	(1)

Question number	Answer	Mark
4 (Bushra)	F	(1)

Question number	Answer	Reject	Mark
5(a)	three months	three	(1)

Question number	Answer	Reject	Mark
5(b)	students are friendly (1) teachers help (him) (a lot) (1)		(2)

Question number	Answer	Reject	Mark
5(c)	Any one of the following: <ul style="list-style-type: none"> they are given a lot (of homework) (1) he dislikes it (1) 		(1)

Question number	Answer	Mark
6(a)	signed	(1)

Question number	Answer	Mark
6(b)	hall (1) delicious (1)	(2)

Question number	Answer	Mark
7	C, D, G	(3)

Question number	Answer	Reject	Mark
8(a)	it is less hot/the weather is less hot (than normal)	the weather is hot	(1)

Question number	Answer	Reject	Mark
8(b)	there will be storms	there will be rain; it is raining	(1)

Question number	Answer	Reject	Mark
8(c)	it will be higher/hotter (than yesterday)		(1)

Question number	Answer	Mark
9(i)	A	(1)

Question number	Answer	Mark
9(ii)	C	(1)

Question number	Answer	Mark
9(iii)	B	(1)

Question number	Answer	Mark
9(iv)	C	(1)

Question number	Answer	Reject	Mark
10(a)	Any one of the following: <ul style="list-style-type: none"> long delays (1) roadworks (1) long delays because of roadwork(s) (1) 	to be faster to save time	(1)

Question number	Answer	Reject	Mark
10(b)	there was an accident (there/by the station)	long delays accident	(1)

Question number	Answer	Reject	Mark
10(c)	Any one of the following: <ul style="list-style-type: none"> (they should) take public transport (1) (they should) take the bus/tram/trains (1) 		(1)

Question number	Answer	Reject	Mark
10(d)	discounts (on entry) to museums/landmarks	be faster	(1)

Question number	Answer	Mark
11	B, D, G	(3)

Question number	Answer	Reject	Mark
12(a)	she started singing		(1)

Question number	Answer	Reject	Mark
12(b)	(in) 2001		(1)

Question number	Answer	Reject	Mark
12(c)	<ul style="list-style-type: none"> she was given (a lot of) (honorary) prizes (1) she was called (/given the title) 'Ambassador to the stars' (1) 		(2)

SECTION B

Question number	Answer	Mark
13(a)	مملة	(1)

Question number	Answer	Mark
13(b)	كومبيوترات	(1)

Question number	Answer	Mark
13(c)	النزهات	(1)

Question number	Answer	Mark
13(d)	قليلاً	(1)

Question number	Answer	Mark
13(e)	بعيداً عن	(1)

Question number	Answer	Mark
14(a)	سريع	(1)

Question number	Answer	Mark
14(b)	مجاني	(1)

Question number	Answer	Mark
14(c)	رخيص	(1)

Question number	Answer	Mark
14(d)	غالية	(1)

Question number	Answer	Mark
14(e)	سريعة	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

General Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

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Turn over ►



General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Arabic Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR5
- Picture card FP1
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 4 grid
3rd candidate:	Candidate 5 grid
4th candidate:	Candidate 7 grid
5th candidate:	Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1	Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
Candidate 1	Role Play	FP1 (Theme 4)	FP1 (Theme 4)	Theme 1	Theme 2 OR Theme 5
Candidate 2	FR5 (Theme 3)	FP7 (Theme 5)	FP7 (Theme 5)	Theme 2	Theme 1 OR Theme 4
Candidate 3	FR3 (Theme 2)	FP8 (Theme 1)	FP8 (Theme 1)	Theme 3	Theme 4 OR Theme 5
Candidate 4	FR7 (Theme 2)	FP10 (Theme 5)	FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
Candidate 5	FR2 (Theme 1)	FP2 (Theme 4)	FP2 (Theme 4)	Theme 5	Theme 3 OR Theme 5
Candidate 6	FR4 (Theme 1)	FP6 (Theme 2)	FP6 (Theme 2)	Theme 3	Theme 4 OR Theme 5
Candidate 7	FR10 (Theme 5)	FP10 (Theme 5)	FP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
Candidate 8	FR9 (Theme 3)	FP9 (Theme 3)	FP9 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 9	FR7 (Theme 2)	FP7 (Theme 5)	FP7 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 10	FR2 (Theme 1)	FP2 (Theme 4)	FP2 (Theme 4)	Theme 5	Theme 3 OR Theme 5
Candidate 11	FR4 (Theme 1)	FP4 (Theme 2)	FP4 (Theme 2)	Theme 3	Theme 4 OR Theme 5
Candidate 12	FR3 (Theme 2)	FP3 (Theme 3)	FP3 (Theme 3)	Theme 4	Theme 2 OR Theme 5
Candidate 13	FR1 (Theme 4)	FP1 (Theme 4)	FP1 (Theme 4)	Theme 5	Theme 2 OR Theme 3

Candidate 6	FR9 (Theme 2)	FP10 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		FP2 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		FP9 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		FP8 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		FP1 (Theme 4)	Theme 1	Theme 2 OR Theme 5
Candidate 7	FR6 (Theme 3)	FP7 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP5 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP4 (Theme 2)	Theme 5	Theme 1 OR Theme 4
		FP6 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 2	Theme 1 OR Theme 3
Candidate 8	FR1 (Theme 4)	FP8 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP9 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP3 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP1 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP7 (Theme 5)	Theme 4	Theme 2 OR Theme 3
Candidate 9	FR8 (Theme 1)	FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP6 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP8 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 2
		FP9 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 10	FR10 (Theme 4)	FP6 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP8 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 2
		FP9 (Theme 3)	Theme 5	Theme 1 OR Theme 2
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: Ambitions

Instructions to candidates

You want to register for an Arabic language course at a local Arabic school. The teacher will play the role of the teacher and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تريد التسجيل في دورة لدراسة اللغة العربية في المدرسة العربية المحلية. أنت الآن تتحدث مع المعلم.

1. زيارة إلى المدرسة – السبب

2. الدراسة – المدة

3. !

4. تعلم اللغة العربية – لماذا

5. ؟ التكاليف

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR1

Topic: Ambitions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تريد التسجيل في دورة لدراسة اللغة العربية في المدرسة العربية المحلية. أنت الآن تتحدث مع المعلم.

1	مرحباً. كيف يُمكنني مساعدتك؟ Allow the candidate to say why they are at the Arabic school.
2	ما طول المدة التي تريد أن تدرس فيها هنا؟ Allow the candidate to say how long they want to study for.
3	! ما تاريخ ميلادك؟ Allow the candidate to give their date of birth.
4	لماذا تريد أن تتعلّم اللغة العربية؟ Allow the candidate to say why they want to learn Arabic. حسناً
5	? Allow the candidate to ask about the cost. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Cultural life

Instructions to candidates

You are planning to go to a music festival with your Arab friend. The teacher will play the role of your friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت ذاهب إلى حفل موسيقي مع صديق عربي. أنت تتحدّث مع صديقك.

1. الذهاب إلى - السبب

2. الحفل - إلى متى

3. !

4. الملابس اللازمة - النوع

5. ؟ محلّ البقاء

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR2

Topic: Cultural life

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت ذاهب إلى حفل موسيقي مع صديق عربي. أنت تتكلم مع صديقك.

1	لماذا تريد الذهاب إلى الحفل؟ Allow the candidate to tell you why they want to go to the festival.
2	إلى متى نبقى هناك؟ Allow the candidate to say how long they are staying at the festival.
3	! ما ثمن تذاكر الحفل؟ Allow the candidate to say how much the festival tickets cost.
4	ما نوع الملابس التي يجب علينا أخذها؟ Allow the candidate to say what type of clothes to take. هذا جيد.
5	? Allow the candidate to ask your opinion of where to stay. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates

You are going to eat at a restaurant in Lebanon with your Arab friend. The teacher will play the part of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في مطعم في لبنان مع صديق عربي. أنت تتكلم مع النادل.

1. مائدة – عدد الأشخاص

2. المائدة – موقع

3. !

4. الطعام اللبناني – رأي

5. ؟ شبكة الإنترنت

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في مطعم في لبنان مع صديق عربي. أنت تتكلم مع النادل.

1	مساء الخير. كيف يُمكنني مساعدتك؟ Allow the candidate to ask for a table for ... (state number) people.
2	أين تفضّلون الجلوس؟ Allow the candidate to say where they want to sit.
3	! ما نوع الطعام الذي ترغبون في طلبه؟ Allow the candidate to say what kind of food they want.
4	ما رأيكم في الطعام اللبناني؟ Allow the candidate to give their opinion on Lebanese food. هذا جيّد.
5	? Allow the candidate to ask you a question about internet connection. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Daily life

Instructions to candidates

You are in a clothes shop in Morocco whilst on holiday with your family. The teacher will play the role of the sales assistant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في مخزن للملابس في المغرب. أنت تتكلم مع البائع.

1. الملبس الذي ترغبه

2. وصف الملبس

3. !

4. مناسبة خاصّة – ما هي

5. ؟ قياس – أين

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Daily life

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في مخزن للملابس في المغرب. أنت تتكلم مع مساعد البائع.

1	مرحباً. كيف يُمكنني مساعدتك؟ Allow the candidate to say which article(s) of clothing they are looking for.
2	أنت تبحث عن أي نوع من الملابس؟ Allow the candidate to describe the item of clothing they want.
3	! ما هي الألوان المفضلة لديك؟ Allow the candidate to say what their favourite colours are.
4	ما هي المناسبة لهذا الملبس؟ Allow the candidate to say what occasion the item of clothing is for. هذا جيد.
5	? Allow the candidate to ask about trying on the item of clothing. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: School activities

Instructions to candidates

Your Arab exchange partner is staying with you and you are talking about a school trip that you will go on together. The teacher will play the role of your exchange partner and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تتحدّث مع شريكك في برنامج التبادل المدرسي عن رحلة ستقومان بها معاً.

1. رحلة مدرسية - المكان المقصود

2. طعام الغداء - الترتيبات

3. !

4. الرحلة المفضّلة - السبب

5. ؟ الرحلات المدرسية - رأي

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR5

Topic: School activities

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتحدّث مع شريكك في برنامج التبادل المدرسي عن رحلة ستقومان بها معاً.

1	أين سنذهب في رحلتنا المدرسية؟ Allow the candidate to say where you are going for your school trip.
2	ماذا سنفعل وقت الغداء؟ Allow the candidate to say what you are doing for lunch.
3	! متى سنغادر؟ Allow the candidate to say the departure time.
4	أيّ نوع من الرحلات تفضّل ولماذا؟ حسنٌ جداً. Allow the candidate to say the type of trip they prefer and why.
5	? Allow the candidate to ask you what you think of school trips. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: What school is like

Instructions to candidates

You are talking to an Arab student who is visiting your school. The teacher will play the role of the visitor and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تتكلّم مع طالب عربي يزور مدرستك حالياً.

1. الدرس المفضّل - السبب

2. المعلّمون - رأي

3. !

4. استراحة الغداء - نشاط

5. ؟ المدرسة العربية - وقت الانتهاء

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: What school is like

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتكلم مع طالب عربي يزور مدرستك حالياً.

1	ما هو درسك المفضل ولماذا؟ Allow the candidate to say what their favourite subject is and why.
2	ما رأيك في المعلمين في مدرستك؟ Allow the candidate to give their opinion on the teachers in school.
3	! ما هي الأنشطة الرياضية التي تلعبها بعد انتهاء المدرسة؟ Allow the candidate to say what sports activities they take part in.
4	ماذا تفعل خلال استراحة الغداء؟ ممتاز. Allow the candidate to say what they do in the lunch break.
5	? Allow the candidate to ask you when school ends. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FR7

Topic: Travel and tourist transactions

Instructions to candidates

You are in a tourist information office in Tunisia whilst on holiday with your family, and you want information about trips. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في مكتب للسياحة وتريد الحصول على معلومات عن رحلات سياحية.

1. مَعْلَم سياحي - تفضيل
2. العُطلة في تونس - طول فترة البقاء
3. !
4. أنشطة أخرى - السبب
5. ؟ أسعار مخفّضة - للطلبة

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في مكتب للسياحة وتريد الحصول على معلومات عن رحلات سياحية.

1	أَيِّ مِنَ الْمَعَالِمِ السَّيَاحِيَّةِ تَرْغِبُ فِي زيارَتِهَا؟ Allow the candidate to say what they want to visit.
2	ما طول الفترة التي ترغب بقائها في تونس؟ Allow the candidate to say how long they are staying in Tunisia.
3	! ما رأيك بالطقس في تونس؟ Allow the candidate to say what they think of the weather in Tunisia.
4	ما هي الأنشطة الأخرى التي ترغب عملها في تونس ولماذا؟ Allow the candidate to say what other activities they would like to do and why. جيد جداً.
5	? Allow the candidate to ask you about the discounts for students. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Who am I?

Instructions to candidates

You are staying with an Arab family. You are talking about your friends with one of the children in the family. The teacher will play the role of the Arab family member and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت مقيم حالياً مع عائلة عربية. أنت تتحدّث مع أحد أفراد العائلة الصغار عن أصدقائك.

1. أفضل صديق - وصف
2. صديقك - تاريخ عيد ميلاده
3. !
4. نشاط - معاً
5. ؟ الصديق المفضّل - الاسم

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR8

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت مقيم حالياً مع عائلة عربية. أنت تتحدث مع أحد أفراد العائلة الصغار عن أصدقائك.

1	صف أفضل صديق لك. Allow the candidate to describe their best friend.
2	ما تاريخ عيد ميلاد صديقك؟ Allow the candidate to say when their friend's birthday is.
3	! منذ متى تعرفه؟ Allow the candidate to say how long they have known one another.
4	ما النشاط الذي ترغبان القيام به معاً؟ Allow the candidate to say what activity they do together. هذا جيد.
5	? Allow the candidate to ask the name of your friend. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FR9

Topic: Travel and tourist transactions

Instructions to candidates

You are telephoning a restaurant in Bahrain whilst on holiday with your family to make a reservation for a celebration. The teacher will play the role of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تتصل هاتفياً بمطعم في البحرين. أنت تريد حجز طاولة هناك.

1. الحجز - عدد الأشخاص

2. الحجز - الساعة

3. !

4. المناسبة - ما هي

5. ؟ طعام نباتي

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتصل هاتفياً بمطعم في البحرين. أنت تريد حجز طاولة هناك.

1	مرحباً. كيف يُمكنني مساعدتك؟ Allow the candidate to say for how many people they would like to make a reservation.
2	في أيّ وقت تريدون القدوم إلى المطعم؟ Allow the candidate to say what time the reservation is for.
3	! أين تفضّلون الجلوس؟ Allow the candidate to say where they want to sit.
4	ما هي مناسبة الاحتفال؟ هذا رائع. Allow the candidate to say what they are celebrating.
5	? Allow the candidate to ask about vegetarian meals. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Using the language beyond the classroom

Instructions to candidates

You are in a local Arab store. You are asking for a summer job at the store. You are now talking to the store manager.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في محلّ عربيّ لبيع المواد الغذائية. أنت تطلب عملاً لعُطلة الصيف. أنت تتحدّث مع صاحب المحلّ.

1. زيارة إلى المحلّ - السبب

2. العمل هنا - السبب

3. !

4. الصفات الشخصية

5. ؟ الابتداء - متى

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Using the language beyond the classroom

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في محلّ عربي لبيع المواد الغذائية. أنت تطلب عملاً لَعطلة الصيف في المحلّ. أنت الآن تتحدّث مع صاحب المحلّ.

1	كيف يُمكنني مساعدتك؟ Allow the candidate to say what kind of work they are looking for.
2	لماذا تريد العمل هنا؟ Allow the candidate to say why they want to work there.
3	! كم من الوقت بإمكانك أن تعمل؟ Allow the candidate to say how much time they can work.
4	ما هي صفاتك الشخصية المناسبة لهذا العمل؟ Allow the candidate to say what suitable personal qualities they have for the work. هذا جيّد.
5	? Allow the candidate to ask you when they can start work. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Work



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في العمل في مطعم
- عمل مارسه سابقاً
- عمل تريد فعله في المستقبل
- رأيك في العمل خلال أيام نهاية الأسبوع

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Work



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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أعتقد بأنّ العمل في المطعم هو ممتع. وأنت ماذا تعتقد؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ما نوع العمل الذي مارسته شخصياً؟
[أيّ شيء آخر؟]
4. ما العمل الذي تريد عمله في المُستقبل؟
[أيّ شيء آخر؟]
5. هل العمل خلال نهاية الأسبوع جيّد للشباب؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في العمل الجماعي
- عمل قُمتَ به سابقاً في المدرسة، في البيت أو في مكان عملٍ
- خطط العمل المُستقبلية
- رأيك في العمل بدوام جزئي

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ العمل الجماعي. وأنت؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]
3. أخبرني عن عمل قُمت به سابقاً في المدرسة أو في البيت أو في مكان عمل.
[أيّ شيء آخر؟]
4. ما نوع العمل الذي تريد فعله في المُستقبل؟
[أيّ شيء آخر؟]
5. ما رأيك في العمل بدوام جزئي؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP3

Topic: What school is like



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في الزي المدرسي
- ماذا فعلت في المدرسة يوم أمس
- كيف ستحتفل بنهاية الامتحانات
- الأنشطة المدرسية المفضّلة لديك

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP3

Topic: What school is like



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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. في رأيي أنّ ارتداء الزيّ المدرسي في المدرسة هو فكرة جيّدة. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ماذا فعلت في المدرسة يوم أمس؟
[أيّ شيء آخر؟]
4. ماذا ستفعل لتحتفل بنهاية الامتحانات؟
[أيّ شيء آخر؟]
5. ماذا تحب أن تعمل في المدرسة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Holidays



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في العطلات الجماعية
- عطلتك خلال السنة الماضية
- أنشطة سوف تقوم بها في العطلة الصيفية
- رأيك في طول العطلة الصيفية

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Holidays



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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ العُطلات الجَماعية. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. أخبرني عن عُطلتك في العام الماضي.
[أيّ شيء آخر؟]
4. ما هي الأنشطة التي ستقوم بها في العُطلة الصيفية؟
[أيّ شيء آخر؟]
5. هل العُطلة الصيفية طويلة جدّاً في رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP5

Topic: Daily life



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- ما رأيك في تناول الطعام مع الأسرة
- ماذا أكلت في حفل عشاء خاص
- ما ترغب في طبخه لأصدقائك
- رأيك في التسوّق بواسطة الإنترنت أو من الأسواق الكبيرة

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP5

Topic: Daily life



(Source: © MBI/Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أعتقد بأنّه من المهمّ لجميع أفراد الأسرة أن يتناولوا الطعام سوياً. ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ماذا أكلت في حفل عشاء خاص؟
[أيّ شيء آخر؟]
4. ما هو الطعام الذي تريد تحضيره لأصدقائك؟
[أيّ شيء آخر؟]
5. هل تفضّل التسوّق بواسطة الإنترنت أو في مخازن التسوّق الكبيرة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP6

Topic: Town, region and country



(Source: © Megapress / Alamy Stock Photo)

ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في العيش في المُدن
- ماذا فعلت في منطقتك مؤخراً
- منطقة ترغب في زيارتها في المُستقبل
- رأيك في الريف

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP6

Topic: Town, region and country



(Source: © Megapress / Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ العيش في المُدن. وأنت؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ماذا فعلت في منطقتك مؤخرًا؟
[أيّ شيء آخر؟]
4. أيّ منطقة تحبّ زيارتها في المُستقبل؟
[أيّ شيء آخر؟]
5. هل تحبّ الريف؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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STIMULUS FP7

Topic: Bringing the world together



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في الحفلات الموسيقية
- عرض موسيقي شاهدته حديثاً
- حدث في المستقبل تريد أن تشارك به
- رأيك في أنواع الموسيقى المفضّلة لديك

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ الحفلات الموسيقية. وأنت؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]
3. أخبرني عن استعراض شاهدته مؤخراً.
[أيّ شيء آخر؟]
4. ما هو الحدث الذي تريد أن تشارك به في المستقبل؟
[أيّ شيء آخر؟]
5. أيّ نوع من الموسيقى هو الأفضل لديك؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP8

Topic: Daily life



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في الهواتف النقالة
- كيف استخدمت أجهزة الحاسوب مؤخراً
- كيف ستستخدم التكنولوجيا في المستقبل
- رأيك في شبكات الاتصال الاجتماعية

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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(Source: © Greg Balfour Evans/Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ الهواتف النقّالة. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. أخبرني كيف استخدمت جهاز الحاسوب مؤخّراً.
[أيّ شيء آخر؟]
4. كيف ستستخدم التكنولوجيا في المُستقبل؟
[أيّ شيء آخر؟]
5. ما رأيك في شبكة الإنترنت؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS FP9

Topic: What school is like



(Source: © Ton Koene/Alamy Stock Photo)

ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في زيّ المدرسة الرسمي
- ماذا فعلت في المدرسة الأسبوع الماضي
- ماذا تريد أن تدرس في العام الدراسي المُقبل
- رأيك في الواجبات المدرسية المنزلية

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP9

Topic: What school is like



(Source: © Ton Koene/Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أعتقد بأنّ زيّ المدرسة الرسمي هو فكرة جيّدة. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ماذا فعلت في المدرسة الأسبوع الماضي؟ أخبرني عن ذلك.
[أيّ شيء آخر؟]
4. ماذا تريد أن تدرس في العام الدراسي المُقبل؟
[أيّ شيء آخر؟]
5. هل يعجبك عمل الواجبات المدرسية المنزلية؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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STIMULUS FP10

Topic: Environmental issues



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- إعادة التدوير – رأي
- نوع التدوير الذي فعلته حديثاً
- ما ستفعله مُستقبلاً للمساعدة في نظافة مدرستك
- أيّهما الأفضل – الذهاب إلى المدرسة بالسيارة أم مشياً على الأقدام

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
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- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.

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(Source: © Image Source Plus / Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أي شيء آخر؟]
2. أنا أعتقد بأن التدوير مهم جداً. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أي شيء آخر؟]
3. ما نوع التدوير الذي قُمت بعمله حديثاً؟
[أي شيء آخر؟]
4. ماذا ستفعل مُستقبلاً للمساعدة في الحفاظ على نظافة مدرستك؟
[أي شيء آخر؟]
5. في رأيك ما هو الأفضل - الذهاب إلى المدرسة بالسيارة أم مشياً على الأقدام؟
[لماذا؟ لِمَ لا؟/أي شيء آخر؟]

GCSE Arabic Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier - Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 1 (FR1)

أنت تريد التسجيل في دورة لدراسة اللغة العربية في المدرسة العربية المحلية. أنت الآن تتحدث مع المعلم.

1. زيارة للمدرسة – السبب

مرحباً. كيف يُمكنني مساعدتك؟

Mark	Descriptor	
0	أنا دورة عربية.	أنا أبحث عن المدرسة العربية.
	Highly ambiguous because of lack of verb	No rewardable communication. The student has not conveyed the required message and has only repeated some words from the prompt.
1	دورة اللغة العربية تعليم	أنا أريد تعلُّم اللغة العربية
	Communication is partially clear and a purpose is conveyed. Although the response is stilted, the response conveys enough meaning within the context of the role play for one mark.	Communication is ambiguous. The word for (اللغة) is pronounced as (اللقة) and this affects the clarity of communication.
2	أرغب في تعلُّم لغة عربية رجاءً.	أنا أبحث عن دورة لتعلُّم اللغة العربية.
	Clearly communicated despite the absence of the definite article ال العربية and اللغة (the) linked to	Clearly communicated.

2. الدراسة – المدّة

ما طول المدّة التي تريد أن تدرس فيها هنا؟

Mark	Descriptor	
0	ثلاث مرّات.	أنا أتكلّم اللغة العربية قليلاً.
	Highly ambiguous. The candidate appears to have misunderstood the question and the answer is irrelevant.	No rewardable communication; the answer is unrelated to the prompt.
1	أنا أحبّ اللغة العربية لمدّة خمسة أسابيع.	أنا هنا لسنة واحدة فقط.
	Partially clear; incorrect use of the verb forces the listener to understand what is meant.	Ambiguous. Response makes it unclear whether the student is in the area for one year or whether they want to study for one year. However response gives enough meaning within the context of the role play for one mark.
2	أريد أن أدرس لمدّة خمسة أشهر.	أقدر أدرس خمسة أشهر لو أمكن.
	Clearly communicated.	Clearly communicated.

3. ما تاريخ ميلادك؟

Mark	Descriptor	
0	عمري ستّ عشرة سنة.	أنا وُلدت في لندن.
	No rewardable communication; although the candidate gives their age, this is not a response to the question asked.	No rewardable communication; the student gives the place of birth but not the date of birth as required by the question.
1	سنة ألفين وواحد.	الخامس عشر من مايو.
	Year two thousand and one. Partially clear. The candidate has given a valid year but without further detail (i.e. the month).	The fifteenth of May. Partially clear. The candidate has given the date of their birthday but not the year of their birth.
2	الخامس عشر من مايو سنة ألفين وواحد.	مايو ألفين وواحد يوم خامس عشر.
	Clearly communicated.	Clearly communicated despite the word order.

4. تعلّم اللغة العربية – لماذا

لماذا تريد أن تتعلّم اللغة العربية؟

Mark	Descriptor	
0	أريد أمل في دُبي.	مدرسة جيّدة.
	Incorrect pronunciation of العمل into أمل prevents communication.	No rewardable communication. The response does not answer the question.
1	أسافر في الصيف إلى المغرب.	عائلة في لبنان.
	Partially clear. Travel to Morocco warrants one mark, but incorrect pronunciation of الصيف (summer) into الصيف (sword) affects clarity of communication.	Ambiguous, a reason is given, but the response does not clearly link the student's family being in Lebanon to their Arabic learning.
2	أريد أن أعيش في مصر.	يعجبني مشاهدة الأفلام العربية في القنوات الفضائية.
	Clearly communicated.	Clearly communicated.

5. ؟ التكاليف

Mark	Descriptor	
0	أدفع النقود؟	مائة جنيه.
	Highly ambiguous. The student does not ask how much it costs but whether they have to pay at all.	No rewardable communication. The student has misunderstood the prompt and has not asked a question.
1	كم تكاليف الدراسة يا صديقي؟	متى تكاليف الدورة؟
	Partially appropriate as the term, 'my friend,' يا صديقي should only be used in informal contexts.	Communication is ambiguous because of the use of the wrong question word, 'when,' rather than, 'what'. However the response has enough meaning within the context to be awarded one mark.
2	كم تكاليف الدراسة؟	كم يجب عليّ أن أدفع للدراسة في الدورة؟
	Clearly communicated. Has asked a clear question.	Clearly communicated.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of a single-word answer.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation.
3–4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning.
5–6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.• Short, undeveloped responses, many incomplete.• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4–6	<ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.• Short responses, any development depends on teacher prompting.• Limited ability to sustain communication, pace is mostly slow and hesitant.
7–9	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.• Occasionally able to initiate and develop responses independently but regular prompting needed.• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10–12	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation.• Sometimes able to initiate and develop the conversation independently, some prompting needed.• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Uses straightforward, individual words/phrases; limited evidence of language manipulation.• Limited accuracy, minimal success when referring to past, present and future events.• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation.
4–6	<ul style="list-style-type: none">• Uses straightforward, repetitive, grammatical structures.• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning.
7–9	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.• Generally accurate grammatical structures, generally successful references to past, present and future events.• Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Arabic

Paper 3: Reading and understanding in Arabic

Foundation Tier

Sample assessment material for first
teaching September 2017
Time: 50 minutes

Paper Reference

1AA0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Arabic.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Meals of the day

1 Read the opinions about meals of the day on a webpage.

نادية:	صباح كل يوم، أحب أن أتناول فطوراً خفيفاً جداً. أكل البيض مع الشاي والحليب.
سمير:	تناول عائلتي الغداء في الساعة الواحدة، ولكني لا أكون معهم. أتناول غداءً سريعاً في مكتبي.
دلال:	أحب أن أتناول العشاء مع عائلتي في وقت مبكر كل مساء. أتناول العشاء في الساعة السابعة كل يوم.
مصطفى:	وجبتي المفضلة هي وجبة الغداء. أتناول غدائي كل يوم في مطعم المدرسة.

What do they say about their meals of the day? Enter either **Nadia**, **Sameer**, **Dalal** or **Mostafa**.

You can use each person more than once.

Example: *Nadia* likes to have a light meal.

- (a) prefers to eat at lunchtime. (1)
- (b) enjoys having meals with family. (1)
- (c) has lunch at work. (1)
- (d) eats eggs for breakfast. (1)
- (e) loves having lunch at school. (1)
- (f) likes to have dinner at 7 o'clock. (1)

(Total for Question 1 = 6 marks)

A new school

2 Read the advert below.

مدرسة العلماء في السودان
ستبدأ مدرستنا بقبول طلبات تسجيل التلاميذ للعام الدراسي ٢٠١٦-٢٠١٧. يُمكن للأهالي تسجيل أبنائهم
وبناتهم في المدرسة فقط عن طريق الاتصال هاتفياً بمدير الأكاديمية السيد محمد بلال. كما يُمكن
الحصول على المعلومات عن طريق البريد الإلكتروني. تقبل إدارة المدرسة طلبات التسجيل من يوم الاثنين إلى
يوم الأربعاء ما بين الساعة ٩:٣٠ إلى ١١:٠٠ صباحاً.
مع التمنيات بعام دراسي مليء بالنجاح والتوفيق.
إدارة المدرسة

Complete the gap in each sentence using a word or phrase from the box below.
There are more words than gaps.

Sudan	morning	Syria	mixed
telephone	email	website	Tuesdays
girls only	Thursdays	afternoon	letter

Example: The new academy is in Sudan.

- (a) The academy is a school. (1)
- (b) Parents can apply to school by (1)
- (c) Applications are accepted on (1)
- (d) You can contact the school during the hours. (1)
- (e) More information is available via (1)

(Total for Question 2 = 5 marks)

A village for sale

3 (a) Read this newspaper article about a village for sale.

عرضت أسرة غنية قرية صغيرة تقع في شرق "دُبَي" للبيع بمبلغ ٢٠ مليون درهماً إماراتياً. تبلغ مساحة القرية حوالي ٩ كيلومتر مربع وتضم ٤٣ عائلة ومدرسة ومسجد ومحطة وقود.

وذكرت وسائل إعلام إماراتية أنّ قرية "الوادي" تملكها أسرة واحدة منذ زمن طويل، وبعد وفاة صاحبة القرية "الشيخة منيرة"، قرّر أهلها عرض القرية للبيع في عام ٢٠١١.

Answer the following questions **in English**. You do not need to write in full sentences.

(i) Where exactly in Dubai is the village located?

(1)

(ii) Name **one** facility you can find at the village.

(1)

(iii) What was the reason behind selling the village?

(1)

3 (b) The article continues.

أشار أحد الأهالي، واسمه "محمد مصطفى"، إلى أنّ سكّان القرية يعيشون فيها منذ مدّة طويلة لأنّ إيجار المنازل فيها رخيص. وأضاف أنّه يتمنّى أن يكون المالك الجديد للقرية شخصاً طيّباً مثل صاحبة القرية السابقة.

(i) Why do people like to live in the village?

(1)

(ii) What does Mohammed hope the new owner will be like?

(1)

(Total for Question 3 = 5 marks)

تمثال من الرَّمْل

4 Read the extract below about a group of young people spending time on the beach.

ذهب الأصدقاء إلى شاطئ البحر في نُزهة. قال أحدهم: "تعالوا نسبح" وبعد لحظات، قفزوا إلى البحر. كان الأصدقاء لا يعرفون السباحة، ومع ذلك كان موج البحر يحملهم بلطف ويرميهم إلى شاطئ البحر. كان الأصدقاء سعداء جداً وهم يرمون الرَّمْل ويلعبون كرة القدم على الشاطئ.

عندما تعبوا، جلسوا يستمتعون بالطقس الجميل، ثم قال أحدهم: "تعالوا نصنع رجلاً من الرَّمْل". وبدأوا يجمعون الرَّمْل المبلول بالماء إلى أن صنعوه على شكل جسم رجل.

محمود: "لماذا وجهه حزين هكذا؟"

لينا: "ربما من الحرّ".

نزار: "ربما حزن لأننا صنعناه رجلاً أصلع".

ضحك الأصدقاء، وابتعدوا عن التمثال وراحوا يرمونه بكرات من الرَّمْل المبلول. لكن وجه التمثال ظلّ حزيناً.

Put a cross ☒ in the correct box.

Example: This story is about a...

<input checked="" type="checkbox"/>	A man.
<input checked="" type="checkbox"/>	B woman.
<input checked="" type="checkbox"/>	C child.
<input checked="" type="checkbox"/>	D statue.

(i) The friends do not know how to...

<input checked="" type="checkbox"/>	A surf.
<input checked="" type="checkbox"/>	B swim.
<input checked="" type="checkbox"/>	C jump.
<input checked="" type="checkbox"/>	D throw.

(ii) They played...

<input type="checkbox"/>	A cricket.
<input type="checkbox"/>	B volleyball.
<input type="checkbox"/>	C football.
<input type="checkbox"/>	D cards.

(iii) The sand used to make the statue was...

<input type="checkbox"/>	A fine.
<input type="checkbox"/>	B dry.
<input type="checkbox"/>	C wet
<input type="checkbox"/>	D coarse.

(iv) The statue's face looked...

<input type="checkbox"/>	A happy.
<input type="checkbox"/>	B sad.
<input type="checkbox"/>	C angry.
<input type="checkbox"/>	D tired.

(v) The friends made the statue...

<input type="checkbox"/>	A tall.
<input type="checkbox"/>	B bald.
<input type="checkbox"/>	C ugly.
<input type="checkbox"/>	D small.

(Total for Question 4 = 5 marks)

A new shop opens

5 Read the advert below about a new shop.

هل يُعجبك أن تكون صديقاً للبيئة؟ هل تحب أن تساعد كوكبنا الأرض؟ هل تريد أن تتسوّق دون أن تدفع الكثير من المال؟ إذاً، عليك زيارة محلّنا الجديد. محلّ "البيت الأنيق" يقع في ضواحي المدينة. مُنتجاتنا مصنوعة من المواد الطبيعية الصديقة للبيئة. لدينا الآن تخفيضات كبيرة على جميع المُنتجات، التخفيضات مستمرة حتى نهاية الشهر الحالي. عند زيارتكم للبيت الأنيق تجدون كل ما تحتاجون إليه من مشروبات وأدوات منزلية بأسعار ممتازة جداً.

للمزيد من المعلومات قوموا بزيارة موقعنا على الإنترنت: البيت الأنيق، يُمكنكم أيضاً التسوّق على الإنترنت من نفس الموقع.

(a) Where is the shop located?

(1)

(b) As well as helping the environment, why would you shop here?

(1)

(c) How can you find out more information about the shop?

(1)

(Total for Question 5 = 3 marks)

"صندوق الدنيا"

by Ibrahim Abdulkader Al-Mazini

6 Read the extract from the text about a traditional Arabic puppet show.

كُنَّا نفرح بلُعبة "صندوق الدنيا" ونحن أطفال، نكون في وسط اللعب، فيلمح أحدنا "الصندوق" من بعيد؛ ويُلقِي ما بيده من كرة أو لُعبة ويُطلق صيحة فرح عالية، ويذهب راكضاً ونحن معه وراء الرَّجل الذي يحمل الصندوق. كُنَّا نتعلّق بثيابه، فهذا يمسك بحزامه، وآخر يده على الصندوق. والرَّجل يمشي ولحيته واصلة إلى صدره، ونحن ندور حوله. فيضع الطاولة الخشبية على الأرض فنكون فوقها نصيح بصوت عال قبل أن يضعها على الأرض.

يرفع الرَّجل "الصندوق" ويضعه على سجّاد جميل، نزحف إليه ونقرّب وجوهنا وننظر داخل الصندوق، وننتظر لنشاهد القصص. فيتسم الرَّجل ويفتح يده ويقول: "هاتوا أولاً"، فنبحث في جيوبنا عن بعض الجُنيّات.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How do the children feel when they see the man approaching?

(1)

(b) Where does the man put his box?

(1)

(c) What does the box provide for the children?

(1)

(d) What does the man expect the children to do before he starts the show?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

العمل في عيادة

7 اقرأ الرسالة البريدية التالية من سامية:

من: سامية

إلى: أمينة

الموضوع: العمل في العيادة

مرحباً يا صديقتي،

سأقوم بخبرة عمل في نهاية الشهر القادم. لقد بحثت كثيراً في الجرائد المحلية. كما تعلمين، أنّ علم الأحياء هو موضوعي المفضل، وأنا أحلم أن أصبح طبيبة في المستقبل. أعتقد أنّ العمل في العيادة الطبية القريبة من بيتنا سيُفيدني كثيراً، وخصوصاً في التعامل مع المرضى وفي التعمّد على العمل مع فريق. سوف أداوم كل يوم من الساعة الثامنة صباحاً وحتى الساعة الثامنة مساءً.

اكتبي لي عن مكان خبرتك للعمل.

صديقتك سامية

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

أكمل الجمل التالية بما يناسبها من الكلمات أو العبارات التالية:

المُقبل	أسبوعياً	الصحف	قريبة من	الجماعي	الأدبية
العيادات	بعيدة عن	الماضي	يوميّاً	العلمية	الفردية

- مثال: بحثت سامية عن أماكن لخبرة العمل في الصحف .
- (a) تقوم سامية بخبرة العمل نهاية الشهر (1)
- (b) العيادة الطبيّة التي اختارتها سامية بيتها. (1)
- (c) تحبّ سامية المواد (1)
- (d) الخبرة العملية ستُفيد سامية في اكتساب خبرة في العمل (1)
- (e) تعمل سامية في العيادة (1)

(Total for Question 7 = 5 marks)

مدينة مراكش المغربية

8 اقرأ الإعلان التالي المنشور في صحيفة عربية، ثم أجب عن الأسئلة التي تليه:

تُعتبر ساحة "الفنا" ومسجد "الكُتبية" من أبرز الأماكن في المغرب وتحديداً في "مراكش". يُمكنكم اكتشاف المدينة دون دفع تكاليف مرتفعة. وأيضاً يُمكن للسائح الاستمتاع بمحلات الأحذية المغربية الجميلة، والأطباق الملونة والسجاد القديم.

كما يُعتبر حمام البخار المغربي جزءاً من الحياة اليومية لكل المغاربة نساءً وأطفالاً ورجالاً، فهو يساعد على تنشيط العضلات والراحة للهروب من ضجيج المدينة السياحية.

ومن أهم القصور قصر البادي، الذي يتميز بالغرف المبنية في القبو، والمتحف الجميل. وهناك أيضاً قصر "المأمونية" الذي استضاف أشخاصاً معروفين مثل "شارلي شابلن" و"ونستون تشرشل".

مثال: مسجد "الكُتبية" من الأماكن في المغرب

<input type="checkbox"/>	A أعلى
<input type="checkbox"/>	B أقدم
<input type="checkbox"/>	C أجمل
<input checked="" type="checkbox"/>	D أهم

(i) تعرّف على المدينة

<input type="checkbox"/>	A غالٍ
<input type="checkbox"/>	B مجاني
<input type="checkbox"/>	C رخيص
<input type="checkbox"/>	D سهل

(ii) أشهر ما تُوفّره المدينة هو عبارة عن أعمال

<input type="checkbox"/>	A	علمية
<input type="checkbox"/>	B	يَكُوِيّة
<input type="checkbox"/>	C	فَنِّيّة
<input type="checkbox"/>	D	خَيْرِيّة

(iii) الحَمَامَات المغربية مفيدة

<input type="checkbox"/>	A	للأطفال
<input type="checkbox"/>	B	للجميع
<input type="checkbox"/>	C	للنساء
<input type="checkbox"/>	D	للرّجال

(iv) تُوجد العُرف في قصر البادي

<input type="checkbox"/>	A	تحت الأرض
<input type="checkbox"/>	B	في الطابق الأرضي
<input type="checkbox"/>	C	في الطابق الأوّل
<input type="checkbox"/>	D	في الطابق الثاني

(v) أقام في قصر المأمونية

<input type="checkbox"/>	A	مشاهير
<input type="checkbox"/>	B	أطباء
<input type="checkbox"/>	C	عُلماء
<input type="checkbox"/>	D	سُيَّاح

(Total for Question 8 = 5 marks)

إعلانات لرحلات سفر

9 اقرأ هذه الإعلانات من بعض مكاتب السفر عن رحلات متوقّرة لديهم.

الطيبّ للسياحة والسفر	عندنا رحلات لعطلة الصيف المُقبل لزيارة أهمّ الأماكن السياحية في القاهرة مثل الأهرامات. رحلتنا تتضمّن إقامة في فندق خمس نجوم في وسط العاصمة.
مكتب السعادة للسفر	إلى مُحبّي الريف والمُغامرات، لدينا سفرات شيقّة لزيارة لبنان. تستطيعون المشي في الحقول وتسلّق الجبال ومشاهدة المناظر الرائعة.
سفريات الأحلام	تتوقّر لدينا رحلات لزيارة تونس. رحلتنا على الشاطئ، حيث يُمكن لكم الاستمتاع بالطقس الجميل. رحلتنا تتضمّن وجبة الفطور فقط.
مكتب الأمان للسياحة	تُوجد لدينا رحلات في عطلة الربيع القادم إلى شرم الشيخ في مصر. رحلاتنا تشمل وجبات الطعام الكاملة لمدة خمسة أيّام. لدينا أيضاً نوادٍ رياضية للأطفال.

ما هو مكتب السفر المناسب؟ اختر من بين هذه المكاتب: الطيبّ للسياحة والسفر، مكتب السعادة للسفر، سفريات الأحلام، مكتب الأمان للسياحة. يُمكنك استخدام الإجابة أكثر من مرّة.

مثال: الإقامة في فندق خمس نجوم متوقّرة من الطيبّ للسياحة والسفر .

- (1) (a) هناك أسرة تبحث عن رحلة فيها نشاطات للأولاد .
- (1) (b) إذا كنت تحبّ السباحة في البحر عليك أن تختار .
- (1) (c) الأشخاص الذين يحبّون زيارة الأماكن الأثرية يُمكنهم الذهاب مع .
- (1) (d) لديها رحلات للاستمتاع برؤية الطبيعة.
- (1) (e) تُوفّر وجبة طعام واحدة كل يوم.

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C**Translation****10** Translate this passage **into English**.

في وقت فراغي أحب أن أَلعب كرة السلة. أذهب إلى النادي الرياضي القريب من بيتنا بالحافلة رقم ٩. تستغرق الرحلة حوالي ربع ساعة. السبت الماضي، ذهبتُ مع أخي الصغير للسباحة. الرياضة مفيدة لأنها تقوّي الجسم.

(Total for Question 10 = 7 marks)**TOTAL FOR SECTION C = 7 MARKS****TOTAL FOR PAPER = 50 MARKS**

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GCSE Arabic Foundation tier

Paper 3 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Arabic word or name.

SECTION A

Question number	Answer	Mark
1(a)	Mustafa	(1)

Question number	Answer	Mark
1(b)	Dalal	(1)

Question number	Answer	Mark
1(c)	Sameer	(1)

Question number	Answer	Mark
1(d)	Nadia	(1)

Question number	Answer	Mark
1(e)	Mustafa	(1)

Question number	Answer	Mark
1(f)	Dalal	(1)

Question number	Answer	Mark
2(a)	mixed	(1)

Question number	Answer	Mark
2(b)	telephone	(1)

Question number	Answer	Mark
2(c)	Tuesdays	(1)

Question number	Answer	Mark
2(d)	morning	(1)

Question number	Answer	Mark
2(e)	email	(1)

Question number	Answer	Mark
3(a)(i)	it is situated in East Dubai	(1)

Question number	Answer	Mark
3(a)(ii)	a school/a mosque/a petrol station	(1)

Question number	Answer	Mark
3(a)(iii)	the owner has died/Sheikha Munira died/Munira died	(1)

Question number	Answer	Mark
3(b)(i)	because the house rent is cheap	(1)

Question number	Answer	Mark
3(b)(ii)	Any one of the following: <ul style="list-style-type: none"> to be as good/nice as the previous owner (1) to be like the old owner (1) to be kind/giving (1) 	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	C	(1)

Question number	Answer	Mark
4(iv)	B	(1)

Question number	Answer	Mark
4(v)	B	(1)

Question number	Answer	Mark
5(a)	in the outskirts of town	(1)

Question number	Answer	Mark
5(b)	discounted products/natural products	(1)

Question number	Answer	Mark
5(c)	by visiting the website/shop's website	(1)

Question number	Answer	Mark
6(a)	Any one of the following: <ul style="list-style-type: none"> • very happy (1) • they scream (1) 	(1)

Question number	Answer	Mark
6(b)	on a (beautiful) rug	(1)

Question number	Answer	Mark
6(c)	stories to watch	(1)

Question number	Answer	Mark
6(d)	to pay money	(1)

SECTION B

Question number	Answer	Mark
7(a)	المقبل	(1)

Question number	Answer	Mark
7(b)	قريبة من	(1)

Question number	Answer	Mark
7(c)	العلمية	(1)

Question number	Answer	Mark
7(d)	الجماعي	(1)

Question number	Answer	Mark
7(e)	يومية	(1)

Question number	Answer	Mark
8(i)	C	(1)

Question number	Answer	Mark
8(ii)	C	(1)

Question number	Answer	Mark
8(iii)	B	(1)

Question number	Answer	Mark
8(iv)	A	(1)

Question number	Answer	Mark
8(v)	A	(1)

Question number	Answer	Mark
9(a)	مكتب الأمان للسياحة	(1)

Question number	Answer	Mark
9(b)	سفریات الأحلام	(1)

Question number	Answer	Mark
9(c)	الطيب للسياحة والسفر	(1)

Question number	Answer	Mark
9(d)	مكتب السعادة للسفر	(1)

Question number	Answer	Mark
9(e)	سفریات الأحلام	(1)

SECTION C

Question number	Indicative content	Mark
10	In my spare time I love to play basketball. I go to the sports club near my house by bus number 9. The trip takes about a quarter of an hour. Last Saturday I went swimming with my little brother. Sport is useful because it strengthens the body.	(7)

Mark	Descriptor
0	No rewardable communication.
1–2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3–4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 20 minutes

Paper reference	1AA0/4F
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Arabic
PAPER 4: Writing in Arabic
Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Arabic song festival

1



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تُشارك في مهرجان الأغنية العربية في مدينة القاهرة ثم تُرسل هذه الصورة لأصدقائك على شبكات التواصل الاجتماعي.

صِف الصورة وأعطِ رأيك في الموسيقى.

اكتب ما بين 20-30 كلمة باللغة العربية.

(Total for Question 1 = 12 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☐ .

Studying in Jordan

2 (a) أنت ذاهب للدراسة في الأردن.

اكتب رسالة رسمية إلى مدير المدرسة الثانوية هناك.

يجب أن تحتوي رسالتك على النقاط التالية:

- الوقت الذي ترغب أن تبدأ فيه الدراسة
- المكان الذي ستسكن فيه
- المواد التي ترغب في دراستها
- لماذا تريد أن تدرس في الأردن.

اكتب ما بين 40-50 كلمة باللغة العربية.

(16)

السيد المدير

مع الشكر الجزيل

If you answer Question 2(b) put a cross in the box ☒ .

A cooking competition

(b) اكتب رسالة إلكترونية رسمية إلى مدير برنامج الطبخ.

يجب أن تحتوي رسالتك على النقاط الآتية:

- لماذا تريد المشاركة
- خبرتك الشخصية في الطبخ
- صف الأكلة التي ستشارك بها ومكوناتها
- طموحاتك المستقبلية في هذا المجال.
- اكتب ما بين 40-50 كلمة باللغة العربية.

(16)

السيد مدير البرنامج

مع الشكر الجزيل

(Total for Question 2 = 16 marks)

Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box ☐ .

A sports event

3 (a) وصلتك رسالة إلكترونية من صديقك العربي سُليمان يسألك عن الحدث الرياضي العالمي الذي ذهبت إليه.

اكتب ردّاً غير رسمي إلى سُليمان.

يجب أن يحتوي هذا الردّ على النقاط التالية:

- كيف عرفت عن الحدث
 - الرياضة المفضّلة لدى الناس في بلدك
 - أهميّة الرياضة في حياة الشباب
 - نشاط رياضي تريد أن تشارك فيه في المُستقبل.
- اكتب ما بين 80-90 كلمة باللغة العربية.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 3(b) put a cross in the box ☐ .

Ambitions

(b) يسعى موقع عربي على الإنترنت إلى معرفة رأيك في طُموحات الشباب.

اكتب مقالاً غير رسمي للشباب وأرسله إلى هذا الموقع.

يجب أن يحتوي مقالك على النقاط التالية:

- أي نوع من الأشخاص أنت
- العمل الذي قمتَ به سابقاً
- أهمية أن يكون لدى الشباب طموح أو لا
- خططك في المستقبل.

اكتب ما بين 80-90 كلمة باللغة العربية.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

Holidays

4 ترجم الجُمْل التالفة إلى اللغة العربية:

(a) I love travel.

(2)

(b) I often go to Beirut.

(2)

(c) Many tourists go there.

(2)

(d) I visit many historic places and have a great time there.

(3)

(e) I enjoyed travelling alone, but now I prefer going with friends because it is more fun.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Arabic Foundation tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given, likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments, and writing in a conversational style.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Repetitive use of minimal selection of straightforward grammatical structures• Produces individual words/set phrases• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Use of a restricted range of straightforward grammatical structures, frequent repetition• Produces simple, short sentences, which are not linked• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces simple, short sentences with minimal linking• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• Uses straightforward grammatical structures, occasional repetition• Produces predominantly simple sentences occasionally linked together• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style - examples of informal style include language that students would use with friends, informal greetings, endearments and forms of address.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	(أنا) أحب السفر
4(b)	أذهب إلى بيروت كثيراً / كثيراً ما أذهب إلى بيروت
4(c)	يذهب إلى هناك الكثير من السياح

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"> Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none"> The meaning of the sentence is partially communicated Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none"> The meaning of the sentence is fully communicated Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	أزور العديد من الأماكن التاريخية هناك وأقضي وقتاً ممتعاً
4(e)	استمتعت بالسفر وحدي لكن الآن أفضل السفر مع أصدقائي لأن ذلك أكثر متعة

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 1: Listening and understanding in Arabic Transcript

Higher Tier

Sample assessment material for first teaching
September 2017

Paper Reference

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SECTION A

مَدْرَسَتِي الثَّانَوِيَّة

Question 1

Example

F2: أَنَا أَحِبُّ دَرَسَ الرَّسْمِ وَلَكِنِّي أَعْشَقُ اللُّغَةَ الْعَرَبِيَّةَ.

Question 1

F2: لِمُعَلِّمُونَ جَيِّدُونَ فِي الشَّرْحِ وَلَكِنَّ الدُّرُوسَ لَيْسَتْ مُمْتَعَةً. الْمَكْتَبَةُ حَدِيثَةٌ وَلَهَا خَمْسُ أَجْهَازٍ حَاسُوبٍ فَقَط. لَدَيْنَا قَاعَةٌ جَدِيدَةٌ لِلأَلْعَابِ الرِّيَاضِيَّةِ. هُنَاكَ مَجْمُوعَةٌ وَاسِعَةٌ مِنَ الْأَلْعَابِ وَلَكِنِّي لَا أَشْتَرِكُ بِهَا. يَتِمُّ تَنْظِيمُ الْكَثِيرِ مِنَ النُّزْهَاتِ وَأَنَا أُحِبُّهَا كَثِيرًا! تُعْجِبُنِي الْوَاجِبَاتُ الْمَدْرَسِيَّةُ وَأَنَا أَفْعَلُهَا بِسُرْعَةٍ. يَسْتَعْرِقُ مِنِّي الْوُصُولُ إِلَى الْمَنْزِلِ سَاعَةً كَامِلَةً فِي الْحَافِلَةِ. إِنَّهَا رَحْلَةٌ طَوِيلَةٌ حَقًّا.

نَمُودَجٌ جَدِيدٌ لِلْهَاتِفِ الذِّكِّي

Question 2

Example

M1: هَلْ أَنْتَ تَعْبُ مِنْ نَمُودَجِ هَاتِفِنَا السَّابِقِ؟ هُوَ رَخِيسٌ وَكَثْمٌ وَلَكِنَّهُ ضَخْمٌ الْحَجْمِ.

Question 2

M1: هَاتِفُنَا الْمَحْمُولُ الْجَدِيدُ هُوَ أَصْغَرُ بِكَثِيرٍ مِنَ الْقَدِيمِ وَأَكْثَرُ سُرْعَةً. لَنْ يُكَلِّفَكَ الْهَاتِفُ الْجَدِيدُ أَيَّ شَيْءٍ عِنْدَ تَحْمِيلِ الْمَوْسِيقَى مِنَ الْإِنْتَرْنِتِ، وَلَنْ تَدْفَعَ الْكَثِيرَ لِإِرْسَالِ الرِّسَائِلِ النَّصِّيَّةِ. نَحْنُ نَعْلَمُ بِأَنَّ بَعْضَ الشَّرِكَاتِ الْأُخْرَى تُوفِّرُ بَطَّارِيَاتٍ رَخِيصَةً. بَطَّارِيَاتُنَا أَعْلَى ثَمَنًا لِأَنَّهَا تَسْتَعْرِقُ فِتْرَةً أَطْوَلَ عِنْدَ الْاسْتِعْمَالِ. قُمْ بِزِيَارَةِ صَفْحَتِنَا عَلَى الْإِنْتَرْنِتِ وَسَتَرَى بِأَنَّنا قَدْ فَتَحْنَا الْآنَ قِسْمًا جَدِيدًا لِخِدْمَةِ الزَّبَائِنِ بِصُورَةٍ أَسْرَعَ. هَذَا الْمَحْمُولُ هُوَ الْهَاتِفُ الْمُنَاسِبُ لَكَ!

SECTION B

The importance of learning other languages

Question 3

Example

F2: مِمَّا لَا شَكَّ فِيهِ أَنَّ تَعْلَمَ لُغَةً ثَانِيَةً هُوَ مُفِيدٌ جَدًّا.

Question 3

F2: لَا يَتَشَجَّعُ مُعْظَمُ الطُّلَّابِ عَلَى تَعْلَمِ اللُّغَاتِ الْأُخْرَى فِي مَدَارِسِهِمْ لِأَنَّ هَذَا لَيْسَ إِجْبَارِيًّا أَوْ لِكَوْنِهِ صَعْبًا جَدًّا. هُنَاكَ الْعَدِيدُ مِنَ الْأَسْبَابِ لِدِرَاسَةِ اللُّغَاتِ الْأَجْنِبِيَّةِ. إِنَّ التَّكَلَّمَ بَعْدَ لُغَاتٍ يُسَاعِدُ الْإِنْسَانَ عِنْدَ وَضْعِ الْخَطِّ الْمِهْنِيَّةِ لِلْمُسْتَقْبَلِ. كَمَا أَنَّ الْعَدِيدَ مِنَ الشَّرَكَاتِ تُفَضِّلُ تَعْيِينَ الْمُوظَّفِينَ الَّذِينَ يَسْتَطِيعُونَ التَّكَلَّمَ بِأَكْثَرِ مِنْ لُغَةٍ وَاحِدَةٍ، لِأَنَّ ذَلِكَ سَيُسَاعِدُ عَلَى التَّخَاطُبِ مَعَ الشَّرَكَاتِ الْأَجْنِبِيَّةِ. وَهِيَ أَحَدُ أَفْضَلِ الطَّرِيقِ لِلِقَاءِ النَّاسِ مِنْ مُخْتَلَفِ الْأَجْنَاسِ!

My primary school

Question 4

Example

M1: مَدْرَسَتِي الْإِبْتِدَائِيَّةُ كَانَتْ صَغِيرَةً.

Question 4

M1: كَانَ الْمُدْرُسُونَ جَيِّدِينَ جَدًّا. أَنَا الْآنَ أَعِيشُ فِي مَدِينَةٍ دُبَيٍّ وَأَذْهَبُ إِلَى الثَّانَوِيَّةِ هُنَاكَ. أَذْهَبُ إِلَى الْمَدْرَسَةِ بِالْحَافِلَةِ. أَنَا رِيَاظِي، وَأَلْعَبُ الْكُرَةَ الطَّائِرَةَ وَكُرَةَ الْقَدَمِ مَعَ أَصْدِقَائِي الْجُدُد. فِي الْمَدْرَسَةِ الْإِبْتِدَائِيَّةِ لَمْ أَكُنْ أُمَارِسُ الرِّيَاضَةَ. لَقَدْ كُنْتُ كَسْلَانٍ إِلَى حَدٍّ مَا. كُنْتُ أَحَبُّ أَكَلِ الْبَيْتِزَا فِي الْمَطْعَمِ، وَكُنْتُ أَقْضِي مُعْظَمَ وَقْتِي فِي اللَّعِبِ بِالسَّيَّارَاتِ الصَّغِيرَةِ. الْآنَ لَدَيَّ الْمَزِيدُ مِنَ الدُّرُوسِ وَأَعْمَلُ أَكْثَرَ مِنْ قَبْلِ.

Celebration at an exchange school

Question 5

M1: نَحْتَفِلُ الْيَوْمَ مَعَكُمْ جَمِيعاً فِي هَذَا التَّجْمُعِ الْأَخِيرِ لِلْسَّنَةِ الدَّرَاسِيَّةِ لِمَدْرَسَتِنَا بَعْدَ إِنْجَازَاتٍ حَقَّقَهَا طُلَابُنَا الْأَعْزَاءُ. مَبْرُوكٌ لَجَمِيعِ طَلَبَةِ السَّنَةِ النَّهَائِيَّةِ، الَّذِينَ نَحْنُو بِتَفُوقٍ بَعْدَ الْكَثِيرِ مِنَ الْجُهْدِ وَالْعَمَلِ الْمُسْتَمِرِّ، وَحَصَلُوا عَلَى قُبُولٍ فِي الْحَامِةِ لِلْعَامِ الدَّرَاسِيِّ الْمُقْبِلِ. نَحْتَفِلُ أَيْضاً بِنَجَاحِ فَرِيقِ الْمَدْرَسَةِ لِكُرَةِ الْقَدَمِ وَالَّذِي حَصَلَ عَلَى كَأْسِ بُطُولَةِ ثَانَوِيَّاتِ تُونِسَ. وَأَخِيراً فَإِنَّ السَّفَرَاتِ الَّتِي قَامَتْ بِهَا الْمَدْرَسَةُ هَذَا الْعَامَ كَانَتْ نَاجِحَةً جِداً، خَاصَّةً سَفَرَةُ السَّنَةِ التَّاسِعَةِ إِلَى لَنْدَنِ. نَحْنُ نَفْخَرُ بِسُلُوكِ الطُّلَابِ الَّذِينَ قَامُوا بِتَمَثِيلِ مَدْرَسَتِنَا فِي هَذِهِ السَّفَرَةِ. أَتَمَنَّى لَكُمْ عَظْلَةً سَعِيدَةً مَعَ أَهْلِكُمْ وَأَصْدِقَائِكُمْ.

Shamm Al-Naseem

Question 6

Example

F1: أَنَا مِصْرِيَّةٌ وَأَعِيشُ فِي مَدِينَةِ الْقَاهِرَةِ. فِي فَصْلِ الرَّبِيعِ يَحْتَفِلُ شَعْبُنَا بِمُنَاسَبَةٍ مُهِمَّةٍ تُسَمَّى "شَمُّ النَّسِيمِ".

Question 6

F1: يَرْجِعُ تَارِيخُ هَذَا الْإِحْتِفَالِ إِلَى خَمْسَةِ آلَافِ عَامٍ تَقْرِيباً. وَيَرْمُزُ إِلَى الْحَيَاةِ الْجَدِيدَةِ مِثْلَ الَّتِي تَحْدُثُ فِي فَصْلِ الرَّبِيعِ حِينَ تَنْمُو الْأَزْهَارُ وَالنَّبَاتَاتُ وَالْأَشْجَارُ مِنْ جَدِيدٍ. يَتَمَيَّزُ الْعِيدُ بِاعْتِدَالِ الْحَوِّ وَرَائِحَةِ النَّسِيمِ الطَّيِّبَةِ. مَعَ شُرُوقِ الشَّمْسِ يَوْمَ الْإِحْتِفَالِ يَخْرُجُ النَّاسُ إِلَى الْحَدَائِقِ وَشَارِعِ النَّهْرِ حَامِلِينَ أَنْوَاعاً مِنَ الْأَطْعِمَةِ وَالْمَأْكُولَاتِ اللَّذِيذَةِ مِثْلَ الْبَيْضِ الْمَسْلُوقِ الْمُلَوَّنِ بِأَشْكَالٍ زَاهِيَةٍ وَمُخْتَلَفِ أَنْوَاعِ الْأَسْمَاكِ. يَتَبَادَلُ النَّاسُ التَّهْنِائِيَّاتِ وَالْحَلُويَّاتِ. بَعْضُهُمْ يَتَنَزَّهَ عَلَى ضِفَافِ نَهْرِ النَّيْلِ لِيَتَمَتَّعُوا "بِشَمِّ النَّسِيمِ"، وَمِنْهُمْ مَنْ يُسَافِرُ إِلَى الرَّيْفِ، وَهِيَ عَادَاتٌ يَحْتَفِظُ بِهَا الْمِصْرِيُّونَ حَتَّى هَذَا الْيَوْمِ.

Ambitions

Question 7

F2: ماذا كان حلمك عندما كنت طفلاً؟

M2: بين ٧ و ١٢ بدأت أذهب مع أبي إلى مصنع الستائر الذي يملكه. لديه عمل تجاري ناجح جداً، وأنا كنت دائماً أحلم بأن أكون مثله. والآن، بعد أن حققت نجاحاً كبيراً في امتحانات الثانوية العامة، أريد أن أذهب إلى الجامعة لدراسة الهندسة.

F2: أي فرع من الهندسة ولماذا؟

M2: الهندسة الميكانيكية لكي أستطيع أن أعتني بمكائن مصنع أبي. أنا الآن أشعر بأنه طالما هناك الفرصة والدعم من عائلتي، يمكنني السعي لتحقيق أحلامي وأصبح رجل أعمال ناجحاً.

F2: باعتقادك، متى سيتحقق هذا الطموح؟

M2: لا أعتقد بأن هناك حدوداً لطموح شخص ما. إذا كانت لديك الرغبة والوسائل اللازمة للنجاح، فإنه سيأتي بدون شك. الدافع والطموح هما شرطان أساسيان لتنفيذ ذلك.

My trip to Beirut

Question 8

Example

M1: اِسْمِي جَمِيل مَنصُور. الزَّيَارَةُ الْوَحِيدَةُ الَّتِي قُمْتُ بِهَا إِلَى مَدِينَةِ بَيْرُوتِ كَانَتْ فِي رَبِيعِ عَامِ ٢٠١٢.

Question 8 Part (a)

M1: كَانَ مَعِي فِي السَّفَرَةِ زَوْجَتِي وَأَبْنِي الصَّغِير. كَانَ أَوَّلُ شَيْءٍ فَعَلْنَاهُ عِنْدَ وَصُولِنَا بَيْرُوتَ هُوَ الْبَحْثُ عَنِ فُنْدُقٍ مُرِيحٍ. فِي الْيَوْمِ الثَّانِيٍّ ذَهَبْنَا لَزِيَارَةِ مَغَارَةِ "جَعِينَا" وَالَّتِي تَقَعُ عَلَى بُعْدِ عِشْرِينَ كِيلُومِتْرًا إِلَى الشَّمَالِ مِنْ مَدِينَةِ بَيْرُوتِ. يَعْتَبَرُهَا الْبَنَانِيُّونَ مِنْ عَجَائِبِ الطَّبِيعَةِ الْخَالِبَةِ الَّتِي تَكُونُ دَاخِلَ الْجَبَلِ خِلَالَ آلَافِ السَّنِينَ. اشْتَرَيْنَا تَذَاكِرَ الدُّخُولِ. كَانَ ثَمَنُ التَّذَكِرَةِ عِشْرِينَ دُولَارًا لِلْكِبَارِ وَخَمْسَةَ دُولَارَاتٍ لِلصِّغَارِ.

Question 8 Part (b)

M1: عِنْدَمَا دَخَلْنَا الْمَغَارَةَ تَعَجَّبْنَا بِشَكْلِهَا الْمُتَمَيِّز. هِيَ تَحْتَوِي عَلَى مَغَارَةٍ سُفْلَى دَاخِلُهَا جَدُولُ مَاءٍ وَتَذْهَبُ إِلَيْهَا بِالْقَارِبِ. وَأُخْرَى عَلِيَا تَصْعَدُ إِلَيْهَا تَصْعَدُ عَلَى الْأَقْدَامِ. عَلِمْنَا مِنَ الْمُرْشِدِ السِّيَاحِيِّ أَنَّ الْآلَافَ مِنَ السِّيَاحِ مِنْ كَافَّةِ دُولِ الْعَالَمِ يَأْتُونَ لَزِيَارَةِ الْمَغَارَةِ خَاصَّةً فِي الصَّيْفِ. دَامَتِ الزَّيَارَةُ نِصْفَ يَوْمٍ تَقْرِيْبًا. وَلَقَدْ أَخَذْنَا الْعَدِيدَ مِنَ الصُّوَرِ لِتَكُونَ ذِكْرَى لِهَذِهِ الزَّيَارَةِ الْفَرِيدَةِ مِنْ نَوْعِهَا.

The Environment

Question 9 Part (a)

M1: ما رأيك في أسباب تلوث البيئة يا إيناس؟

F1: أعتقد بأن السبب الرئيسي لتلوث البيئة هو الناس الذين لا يهتمون بالعناية بها. إنهم يلقون الأوساخ في كل مكان ويفقطعون الأشجار. الهواء كثير التلوث والأسماك تموت.

M1: وأنت يا سَرمَد؟

M2: أنا أظن بأن الصناعة هي السبب الرئيسي لتدمير البيئة وأيضاً الحكومات التي لا تهتم بالبيئة. إن الغازات التي تطلقها المصانع تلوث الهواء وتدمر البيئة. كما أن دُخان السيارات يضرُّ بالجو وبصحة الإنسان.

Question 9 Part (b)

M1: ما هو الحل في رأيك يا إيناس؟

F1: أعتقد بأنه يجب على الناس أن يتشققوا على العناية بالبيئة وعدم رمي الأوساخ على الأرض. علينا أن نحافظ على الأشجار والنباتات، وأن نساعد في وقف تلوث المياه في الأنهار والبحار.

M1: وأنت يا سَرمَد؟

M2: رأيي أنه يجب على الحكومات أن تفهم حجم الضرر الذي تسببه الصناعة للبيئة والعمل على وقف أو تقليل الغازات السامة التي تعطيها المصانع إلى الجو. عليها المساعدة في تنظيف مياه الأنهار والبحار. كما يجب تشجيع الناس على إعادة تدوير المواد المستعملة!

Volunteering

Question 10

Example

F2: لَقَدْ بَدَأْتُ عَمَلِي فِي مُخَيِّمِ اللّاجِئِينَ فِي الْأُرْدُنِّ.

Part (i)

F2: نَحْنُ ثَلَاثُونَ مُتَطَوِّعاً لِرِعَايَةِ مِائَةِ وَخَمْسِينَ عَائِلَةً. وَأَنَا عَلَيَّ الْعِنَايَةُ بِخَمْسِ عَائِلَاتٍ.

أَعْمَلُ خِلَالَ النَّهَارِ فِي قِسْمِ رَوْضَةِ الْأَطْفَالِ التَّابِعَةِ لِمَدْرَسَةِ الْمُخَيِّمِ. أَقُومُ بِتَدْرِيسِ الْأَطْفَالِ الْقِرَاءَةَ وَالْكِتَابَةَ بِاللُّغَةِ الْعَرَبِيَّةِ. الْأَطْفَالُ يُحِبُّونَ التَّعَلُّمَ. فِي الْمَسَاءِ أَقُومُ بِزِيَارَةِ الْعَوَائِلِ الَّتِي فِي رِعَايَتِي لِمَعْرِفَةِ مَا يَحْتَاجُونَ إِلَيْهِ. وَأَنَا أَحَاوِلُ أَنْ أَسَاعِدَهُمْ بِقَدْرِ مَا أَسْتَطِيعُ.

Part (ii)

F2: إِحْدَى الْأُمّهَاتِ أَسْمُهَا زَيْنَبُ أَصْبَحَتْ صَدِيقَتِي. هِيَ تُسَاعِدُنِي عَلَى حَمْلِ أَكْيَاسِ الْمُسَاعَدَاتِ عِنْدَ زِيَارَتِي الْيَوْمِيَّةِ لِلْعَوَائِلِ. أحياناً نَجْلِسُ مَعَ هَذِهِ الْعَوَائِلِ وَنَتَبَادَلُ الْأَحَادِيثَ عَنِ الْأَهْلِ وَالْوَطَنِ وَالْمُسْتَقْبَلِ.

إِنَّ الْعَمَلَ التَّطَوُّعِيَّ بِالنَّسْبَةِ لِي هُوَ الْخَطْوَةُ الْأُولَى نَحْوَ عَمَلِ تَغْيِيرٍ فِي الْعَالَمِ. تَعَلَّمْتُ ذَلِكَ فِي مَدْرَسَتِي فِي الْجَزَائِرِ. أَنَا مُمْتَنَّةٌ حَقّاً لِأُمِّي وَأَبِي عَلَى إِتَاحَةِ الْفُرْصَةِ لِي لِلْحُضُورِ إِلَى هَذَا الْبَلَدِ الْجَمِيلِ وَالْقِيَامِ بِمَا أَقُومُ بِهِ لِمُسَاعَدَةِ النَّاسِ الَّذِينَ هُمْ فِي حَاجَةٍ مَاسَّةٍ لِلْمُسَاعَدَةِ.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Arabic

Paper 1: Listening and understanding in Arabic

Higher Tier

Sample assessment material for first teaching
September 2017

Time: 40 minutes and 5 minutes' reading

Paper Reference

1AA0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Arabic.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must not use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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S 5 4 0 3 0 A 0 1 1 4



Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

مدرستي الثانوية

1 زينب تتحدّث عن مدرستها الثانوية.

أكْمِلِ الحُملَ عن طريق اختيار كلمة أو عبارة من المُربّع. تُوجد كلمات لن تحتاجها.

الألعاب	كثيراً	العربية	قريباً من
مُمتعة	العلوم	كُتِبَ	النزهات
كومبيوترات	بعيداً عن	قليلًا	
مُجملة			

Example

مثال: هي تفضّل العربية .

- (1) (a) الدُّروس
- (1) (b) لا تُوجد كافية.
- (1) (c) هي تحبّ المُشاركة بـ
- (1) (d) تَقْضي وقتاً في عمل الواجبات المدرسية.
- (1) (e) هي تعيش المدرسة.

(Total for Question 1 = 5 marks)

نموذج جديد للهاتف الذكي

2 أنت تسمع إعلاناً للهاتف ذكي جديد.

املاً الفراغات بكلمات تختارها من القائمة التالية: مجاني / مجانية، سريع / سريعة، غالٍ / غالية، رخيص / رخيصة. يُمكن استعمال الكلمة أكثر من مرة واحدة.

Example

مثال: الهاتف القديم هو رخيص

(1) (a) الهاتف الجديد هو

(1) (b) تحميل الموسيقى في الهاتف الحديث

(1) (c) إرسال الرسائل النصية هو

(1) (d) بطاريات هواتفنا الجديدة هي

(1) (e) خدمة الزبائن الجديدة هي

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

The importance of learning other languages

- 3 You are listening to a radio programme. A professor of linguistics is talking about the importance of learning languages.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Learning another language is...

<input type="checkbox"/>	A interesting.
<input type="checkbox"/>	B easy.
<input checked="" type="checkbox"/>	C vital.
<input type="checkbox"/>	D fun.

- (i) Most school pupils...

<input type="checkbox"/>	A avoid learning languages.
<input type="checkbox"/>	B find their lessons boring.
<input type="checkbox"/>	C think languages are not important.
<input type="checkbox"/>	D prefer information technology.

- (ii) Speaking another language will improve your...

<input type="checkbox"/>	A grades at school.
<input type="checkbox"/>	B future holidays.
<input type="checkbox"/>	C planning for the future.
<input type="checkbox"/>	D future salary.

- (iii) Companies are looking for...

<input type="checkbox"/>	A hard-working people.
<input type="checkbox"/>	B workers who speak two languages.
<input type="checkbox"/>	C school teachers.
<input type="checkbox"/>	D people who want to learn languages.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) Speaking another language can help you to...

<input type="checkbox"/>	A earn more money.
<input type="checkbox"/>	B get better qualifications.
<input type="checkbox"/>	C meet new people.
<input type="checkbox"/>	D be more self-confident.

(Total for Question 3 = 4 marks)

My primary school

- 4 Your Arab friend, Sajid, has recorded this message about himself when he was at primary school.

What does he talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example	the size of his primary school	<input checked="" type="checkbox"/>
A	where he used to live	<input type="checkbox"/>
B	his primary school teachers	<input type="checkbox"/>
C	how he used to get to school	<input type="checkbox"/>
D	what he used to like eating	<input type="checkbox"/>
E	his primary school friends	<input type="checkbox"/>
F	the sports he used to do	<input type="checkbox"/>
G	his favourite childhood toys	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

Celebration at an exchange school

5 You are attending a celebration assembly at your exchange school in Tunis.

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: The headteacher is talking in...

<input type="checkbox"/>	A classroom.
<input checked="" type="checkbox"/>	B school assembly.
<input type="checkbox"/>	C school football stadium.
<input type="checkbox"/>	D school reception.

(i) The headteacher is congratulating the final group for...

<input type="checkbox"/>	A winning the Secondary Schools' Trophy.
<input type="checkbox"/>	B passing their exams.
<input type="checkbox"/>	C getting university scholarships.
<input type="checkbox"/>	D choosing to help the local community.

(ii) The school proved successful with...

<input type="checkbox"/>	A providing healthy meals.
<input type="checkbox"/>	B winning basketball tournaments.
<input type="checkbox"/>	C carrying out trips.
<input type="checkbox"/>	D building relationships.

(iii) Year 9 students were particularly praised for...

<input type="checkbox"/>	A wearing school uniform.
<input type="checkbox"/>	B academic results.
<input type="checkbox"/>	C football achievements.
<input type="checkbox"/>	D their behaviour.

(Total for Question 5 = 3 marks)

Shamm Al-Naseem

6 Ilham is being interviewed about a national holiday in Egypt.

What does she say?

Listen to her and answer the following questions **in English**.

(a) Why is the spring season ideal for the Shamm Al-Naseem Festival?

(1)

.....

(b) When do people start their celebrations on the day of the festival?

(1)

.....

(c) What foods do people take with them when they go out to celebrate the festival?
Mention **two** types.

(2)

.....

.....

(d) Why is the River Nile mentioned?

(1)

.....

(Total for Question 6 = 5 marks)

.....

Ambitions

- 7 You are listening to a podcast interview with a 16-year-old student, Ahmed, from Bahrain.

Listen to the interview and answer the following questions **in English**.

- (a) What was his dream job when he was a little boy?

(1)

.....

- (b) How did he do in his final secondary school exams?

(1)

.....

- (c) Why does he want to study engineering at university?

(1)

.....

- (d) What, in Ahmed's point of view, are the **two** main conditions for success?

(2)

.....

.....

(Total for Question 7 = 5 marks)

My trip to Beirut

- 8 Your friend, Jameel Mansour, is giving an account of his trip to the Cave of Jeita near Beirut.

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: Jameel and his family visited Beirut...

<input type="checkbox"/>	A many times.
<input checked="" type="checkbox"/>	B once.
<input type="checkbox"/>	C twice.
<input type="checkbox"/>	D two years ago.

Part (a)

- (i) The first thing the family did on arrival was...

<input type="checkbox"/>	A hire a taxi.
<input type="checkbox"/>	B go to the bank.
<input type="checkbox"/>	C visit the beach.
<input type="checkbox"/>	D look for a hotel.

- (ii) The family visited the Cave of Jeita because...

<input type="checkbox"/>	A it has natural beauty.
<input type="checkbox"/>	B it was value for money.
<input type="checkbox"/>	C to meet friends.
<input type="checkbox"/>	D it was recommended to them.

- (iii) Lebanese people believe the cave was...

<input type="checkbox"/>	A made by people over thousands of years.
<input type="checkbox"/>	B built by clever engineers.
<input type="checkbox"/>	C created by earthquakes.
<input type="checkbox"/>	D formed by nature over thousands of years.

Part (b)

(i) You go to the upper part by...

<input type="checkbox"/>	A car.
<input type="checkbox"/>	B cable car.
<input type="checkbox"/>	C walking.
<input type="checkbox"/>	D boat.

(ii) The cave...

<input type="checkbox"/>	A is open only in the summer.
<input type="checkbox"/>	B has thousands of tour guides.
<input type="checkbox"/>	C is spread across three levels.
<input type="checkbox"/>	D is popular internationally.

(iii) The trip to Jeita lasted...

<input type="checkbox"/>	A half a day.
<input type="checkbox"/>	B two hours.
<input type="checkbox"/>	C five hours.
<input type="checkbox"/>	D a whole day.

(Total for Question 8 = 6 marks)

The Environment

- 9 Your teacher organises a debating competition. The two finalists, Sarmad and Enas, are discussing environmental issues.

Listen to the debate and answer the following questions **in English**.

Part (a)

- (i) According to Enas, what damage do people do to the land? Give **two** details.

(2)

- (ii) What damage does she say is being done to the sea?

(1)

- (iii) What **two** things does Sarmad blame for the damage to the environment?

(2)

- (iv) In Sarmad's view, what causes particular harm to health?

(1)

Part (b)

The debate continues.

(i) According to Enas, how can education help?

(1)

.....

(ii) What does she think children should be taught?

(2)

.....

.....

(iii) In Sarmad's view, what should the government encourage people to do?

(1)

.....

(Total for Question 9 = 10 marks)

Volunteering

10 You hear Aisha talking about her volunteering job at one of the refugee camps.

Put a cross ☒ in each one of the **two** correct boxes for each question.

(i) What does Aisha say about her work at the camp?

Example	Her main responsibility is to look after five families in the camp.	<input type="checkbox"/>
A	There are 30 families in the camp.	<input type="checkbox"/>
B	She is in charge of distributing school supplies to the children.	<input type="checkbox"/>
C	She works in the kindergarten section of the camp.	<input type="checkbox"/>
D	The children love learning Arabic reading and writing.	<input type="checkbox"/>
E	The volunteers are all Jordanians.	<input type="checkbox"/>

(ii) What else does Aisha say about volunteering?

A	She learned about volunteering from her school days.	<input type="checkbox"/>
B	She gets a small amount of money for helping children's learning.	<input type="checkbox"/>
C	Her friend, Zainab, helps her to teach Arabic and English.	<input type="checkbox"/>
D	She receives support to carry out her work.	<input type="checkbox"/>
E	The camp she works in is in Algeria.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Arabic Higher tier

Paper 1 mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied an Arabic word or name.

SECTION A

Question number	Answer	Mark
1(a)	مملة	(1)

Question number	Answer	Mark
1(b)	كوميوترات	(1)

Question number	Answer	Mark
1(c)	النزهات	(1)

Question number	Answer	Mark
1(d)	قليلاً	(1)

Question number	Answer	Mark
1(e)	بعيداً عن	(1)

Question number	Answer	Mark
2(a)	سريع	(1)

Question number	Answer	Mark
2(b)	مجاني	(1)

Question number	Answer	Mark
2(c)	رخيص	(1)

Question number	Answer	Mark
2(d)	غالية	(1)

Question number	Answer	Mark
2(e)	سريعة	(1)

SECTION B

Question number	Answer	Mark
3(i)	A	(1)

Question number	Answer	Mark
3(ii)	C	(1)

Question number	Answer	Mark
3(iii)	B	(1)

Question number	Answer	Mark
3(iv)	C	(1)

Question number	Answer	Mark
4	B, D, G	(3)

Question number	Answer	Mark
5(i)	B	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	D	(1)

Question number	Answer	Reject	Mark
6(a)	Any one of the following: <ul style="list-style-type: none"> symbolises new life/renewal of life (1) flowers, trees and plants grow (1) weather is moderate (1) 		(1)

Question number	Answer	Reject	Mark
6(b)	at sunrise/early morning (on the day of the festival)	any other time of day	(1)

Question number	Answer	Reject	Mark
6(c)	Any two of the following: <ul style="list-style-type: none"> boiled/coloured eggs (1) fish (1) vegetables (1) 		(2)

Question number	Answer	Reject	Mark
6(d)	(Some) people walk there.		(1)

Question number	Answer	Reject	Mark
7(a)	Any one of the following: <ul style="list-style-type: none"> he always dreamt to be like his father (1) he dreamt of being a business man like his father (1) working with his father (in the curtain factory) (1) 		(1)

Question number	Answer	Reject	Mark
7(b)	Any one of the following: <ul style="list-style-type: none"> he did very well (1) he succeeded (1) he passed his exams successfully (1) 		(1)

Question number	Answer	Reject	Mark
7(c)	to look after his father's (factory) machines		(1)

Question number	Answer	Reject	Mark
7(d)	motivation (1) ambition (1)		(2)

Question number	Answer	Mark
8(a)(i)	D	(1)

Question number	Answer	Mark
8(a)(ii)	A	(1)

Question number	Answer	Mark
8(a)(iii)	D	(1)

Question number	Answer	Mark
8(b)(i)	C	(1)

Question number	Answer	Mark
8(b)(ii)	D	(1)

Question number	Answer	Mark
8(b)(iii)	A	(1)

Question number	Answer	Reject	Mark
9(a)(i)	<ul style="list-style-type: none"> they throw litter (1) cut down trees (1) 		(2)

Question number	Answer	Reject	Mark
9(a)(ii)	<ul style="list-style-type: none"> fish are dying 		(1)

Question number	Answer	Reject	Mark
9(a)(iii)	<ul style="list-style-type: none"> industry governments (that do not care) 		(2)

Question number	Answer	Reject	Mark
9(a)(iv)	<ul style="list-style-type: none"> car fumes 		(1)

Question number	Answer	Reject	Mark
9(b)(i)	People can learn to care for the environment		(1)

Question number	Answer	Reject	Mark
9(b)(ii)	<ul style="list-style-type: none"> not to throw litter to care for trees and plants 		(2)

Question number	Answer	Reject	Mark
9(b)(iii)	to recycle (materials)		(1)

Question number	Answer	Mark
10(i)	C, D	(2)

Question number	Answer	Mark
10(ii)	A, D	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic General Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

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Pearson

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Arabic Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR6
- Picture card HP1
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 5 grid
5th candidate:	Candidate 6 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
Candidate 1	Role Play	HP1 (Theme 4)	→	→
			→	→
	HR6 (Theme 3)	HP7 (Theme 5)	→	→
		HP5 (Theme 1)	→	→
		HP4 (Theme 2)	→	→
Candidate 2	HR1 (Theme 2)	HP3 (Theme 3)	→	→
		HP5 (Theme 1)	→	→
		HP7 (Theme 5)	→	→
		HP1 (Theme 4)	→	→
		HP2 (Theme 4)	→	→
Candidate 3	HR7 (Theme 3)	HP10 (Theme 5)	→	→
		HP8 (Theme 1)	→	→
		HP6 (Theme 2)	→	→
		HP2 (Theme 4)	→	→
		HP4 (Theme 2)	→	→
Candidate 4	HR3 (Theme 1)	HP7 (Theme 5)	→	→
		HP9 (Theme 3)	→	→
		HP10 (Theme 5)	→	→
		HP5 (Theme 1)	→	→
		HP6 (Theme 2)	→	→
Candidate 5	HR2 (Theme 4)	HP3 (Theme 3)	→	→
		HP5 (Theme 1)	→	→
		HP6 (Theme 2)	→	→
		HP3 (Theme 3)	→	→
		HP3 (Theme 3)	→	→

Candidate 6	HR9 (Theme 3)	HP7 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP1 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP4 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP5 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		HP1 (Theme 4)	Theme 2	Theme 3 OR Theme 5
Candidate 7	HR5 (Theme 1)	HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP3 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP6 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5
Candidate 8	HR4 (Theme 4)	HP7 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP8 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		HP9 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP3 (Theme 3)	Theme 1	Theme 4 OR Theme 5
Candidate 9	HR8 (Theme 2)	HP2 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP5 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP6 (Theme 2)	Theme 1	Theme 3 OR Theme 5
Candidate 10	HR10 (Theme 4)	HP8 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 3	Theme 1 OR Theme 2
		HP3 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'		

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to candidates

You are at the reception of a hotel in Egypt where you are staying with your family. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في مكتب الاستقبال في فندق في مصر. أنت تتكلم مع موظف الاستقبال.

1. حجز مائدة للغداء - عدد الأشخاص

2. عُطلة في مصر - السبب

3. !

4. ؟ وجبة الغداء - أوقات

5. ؟ المطعم - نصيحة

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في مكتب الاستقبال في فندق في مصر. أنت تتكلم مع موظف الاستقبال.

1	كيف يُمكنني مساعدتك؟ Allow the candidate to book a table for (number of people).
2	لماذا تقضي عطلتك في مصر؟ Allow the candidate to say why they are spending their holidays in Egypt.
3	! ماذا فعلت منذ قدومك إلى مصر؟ Allow the candidate to say what they have done since their arrival in Egypt. جيد جداً.
4	? Allow the candidate to ask the timings for breakfast. Give an appropriate brief response.
5	? Allow the candidate to ask you to recommend a restaurant. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Work

Instructions to candidates

You are asking for a summer job in a Lebanese restaurant near where you live. The teacher will play the role of the restaurant manager and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في مطعم لبناني قريب من بيتك. أنت تتكلّم مع مدير المطعم.

1. نوع العمل المطلوب

2. العمل في هذا المطعم - السبب

3. !

4. ؟ أيّام العمل - كم العدد

5. ؟ زيّ العمل - كيف

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Work

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في مطعم لبناني قريب من بيتك. أنت تتكلم مع مدير المطعم.

1	كيف يُمكنني مساعدتك؟ Allow the candidate to say what type of job they are looking for.
2	لماذا تريد العمل في هذا المطعم؟ Allow the candidate to say why they want to work in this restaurant.
3	! أخبرني عن عمل قُمت به سابقاً. Allow the candidate to say what work they have done before. جيد جداً.
4	? Allow the candidate to ask you how many days the work is for. Give an appropriate brief response.
5	? Allow the candidate to ask you about the dress code. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Cultural life

Instructions to candidates

You are at an Arabic tourist office buying tickets for a concert in Jordan whilst on holiday with your family. You are talking to the employee. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في مكتب للسياحة في الأردن حيث تقضي عطلة مع عائلتك. أنت تقوم بشراء تذاكر لحفل موسيقي. أنت تتكلم مع الموظف.

1. الحفل الموسيقي - الحجز

2. هذا الحفل - السبب

3. !

4. ؟ الحفل الموسيقي - المواصلات

5. ؟ الحفل الموسيقي - طول الحفل

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Cultural life

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في مكتب السياحة في الأردن حيث تقضي عطلة مع عائلتك. أنت تقوم بشراء تذاكر لحفل موسيقي. أنت تتكلم مع الموظف.

1	كيف يُمكنني مساعدتك؟ Allow the candidate to say that they want to book seats for a concert.
2	لماذا تريد الذهاب إلى هذا الحفل الموسيقي؟ Allow the candidate to tell you why they want to go to this concert.
3	! كيف كان آخر حفل موسيقي ذهبت لمشاهدته؟ Allow the candidate to tell you what the last concert they went to was like. هذا جيّد.
4	? Allow the candidate to ask you about transport to the concert. Give an appropriate brief response.
5	? Allow the candidate to ask you about the length of the concert. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Using languages beyond the classroom

Instructions to candidates

You are working in the restaurant of a hotel near where you live during the summer. You speak to an Arab tourist. Your teacher will play the role of the tourist and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تعمل في مطعم فندق قريب من بيتك. أنت تتكلم مع سائح عربي.

1. المنطقة - رأي

2. نشاط عطلة نهاية الأسبوع - نصيحة

3. !

4. ؟ وجبة الفطور - عادةً

5. ؟ العطلة - مدة البقاء

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR4

Topic: Using languages beyond the classroom

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تعمل في مطعم فندق قريب من بيتك. أنت تتكلم مع سائح عربي.

1	ما رأيك في المنطقة؟ Allow the candidate to say what they think of their region.
2	ما النشاط الذي تنصحني به لعطلة نهاية الأسبوع؟ Allow the candidate to recommend an activity for the weekend.
3	! ماذا فعلت خلال عطلتك الصيفية الماضية؟ Allow the candidate to say what they did during their last summer holidays. حسناً
4	? Allow the candidate to ask you what you normally eat for breakfast. Give an appropriate brief response.
5	? Allow the candidate to ask you how long you are staying. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HR5

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Arab penfriend. The teacher will play the part of the penfriend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تتكلّم عن أصدّقائك وعائلتك مع صديقك بالمراسلة العربي.

1. العائلة - علاقات جيّدة (مع مَنْ)

2. شخصية صديقك المفضّل - وصف

3. !

4. ؟ العائلة أم الأصدقاء - مَنْ الأفضل

5. ؟ الأصدقاء - أهمّيّتهم

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتكلم عن أصدقائك وعائلتك مع صديقك العربي بالمراسلة.

1	مَنْ الأقرب إليك مِنْ أفراد عائلتك؟ Allow the candidate to say which family member they get on with.
2	صِف شخصية صديقك المفضل. Allow candidate to describe their best friend's personality.
3	! ماذا فعلت مؤخراً مع أصدقائك؟ Allow the candidate to say what they have recently done with their friends. حسناً.
4	? Allow the candidate to ask if you prefer family or friends. Give an appropriate brief response.
5	? Allow the candidate to ask you about the importance of friends. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR6

Topic: What school is like

Instructions to candidates

You are spending the day with a young Arab student visiting your school. You are comparing life at school. Your teacher will play the role of the young Arab visitor and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تتكلّم عن الحياة المدرسية مع طالب عربي يزور مدرستك حالياً.

1. المدرسة - الشيء المفضّل

2. الزيّ الرسمي - رأي

3. !

4. ؟ سلوك الطلبة - رأي

5. ؟ وقت الغداء - نشاط

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR6

Topic: What school is like

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتكلّم عن الحياة المدرسية مع طالب عربي يزور مدرستك حاليًا.

1	ما هو أكثر شيء تفضّله في مدرستك؟ Allow the candidate to say what they like most about their school.
2	ما رأيك بالزيّ المدرسي؟ Allow the candidate to say what they think of wearing a school uniform.
3	! أخبرني عن آخر رحلة مدرسية قُمتُ بها. ممتاز. Allow the candidate to describe the last school trip they went on.
4	? Allow the candidate to ask a question about student behaviour. Give an appropriate brief response.
5	? Allow the candidate to ask you what you do at lunchtime. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR7

Topic: School activities

Instructions to candidates

You are talking to your Arab exchange partner about extra-curricular activities in each of your schools. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت تتكلّم مع صديقك العربي عن الأنشطة اللاصفية.

1. الأنشطة اللاصفية - عادةً

2. النشاط اللاصفي المفضّل - السبب

3. !

4. ؟ التبادل المدرسي - رأي

5. ؟ أندية الأنشطة اللاصفية - الجدول الزمني

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: School activities

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتكلم مع صديقك العربي عن الأنشطة اللاصفية.

1	أيّ من الأنشطة اللاصفية تعملها عادةً؟ Allow the candidate to say what they usually do for extracurricular activities.
2	ما هو النشاط اللاصفي المفضل لديك ولماذا؟ Allow the candidate to say what their extracurricular activity is and why.
3	! أخبرني عن رحلة مدرسية قُمت بها خلال هذا التبادل. Allow the candidate to describe a trip they have taken during the exchange. ممتاز.
4	? Allow the candidate to ask your opinion on school exchanges. Give an appropriate brief response.
5	? Allow the candidate to ask you about the times for extra-curricular clubs. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: Travel and tourist transactions

Instructions to candidates

You are on holiday in Dubai with your family. You are in a department store returning an article of clothing. The teacher will play the part of the shop attendant and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في محلّ كبير خلال عطلة في دبي وتريد إعادة قطعة ملابس. وأنت تتكلّم الآن مع مساعد المحلّ.

1. قطعة الملابس - إعادة

2. شرح المشكلة

3. !

4. ؟ قطعة الملابس - تبديل

5. ؟ غرفة القياس - أين

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR8

Topic: Travel and tourist transactions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في محلّ كبير خلال عطلة في دبي وتريد إعادة قطعة ملابس. وأنت تتكلّم الآن مع مساعد المحلّ.

1	كيف يُمكنني مساعدتك؟ Allow the candidate to say they wish to return an item of clothing.
2	ما هي المشكلة؟ Allow the candidate to say what the problem is.
3	! لحظة من فضلك. أرى بأنّك في عطلة هنا. ماذا فعلت في دبي لحدّ الآن؟ Allow the candidate to say what they have done in Dubai. حسنًا.
4	? Allow the candidate to ask you about the possibility of changing the item. Give an appropriate brief response.
5	? Allow the candidate to ask you where the changing rooms are. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR9

Topic: What school is like

Instructions to candidates

You are at home talking to your Arab friend about school life. The teacher will play the role of your Arab friend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت في البيت مع صديقك العربي. أنتما تتكلمان عن المدرسة.

1. الطعام في المدرسة - رأي

2. الواجبات المدرسية المنزلية - فوائد

3. !

4. ؟ أصدقاء المدرسة - أهمية

5. ؟ الرياضة - المدرسة

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: What school is like

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت في البيت مع صديقك العربي. أنتما تتكلمان عن المدرسة.

1	ما رأيك في الطعام في المدرسة؟ Allow the candidate to give their opinion about school food.
2	ما هي فوائد الواجبات المدرسية المنزلية في رأيك؟ Allow the candidate to say what they think the advantages of homework are.
3	! ماذا فعلت بعد المدرسة يوم أمس؟ Allow the candidate to say what they did after school yesterday. حسنًا.
4	? Allow the candidate to ask your opinion on the importance of school friends. Give an appropriate brief response.
5	? Allow the candidate to ask you about sport at your school. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Ambitions

Instructions to candidates

You want to volunteer at an Arab cultural centre to help organise a cultural day. The teacher will play the part of the organiser and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ؟ - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

أنت ترغب في أن تتطوَّع في مركز ثقافي عربي. أنت تتحدَّث مع الموظف المسؤول.

1. زيارة المركز - لماذا

2. العمل التطوَّعي - السبب

3. !

4. ؟ التدريب

5. ؟ الابتداء - التاريخ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR10

Topic: Ambitions

Instructions to teacher

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت ترغب في أن تتطوَّع في مركز ثقافي عربي. أنت تتحدَّث مع الموظف المسؤول.

1	كيف يُمكنني مساعدتك؟ Allow the candidate to say why they are at the centre.
2	لماذا أنت مهتمّ بالعمل التطوَّعي؟ Allow the candidate to say why they are interested in voluntary work.
3	! اشرح لي عن أيّ عمل تطوَّعي قُمت به سابقاً. Allow the candidate to say what voluntary work they have already done. حسناً.
4	? Allow the candidate to ask you about the training provided. Give an appropriate brief response.
5	? Allow the candidate to ask you when they can start. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Work



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في العمل مع الزبائن
- عمل قُمتَ به سابقاً
- نوع العمل الذي تريد فعله في المُستقبل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP1

Topic: Work



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1. صف لي هذه الصورة.
[أي شيء آخر؟]
2. أنا أعتقد بأن العمل مع الزبائن ممتع جداً. وأنت ماذا تعتقد؟
[لماذا؟ لَمْ لا؟/أي شيء آخر؟]
3. هل قُمت بعمل سابقاً؟ أخبرني عن ذلك.
[أي شيء آخر؟]
4. ما نوع العمل الذي تريد عمله في المستقبل؟
[أي شيء آخر؟]
5. ماذا يميز الموظف الجيد؟
[لماذا؟ لَمْ لا؟/أي شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Work



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- أهميّة ارتداء ملابس مناسبة للمقابلة
- أصعب عمل قُمتَ به سابقاً (في المدرسة أو في البيت أو في مكان عمل)
- العمل الذي ستقوم به في المُستقبل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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1. صِف لي هذه الصورة.

[أيّ شيء آخر؟]

2. أعتقد بأنّه من المهمّ أن يكون اللباس جيّداً عند المقابلة. وأنت ماذا تعتقد؟

[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. أخبرني عن أصعب عمل قُمت به سابقاً في المدرسة أو في البيت أو في مكان عمل.

[أيّ شيء آخر؟]

4. ما العمل الذي تريد عمله في المُستقبل؟

[أيّ شيء آخر؟]

5. هل تعتقد بأنّه من المهمّ أن يحصل الشخص على وظيفة بدوام جزئي عندما يكون طالباً في المدرسة؟

[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP3

Topic: What school is like



(Source: © Paul Baldesare/Alamy Stock Photo)

ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في اليوم المدرسي من الثامنة صباحاً وحتى الواحدة بعد الظهر
- أكبر نجاحاتك في المدرسة لحدّ الآن
- ماذا ستفعل في المدرسة العام القادم
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP3

Topic: What school is like



(Source: © Paul Baldesare/Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أي شيء آخر؟]
2. في رأيي، أن اليوم المدرسي من الثامنة صباحاً وحتى الواحدة بعد الظهر هو قصير جداً. وأنت ماذا تعتقد؟
[لماذا؟ لَمْ لا؟/أي شيء آخر؟]
3. ما هي أكبر نجاحاتك التي حققتها في المدرسة؟ أخبرني عنها.
[أي شيء آخر؟]
4. ماذا ستفعل في المدرسة العام القادم؟
[أي شيء آخر؟]
5. ما رأيك بالمعلمين في مدرستك؟
[لماذا؟ لَمْ لا؟/أي شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP4

Topic: Holidays



(Source: © Megapress/Alamy Stock Photo)

ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في طول العطلات الصيفية
- أفضل العطلات التي قضيتها حديثاً
- أنشطة ستقوم بها عندما تذهب في عطلة مع أصدقائك
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP4

Topic: Holidays



(Source: © Megapress/Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. اعتقد بأنّ العطلة الصيفية هي طويلة جداً. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. أخبرني عن أفضل عطلة قضيتها حديثاً.
[أيّ شيء آخر؟]
4. ماذا ستفعل عندما تذهب في عطلة مع أصدقائك؟
[أيّ شيء آخر؟]
5. هل تفضّل السفر إلى الخارج أم البقاء في المنزل عندما تكون في عطلة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: Daily life



(Source: © MBI/Alamy Stock Photo)

ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- أهميّة قضاء وقت مع العائلة
- آخر مرّة أكلت فيها في المطعم
- ماذا ستفعل في عطلة نهاية الأسبوع لتساعد في المنزل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP5

Topic: Daily life



(Source: © MBI/Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ قضاء وقت مع العائلة. وأنت؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. أخبرني عن آخر مرّة أكلت فيها في المطعم.
[أيّ شيء آخر؟]
4. ماذا ستفعل في عطلة نهاية الأسبوع لتساعد في المنزل؟
[أيّ شيء آخر؟]
5. هل تفضّل التسوّق مع العائلة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: Town, region and country



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- المدينة أم الريف – أيّهما تفضّل
- مكان قُمتَ بزيارتها مؤخراً
- المكان الذي تريد أن تعيش فيه مستقبلاً
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP6

Topic: Town, region and country



(Source: © Megapress / Alamy Stock Photo)

1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. هل تفضّل المدينة أم الريف؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. أخبرني عن مكان قُمتَ بزيارتها مؤخراً.
[أيّ شيء آخر؟]
4. أين تريد أن تعيش في المُستقبل؟
[أيّ شيء آخر؟]
5. ما فوائد العيش في منطقتك للشباب؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Bringing the world together



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في الحفلات الموسيقية
- مناسبة خاصّة شاركت فيها
- خططك لمشاهدة عرض خاصّ في المُستقبل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أحبّ الحفلات الموسيقية. وأنت؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]
3. أخبرني عن استعراض خاصّ شاركت فيه مؤخراً.
[أيّ شيء آخر؟]
4. ما هو العرض الذي ستذهب لمشاهدته في المُستقبل؟
[أيّ شيء آخر؟]
5. هل أنت مهتمّ بالأداء على خشبة المسرح؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Daily life



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في الهواتف النقالة
- مناسبة كانت فيها التكنولوجيا مفيدة لك جداً.
- ما سيكون الناس قادرين على القيام به بفضل التكنولوجيا في المستقبل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أعتقد بأنّ الهواتف النقالة لا يُمكن العمل بدونها. هل توافق؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]
3. أخبرني عن وقت كانت فيه التكنولوجيا مفيدة لك جداً.
[أيّ شيء آخر؟]
4. في المُستقبل، ماذا سوف نستطيع أن نفعل بفضل التكنولوجيا الحديثة في رأيك؟
[أيّ شيء آخر؟]
5. في رأيك ما هي مساوئ شبكة الإنترنت؟
[لماذا؟ لَمْ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: What school is like



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في اليوم الدراسي من الساعة الثامنة صباحاً وحتى الواحدة بعد الظهر
- أعظم نجاح لك في المدرسة لحدّ الآن
- ماذا ستفعل في المدرسة في العام الدراسي المُقبل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP9

Topic: What school is like



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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا أعتقد بأنّ اليوم الدراسي من الساعة الثامنة صباحاً وحتى الواحدة بعد الظهر هو قصير جداً.
وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ما هو أعظم نجاح لك في المدرسة؟ أخبرني عن ذلك.
[أيّ شيء آخر؟]
4. ماذا ستفعل في المدرسة العام المُقبل؟
[أيّ شيء آخر؟]
5. ما رأيك بالمُعَلِّمين في مدرستك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Environmental issues



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ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- أهميّة إعادة التدوير
- ما فعلته تجاه الحفاظ على البيئة
- ما يجب فعله للمساعدة في تنظيف المدرسة في المستقبل
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1AA0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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1. صِف لي هذه الصورة.
[أيّ شيء آخر؟]
2. أنا لا أعتقد بأنّ إعادة التدوير هو مهمّ. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
3. ماذا فعلت للمساعدة في الحفاظ على البيئة؟
[أيّ شيء آخر؟]
4. ماذا ستعمل في المُستقبل لكي تساعد في نظافة مدرستك؟
[أيّ شيء آخر؟]
5. هل تعتقد بأنّ على الجميع المشي إلى المدرسة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

GCSE Arabic Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication.
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Higher role play 1 (HR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card (HR1)

أنت في مكتب الاستقبال في فندق في مصر. أنت تتكلم مع موظف الاستقبال.

. الغرفة المطلوبة – عدد الأشخاص

هل لي أن أساعدك؟

Mark	Descriptor	
0	أريد حجز .	غرفة .
	No rewardable communication. No detail of the room required is given.	Highly ambiguous. Lack of number of people does not communicate the message.
1	أنا أحجز غرفة.	غرفة محجوزة يا أخي.
	Communication is ambiguous. The use of the singular, 'one' linked with the plural, 'people' makes it unclear how many people the room is for.	Communication is only partially appropriate because of the use of يا أخي (brother) which is normally used in informal contexts. However, the use of غرفة (room) and محجوزة (reserved) merits a mark.
2	أريد غرفة لشخصين من فضلك.	هل لديكم غرفة لشخصين رجاءً.
	Clearly communicated	Clearly communicated.

Prompt 2:

2. عطله في مصر - السبب

Question 2:

ماذا أتى بك إلى مصر؟

Mark	Descriptor	
0	الجو بارد	بالطائرة.
	Highly ambiguous. It is not clear what the candidate is trying to communicate about the weather.	No rewardable communication. Candidate has misunderstood the question, thinking it is to do with transport (what brings you here). No need to mention transport in the answer to the above question.
1	أتألم أرابي.	السبب مصر جيدة.
	Ambiguous; pronunciation affects clarity of communication. The word أتألم (learn) is pronounced (I am in pain)	Partially clear. Lack of verb makes the response imprecise but the wording gives the statement some meaning in the context of the question.
2	أنا أحب المصري الجو.	يعجبني الشعب المصري وتاريخه.
	Clearly communicated	Clearly communicated and unambiguous. Precise answer to the question.

Prompt 3: !**Question 3:**

ماذا فعلت منذ قدومك إلى مصر؟

Mark	Descriptor	
0	الأهرامات عالية وجميلة.	وسط المدينة كبير.
	No rewardable communication. Question has not been answered.	No rewardable communication. This response does not answer the question.
1	نهر النيل طويل وأزرق.	لديّ تسوق في الاسكندرية.
	Ambiguous and only partially appropriate within the context of the role play. Answer mentions long and Blue Nile river but does not specify going on or to the river.	Ambiguous. The wording does not clearly express that the candidate has been shopping in Alexandria but could suggest that the candidate has left some shopping in Alexandria. However including الاسكندرية linked to, 'shopping,' gives some meaning in the context of the question.
2	زرت أهرامات.	ذهبت إلى الاسكندرية مع أصدقاء.
	Clearly communicated. The use of the past tense verb زرت makes the answer very clear and unambiguous.	Clearly communicated response.

Prompt 4: ?

4. ؟ وجبة الفطور – أوقات

Mark	Descriptor	
0	وجبة الفطار لطيف.	وجبة الفطور ، ماهي؟
	No rewardable communication. Key detail missing, we do not know what they want to know about, 'nice breakfast'.	Highly ambiguous. Response asks what breakfast is, not what time it is.
1	أين وجبة الفطار؟	وقت وجبة فتور (فطور).
	Communication is only partially clear due to the incorrect use of أين which asks about the place. The correct question should start with the word متى (when). The mention of وجبة الفطار (breakfast meal) merits one mark.	Communication is ambiguous as the word for breakfast فطور has been mispronounced as فتور (coldness). However, the mention of the words for, 'time,' وقت and 'meal' وجبة, relate to the context and merits one mark.
2	ما هي أوقات وجبة الفطور؟	أوقات وجبة الإفطار من فضلك.
	Clearly communicated despite the use of plural for, 'times'.	Clearly communicated despite not using a question form.

Prompt 5: ?

5. ؟ المطعم – نصيحة

Mark	Descriptor	
0	المطعم قارب؟	أنا أحب المطاعم الجيدة.
	No rewardable communication. The mispronunciation of قارب (near) for قارب (boat) causes ambiguity; it is not clear whether the person is asking for a restaurant in a boat or one that is nearby.	Highly ambiguous. Candidate has not asked an appropriate question but is making a statement about their love for good restaurants.
1	أنا أريد مطعمًا جيدًا.	هل لديكم مطعم جيد يا أخي؟
	Communication is ambiguous; the candidate does not actually pose a question but makes a statement. The listener would have to infer what they wanted.	Communication is ambiguous; doubt as to whether candidate is asking whether the restaurant in the hotel is good or whether they can recommend a hotel in the area where the hotel is located. Moreover, the addition of يا أخي (brother) is not appropriate in a formal conversation.
2	هل هناك مطعم جيد تنصحنني به؟	هل يوجد مطعم جيد قريب من هنا؟
	Clearly communicated.	Clearly communicated and precise question.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate.
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	<ul style="list-style-type: none">Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	<ul style="list-style-type: none">Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. Occasionally able to initiate and develop responses independently but regular prompting needed. Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	<ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation. Sometimes able to initiate and develop the conversation independently, some prompting needed. Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction. Mostly able to initiate and develop the conversation independently. Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction. Consistently able to initiate and develop the conversation independently. Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	<ul style="list-style-type: none">Manipulates grammatical structures with occasional variation, complex structures used but repetitive.Generally accurate grammatical structures, generally successful references to past, present and future events.Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	<ul style="list-style-type: none">Manipulates a variety of grammatical structures, some variety of complex structures.Predominantly accurate grammatical structures, mostly successful references to past, present and future events.Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	<ul style="list-style-type: none">Manipulates a wide variety of grammatical structures, frequent use of complex structures.Consistently accurate grammatical structures, consistently successful references to past, present and future events.Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Arabic

Paper 3: Reading and understanding in Arabic

Higher Tier

Sample assessment material for first
teaching September 2017
Time: 1 hour 5 minutes

Paper Reference
1AA0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Arabic.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A new shop opens

1 Read the advert below about a new shop.

هل يُعجبك أن تكون صديقاً للبيئة؟ هل تحب أن تساعد كوكبنا كوكب الأرض؟ هل تريد أن تتسوق دون أن تدفع الكثير من المال؟ إذاً، عليك زيارة محلنا الجديد. محلّ "البيت الأنيق" يقع في ضواحي المدينة. مُنتجاتنا مصنوعة من المواد الطبيعية الصديقة للبيئة. لدينا الآن تخفيضات كبيرة على جميع المُنتجات، التخفيضات مستمرة حتى نهاية الشهر الحالي. عند زيارتكم للبيت الأنيق تجدون كل ما تحتاجون إليه من مشروبات وأدوات منزلية بأسعار ممتازة جداً.

للمزيد من المعلومات قوموا بزيارة موقعنا على الإنترنت: البيت الأنيق، يُمكنكم أيضاً التسوق على الإنترنت من نفس الموقع.

(a) Where is the shop located?

(1)

(b) As well as helping the environment, why would you shop here?

(1)

(c) How can you find out more information about the shop?

(1)

(Total for Question 1 = 3 marks)

"صندوق الدنيا"

by Ibrahim Abdulkader Al-Mazini

2 Read the extract from the text about a traditional Arabic puppet show.

كنا نفرح بلعبة "صندوق الدنيا" ونحن أطفال، نكون في وسط اللعب، فيلَمَح أحدا "الصندوق" من بعيد؛ ويُلقِي ما بيده من كرة أو لعبة ويُطَلِق صيحة فرح عالية، ويذهب راكضاً ونحن معه وراء الرجل الذي يحمل الصندوق. كنا نتعلّق بشيابه، فهذا يمسك بحزامه، وآخر يده على الصندوق. والرجل يمشي وليحيته واصله إلى صدره، ونحن ندور حوله. فيضع الطاولة الخشبية على الأرض فنكون فوقها نصيح بصوت عال قبل أن يضعها على الأرض.

يرفع الرجل "الصندوق" ويضعه على سجّاد جميل، نزحف إليه ونقرّب وجوهنا وننظر داخل الصندوق، ونتنظر لنشاهد القصص. فيتسم الرجل ويفتح يده ويقول: "هاتوا أولاً"، فنبحث في جيوبنا عن بعض الجنيّات.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How do the children feel when they see the man approaching?

(1)

(b) Where does the man put his box?

(1)

(c) What does the box provide for the children?

(1)

(d) What does the man expect the children to do before he starts the show?

(1)

(Total for Question 2 = 4 marks)

An internet forum

- 3 Read the following comments by young people discussing the ways they prefer to travel.

كيف تُسافر لزيارة الأهل والأقارب؟

ليلى: كنّا نسافر في إجازة الصيف من كل عام إلى اليمن لزيارة جدّي وجدّتي. نسافر بالطائرة والرحلة طويلة ومتعبة جداً. لا نستمتع بالقراءة أثناء السفر ونفضّل أن نشاهد أفلاماً بوليسية.

نادر: يعيش بعض أفراد عائلتي في شرق فرنسا. نحن نذهب لزيارتهم كل عطلة. نذهب بالقطار لأنّ أمّي لا يُعجبها السفر بالطائرة. نقضي معظم الرحلة باللعب على الألعاب الإلكترونية وبالتحدّث مع بعضنا، حيث نخطّط لإجازتنا في فرنسا.

سلوى: يبعد بيت عمّتي حوالي ثلاث ساعات فقط ولهذا نحن نسافر لزيارتهم كل شهر. عادةً نسافر بالقطار وأنا أفضّله لأنني أتعرف فيه على أصدقاء جدد، ولكننا سوف نسافر بالسيارة مع أبي في العطلة المقبلة.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Why doesn't Leyla like the trip to Yemen?

(1)

- (b) Whose mother does not like travelling by plane?

(1)

- (c) Mention **one** activity Nader does during his journey.

(1)

- (d) Why, according to the text, does Salwa visit her auntie every month?

(1)

- (e) Why, according to the text, does Salwa prefer to travel by train?

(1)

(Total for Question 3 = 5 marks)

DO NOT WRITE IN THIS AREA

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QUESTION 4 BEGINS ON THE NEXT PAGE

جُحا والثروة

4 Read the extract from the literary text. This is a story about Joha.

جاء رجل من مدينة بعيدة، وزار جُحا وأخبره بأنَّ جدّه قد مات، وترك له ثروة كبيرة. طلب منه أن يسافر معه فوراً، ليستلم ثروته. رغم حُزنه عندما سمع بخبر موت جدّه، إلّا أنّه فرح أكثر لهذه الثروة التي نزلت عليه.

أخبر جُحا زوجته بموت جدّه، وقال لها إنّ سيّسافر ليحضر الثروة التي تركها جدّه، فطلبت منه أن يذهب بسرعة ويحضرها لأنّه لا يُوجد طعام في البيت. سافر جُحا مع الرَّجل إلى بيت جدّه واستلم الثروة، وكانت مالاّ وذهباً كثيراً، وضع جُحا الثروة في كيس واتّجه إلى مدينته.

في الطريق أخذ جُحا يفكّر، أين يضع هذه الثروة، وقال لنفسه: إذا رأت زوجتي هذا المال، فسوف تصرفه بسرعة. وعندما وصل جُحا إلى وسط الصحراء حفر حُفرة عميقة تحت سحابة كبيرة، ودفن فيها الكيس، وهكذا فقد ثروته.

Put a cross ☒ in the correct box.

Example: Joha's grandfather lived...

<input checked="" type="checkbox"/>	A near Joha's town.
<input checked="" type="checkbox"/>	B close to the centre.
<input checked="" type="checkbox"/>	C a few miles away.
<input checked="" type="checkbox"/>	D in a far away town.

(i) The man told Joha that he will receive...

<input checked="" type="checkbox"/>	A a letter.
<input checked="" type="checkbox"/>	B money.
<input checked="" type="checkbox"/>	C furniture.
<input checked="" type="checkbox"/>	D clothes.

(ii) How did Joha feel in the end after hearing the news?

<input type="checkbox"/>	A angry
<input type="checkbox"/>	B happy
<input type="checkbox"/>	C shocked
<input type="checkbox"/>	D surprised

(iii) Joha's wife asked him to rush back because...

<input type="checkbox"/>	A she would miss him.
<input type="checkbox"/>	B he had work to do.
<input type="checkbox"/>	C they had nothing to eat.
<input type="checkbox"/>	D he was unwell.

(iv) Joha buried the bag he received because...

<input type="checkbox"/>	A he wanted to hide it from his wife.
<input type="checkbox"/>	B he wanted to hide it from his neighbour.
<input type="checkbox"/>	C his wife asked him to.
<input type="checkbox"/>	D he was worried it would be stolen.

(v) Why did Joha lose the bag?

<input type="checkbox"/>	A he forgot where he put it
<input type="checkbox"/>	B someone stole it
<input type="checkbox"/>	C he dropped it in the desert
<input type="checkbox"/>	D his wife took it

(Total for Question 4 = 5 marks)

Education in Yemen

5 Re the following newspaper report about what students say about their schools in Yemen.

نظام الدراسة في اليمن

اجتمع إبراهيم مع أصدقائه مساء يوم الجمعة وبدأوا يتناقشون بموادهم الدراسية. فقال إبراهيم: إليكم تفاصيل نظام الدراسة في مدرسة المعرفة في اليمن. يدرس كل طالب في هذه المدرسة إحدى عشرة مادة في كل من الفصل الأول والثاني. وبهذا تكون الدراسة في الصف الأول الثانوي أصعب سنة دراسية في اليمن. أضافت سوسن: السبب ببساطة أن إدارة المدرسة تريد أن يدرس الطالب مواد علمية ومواد أدبية في هذا الصف حتى يستطيع أن يقرّر القسم الذي يرغب بدراسته في نهاية العام. أمّا توفيق فيقول: أعتقد بأنه من الأفضل أن يكون التخصص من بداية الصف الأول الثانوي، لأنّ سنوات العمر لا يمكن إضاعتها في دراسة ما لا يُفيدنا في مستقبلنا. خُذ مثلاً مادّتي التاريخ والجغرافيا، نفس المناهج تمّ دراستها في المرحلة الابتدائية والإعدادية، وليس هناك فائدة من تكرارها خصوصاً لطالب سيدخل الطب. أكملت لميس الحديث قائلة: في رأيي إنّ دراسة المواد العلمية والأدبية ستعطي الطالب فرصة لدراسة مواد متنوعة ولذلك لن تكون مضيعة للوقت، فالطالب سيستخدمها في حياته العملية.

Choose the correct answer from either **Ibrahim, Sawsan, Taoufiq** or **Lamees**.

- (a) says studying all subjects is not a waste of time. (1)
- (b) thinks that the first year of secondary school is the hardest of all years. (1)
- (c) says students should not study subjects they have already studied. (1)
- (d) says that studying all subjects is useful. (1)

Answer the following questions **in English**.

(e) Who decides which subjects students can study?

(1)

(f) Why does Taoufiq believe that students should choose their options in the first year of secondary school? Give **one** reason.

(1)

(Total for Question 5 = 6 marks)

A magazine article

6 Read this magazine article about traditional clothes in Jordan.

الملابس التقليدية في الأردن

اللباس التقليدي الأردني هو جزء مهم من ثقافة الشعب الأردني وحضارته عبر التاريخ. وبالرغم من صغر مساحة الأردن، إلا أنّ الأزياء الأردنية تتميز بتنوعها الكبير وهي تتغير من منطقة إلى أخرى ويوجد لكل منطقة تصاميم وألوان خاصة بها. ويُعدّ لباس الرأس عند الأردنيين من أهمّ مكونات الزيّ الأردني التقليدي سواء عند الرّجل أو المرأة.

تتميّز الأزياء الأردنية بصناعتها اليدوية الجميلة. وهذه الصناعة فنّ من أهمّ الفنون الجميلة، ومن خلالها استطاع الشعب الأردني أن يعبر عن عادات وتقاليد أجداده. ويُسمّى الثوب الأردني بـ"المدرقة"، وأخذ الإنسان الأردني تصاميمه من دينه وتاريخه ومن الطبيعة المحيطة به، مثل الزهور وأوراق الأشجار وسنابل القمح وأشكال الطيور.

كانت العائلات الغنية في الأردن تستعمل الخيوط الذهبية والفضية في حين كانت العائلات الفقيرة تستعمل الخيوط القطنية والصوفية في ثيابها. أمّا ألوان الثوب الأردني التقليدي فهي تعبر أيضا عن عُمر المرأة، فحزام الرأس الأحمر ترتديه المرأة الشابة وحزام الرأس الأسود ترتديه المرأة المتقدمة في السن.

ولألبسة الأعراس مكانة خاصة ومواصفات معيّنة حيث هناك الأثواب الملونة بخيوط ذهبية والثوب الأبيض بألوانه الزاهية التي تعبر عن الحبّ والوفاء.

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DO NOT WRITE IN THIS AREA

(a) What does this article say?

Put a cross ☒ in each one of the **three** correct boxes.

(3)

Example	Jordanian costume reflects its history.	<input checked="" type="checkbox"/>
A	Jordanian traditional clothes lack variety.	<input type="checkbox"/>
B	Traditional Jordanian costumes change from one region to another.	<input type="checkbox"/>
C	Designs of traditional costumes are influenced by nature.	<input type="checkbox"/>
D	New technology and machinery are used in the making of traditional costumes today.	<input type="checkbox"/>
E	Some traditional costumes show whether women are married or single.	<input type="checkbox"/>
F	Poor families use cotton strings in their clothing.	<input type="checkbox"/>
G	Red traditional wedding dresses express love and faithfulness.	<input type="checkbox"/>

Answer the following questions **in English**.

(b) Why is the word **religion** used in the text?

(1)

(c) How would you tell the age of women from their clothing?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

مدينة مراكش المغربية

7 اقرأ الإعلان التالي المنشور في صحيفة عربية، ثم أجب عن الأسئلة التي تليه:

تُعتبر ساحة "الفنا" ومسجد "الكُتبية" من أبرز الأماكن في المغرب وتحديدًا في "مراكش". يُمكنكم اكتشاف المدينة دون دفع تكاليف مرتفعة. وأيضاً يُمكن للسائح الاستمتاع بمحلات الأحذية المغربية الجميلة، والأطباق الملونة والسجاد القديم.

كما يُعتبر حمام البخار المغربي جزءاً من الحياة اليومية لكل المغاربة نساءً وأطفالاً ورجالاً، فهو يساعد على تنشيط العضلات والراحة للهروب من ضجيج المدينة السياحية.

ومن أهم القصور قصر البادي، الذي يتميز بالغرف المبنية في القبو، والمتحف الجميل. وهناك أيضاً قصر "المأمونية" الذي استضاف أشخاصاً معروفين مثل "شارلي شابلن" و"نستون تشرشل".

مثال: مسجد "الكُتبية" من الأماكن في المغرب

<input type="checkbox"/>	A أعلى
<input type="checkbox"/>	B أقدم
<input type="checkbox"/>	C أجمل
<input checked="" type="checkbox"/>	D أهم

(i) تعرّف على المدينة

<input type="checkbox"/>	A غالي
<input type="checkbox"/>	B مجّان
<input type="checkbox"/>	C رخيص
<input type="checkbox"/>	D سهل

(ii) أشهر ما تُوفّره المدينة هو عبارة عن أعمال

<input type="checkbox"/>	A	علمية
<input type="checkbox"/>	B	يَكُوِيّة
<input type="checkbox"/>	C	فَنِّيّة
<input type="checkbox"/>	D	خَيْرِيّة

(iii) الحَمَامَات المغربية مفيدة

<input type="checkbox"/>	A	للأطفال
<input type="checkbox"/>	B	للجميع
<input type="checkbox"/>	C	للنساء
<input type="checkbox"/>	D	للرّجال

(iv) تُوجد العُرف في قصر البادي

<input type="checkbox"/>	A	تحت الأرض
<input type="checkbox"/>	B	في الطابق الأرضي
<input type="checkbox"/>	C	في الطابق الأوّل
<input type="checkbox"/>	D	في الطابق الثاني

(v) أقام في قصر المأمونية

<input type="checkbox"/>	A	مشاهير
<input type="checkbox"/>	B	أطباء
<input type="checkbox"/>	C	عُلماء
<input type="checkbox"/>	D	سُيَّاح

(Total for Question 7 = 5 marks)

إعلانات لرحلات سفر

8 اقرأ هذه الإعلانات من بعض مكاتب السفر عن رحلات متوقّرة لديهم.

الطيبّ للسياحة والسفر	عندنا رحلات لعطلة الصيف المُقبل لزيارة أهمّ الأماكن السياحية في القاهرة مثل الأهرامات. رحلتنا تتضمّن إقامة في فندق خمس نجوم في وسط العاصمة.
مكتب السعادة للسفر	إلى مُحبّي الريف والمُغامرات، لدينا سفرات شيقّة لزيارة لبنان. تستطيعون المشي في الحقول وتسلك الجبال ومشاهدة المناظر الرائعة.
سفريات الأحلام	تتوقّر لدينا رحلات لزيارة تونس. رحلتنا على الشاطئ، حيث يُمكن لكم الاستمتاع بالطقس الجميل. رحلتنا تتضمّن وجبة الفطور فقط.
مكتب الأمان للسياحة	تُوجد لدينا رحلات في عطلة الربيع القادم إلى شرم الشيخ في مصر. رحلاتنا تشمل وجبات الطعام الكاملة لمدة خمسة أيّام. لدينا أيضاً نواصٍ رياضية للأطفال.

ما هو مكتب السفر المناسب؟ اختر من بين هذه المكاتب: الطيبّ للسياحة والسفر، مكتب السعادة للسفر، سفريات الأحلام، مكتب الأمان للسياحة. يُمكنك استخدام الإجابة أكثر من مرّة.

مثال: الإقامة في فندق خمس نجوم متوقّرة من الطيبّ للسياحة والسفر

- (a) هناك أسرة تبحث عن رحلة فيها نشاطات للأولاد (1)
- (b) إذا كنت تحبّ السباحة في البحر عليك أن تختار (1)
- (c) الأشخاص الذين يحبّون زيارة الأماكن الأثرية يُمكنهم الذهاب مع (1)
- (d) لديها رحلات للاستمتاع برؤية الطبيعة. (1)
- (e) تُوفّر وجبة طعام واحدة كل يوم. (1)

(Total for Question 8 = 5 marks)

عبّاس بن فرناس

9 اقرأ هذا المقال عن "عبّاس بن فرناس"، ثمّ أجب عن الأسئلة التي تليه:

شخصية اليوم هي "عبّاس بن فرناس" الأندلسي. إنّه مهندس وفيزيائي وكيميائي وعالم رياضيات. كان عبّاس عريباً، وعاش في القرن التاسع الميلادي في "قُوطبة" في الأندلس أو المعروف بـ "إسبانيا" الآن. أبدع عبّاس في مجالات علمية متعدّدة كان نتاجها تقديم بعض من أهمّ الاختراعات في تاريخ الإنسانية، والتي ما زالت تلعب دوراً مهماً في حياة البشر حتى يومنا هذا.

بدأ عبّاس بدراسة الطيور عندما تطير، وأضاف مهاراته في الرياضيات ثمّ قرّر أن يصنع لباساً حول الأكمّام بريش الطيور ليكون بدّل الجناح. قام بعد ذلك بالقفز من مكان مرتفع ونجح في الطيران لفترة من الزمن، ولكنّه لم يعرف أهميّة الذيل في عملية الهبوط، وهذا أدّى إلى وقوعه وإصابة ظهره غير أنّه تحسّن بعد شهور من العلاج والراحة التامة.

وقد صنع عبّاس أوّل قلم حبر في التاريخ، حيث صنع أسطوانة على شكل قلم ثمّ وصل الحبر بطرفه، وبهذا يمرّ الحبر من خلاله عند الاستخدام. كما تعمّق في دراسة الزجاج وتمكّن من صنعه لخدمة الناس، فصنع أوّل نسخة من عدسات البصر، والزجاج الشفاف. كان عبّاس الأوّل في مجالات كثيرة، وتجربته أعطت دروساً وخبرات لمن أتى بعده.

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جُمْل كاملة.

(a) اذكر أحد المجالات التي تخصّص بها "عبّاس بن فرناس".

(1)

(b) ما الذي ساعد عبّاس في صناعة أجنحة الطيران؟

(2)

(c) ما الذي تسبّب في إصابة عبّاس؟

(1)

(d) كيف ساهم عبّاس في مجال الكتابة؟

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C
Translation

10 Translate this passage into English.

بدأ سباق السيارات مباشرةً بعد اختراع السيارات التي تعمل على البنزين. ونظمت البحرين سباق الـ "فورمولا واحد" الأول في العالم العربي بعد منافسة قوية بينها وبين دول كثيرة. اكتسبت البحرين خبرة كبيرة في هذا المجال لأنها تستضيف دولاً عالمية كل ربيع. غير أنّ البحرين لم تشارك بهذه السباقات في السنوات القليلة الماضية.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Arabic Higher tier

Paper 3 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Arabic word or name.

SECTION A

Question number	Answer	Mark
1(a)	in the outskirts of town	(1)

Question number	Answer	Mark
1(b)	discounts/natural products	(1)

Question number	Answer	Mark
1(c)	by visiting the website/shop's website	(1)

Question number	Answer	Mark
2(a)	Any one of the following: <ul style="list-style-type: none">• very happy (1)• they scream (1)	(1)

Question number	Answer	Mark
2(b)	on a (beautiful) rug	(1)

Question number	Answer	Mark
2(c)	to watch stories	(1)

Question number	Answer	Mark
2(d)	to pay money	(1)

Question number	Answer	Mark
3(a)	Any one of the following: <ul style="list-style-type: none">• because it is tiring (1)• because the trip is long (1)	(1)

Question number	Answer	Mark
3(b)	Nader's mother	(1)

Question number	Answer	Mark
3(c)	Any one of the following: <ul style="list-style-type: none"> • he plays electronic games (1) • chats with the rest of the family (1) • plan the trip to France (1) 	(1)

Question number	Answer	Mark
3(d)	because she lives (only) three hours away	(1)

Question number	Answer	Mark
3(e)	because she meets new friends in the train	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	B	(1)

Question number	Answer	Mark
4(iii)	C	(1)

Question number	Answer	Mark
4(iv)	A	(1)

Question number	Answer	Mark
4(v)	A	(1)

Question number	Answers	Mark
5(a)	Lamees	(1)

Question number	Answers	Mark
5(b)	Ibrahim	(1)

Question number	Answers	Mark
5(c)	Taoufiq	(1)

Question number	Answers	Mark
5(d)	Lamees	(1)

Question number	Answers	Mark
5(e)	the school management	(1)

Question number	Answers	Mark
5(f)	Any one of the following: <ul style="list-style-type: none"> students will not have to study unimportant subjects (1) to not waste students' time (1) 	(1)

Question number	Answer	Mark
6(a)	B, C, F	(1)

Question number	Answers	Mark
6(b)	designs of traditional Jordanian clothes are inspired by religion	(1)

Question number	Answer	Mark
6(c)	the colour of their headscarf determines their age	(1)

SECTION B

Question number	Answer	Mark
7(i)	C	(1)

Question number	Answer	Mark
7(ii)	C	(1)

Question number	Answer	Mark
7(iii)	B	(1)

Question number	Answer	Mark
7(iv)	A	(1)

Question number	Answer	Mark
7(v)	A	(1)

Question number	Answer	Mark
8(a)	مكتب الأمان للسياحة	(1)

Question number	Answer	Mark
8(b)	سفریات الأحلام	(1)

Question number	Answer	Mark
8(c)	الطيب للسياحة والسفر	(1)

Question number	Answer	Mark
8(d)	مكتب السعادة للسفر	(1)

Question number	Answer	Mark
8(e)	سفریات الأحلام	(1)

Question number	Answer	Mark
9(a)	الهندسة، الفيزياء، الكيمياء، الرياضيات.	(1)

Question number	Answer	Mark
9(b)	درس حركة أجنحة الطيور مهاراته في الحساب	(2)

Question number	Answer	Mark
9(c)	لم يكن يعرف أهمية الذيل للطيران والذي سبب سقوطه.	(1)

Question number	Answer	Mark
9(d)	اختراع أول قلم في التاريخ.	(1)

SECTION C

Question Number	Indicative content	Mark
10	Motor racing began immediately after the invention of petrol cars/cars that run on gasoline. Bahrain organised the first Formula One race in the Arab world after strong competition from a lot of countries. Bahrain has gained a lot of experience in this field as it hosts international competitions every spring. However, Bahrain did not hold these races in the last few years.	(7)

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time: 1 hour 25 minutes

Paper reference	1AA0/4H
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Arabic

PAPER 4: Writing in Arabic

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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1/1/1/1/



Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box ☐.

A sports event

1 (a) وصلتك رسالة إلكترونية من صديقك العربي سُليمان يسألك عن الحدث الرياضي العالمي الذي ذهبت إليه.

اكتب ردّاً غير رسمي إلى سُليمان.

يجب أن يحتوي هذا الردّ على النقاط التالية:

- كيف عرفت عن الحدث
- الرياضة المفضّلة لدى الناس في بلدك
- أهميّة الرياضة في حياة الشباب
- نشاط رياضي تريد أن تشارك فيه في المُستقبل.

اكتب ما بين 80-90 كلمة باللغة العربية.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 1(b) put a cross in the box ☒ .

Ambitions

(b) يسعى موقع عربي على الإنترنت إلى معرفة رأيك في طُموحات الشباب.

اكتب مقالاً غير رسمي للشباب وأرسله إلى هذا الموقع.

يجب أن يحتوي مقالك على النقاط التالية:

- أي نوع من الأشخاص أنت
- العمل الذي قمتَ به سابقاً
- أهمية أن يكون لدى الشباب طموح أو لا
- خططك في المستقبل.

اكتب ما بين 80-90 كلمة باللغة العربية.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☐ .

My area

2 (a) أنت ترغب في أن تكون المنطقة التي تسكن فيها في أفضل حال.

اكتب رسالة رسمية إلى مركز البلدية تُقنعهم فيها بالاهتمام بالمنطقة.

يجب أن تحتوي هذه الرسالة على النقاط التالية:

- حال المنطقة الآن
- الأنشطة الممتعة التي قُمتَ بها مؤخراً هناك
- سبب زيارة السيّاح لمنطقتك
- فائدة التحسينات لسكّان المنطقة في المُستقبل.
- برّر أفكارك وآرائك.

اكتب ما بين 130-150 كلمة باللغة العربية.

(28)

السيد مدير مركز البلدية

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

مع الشكر الجزيل

If you answer Question 2(b) put a cross in the box ☐ .

School trips

(b) مجلة عربية تبحث عن مقالات حول الرحلات المدرسية لموقعها على شبكة الإنترنت.

اكتب مقالاً رسمياً لفائدة القراء عن رحلة مدرسية قُمتَ بها مؤخراً.

يجب أن يحتوي هذا المقال على النقاط التالية:

- لماذا نظمت مدرستك هذه الرحلة
- النشاطات التي تفضلها
- أهمية الرحلات المدرسية
- رحلة أخرى ترغب في أن تقوم بها في المستقبل.
- برّر أفكارك وآراءك.

اكتب ما بين 130-150 كلمة باللغة العربية.

(28)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 2 = 28 marks)

My friend

3 ترجم القطعة التالية إلى اللغة العربية:

Nadia lives in Tunisia and we call each other every day. She doesn't like school; she has found geography difficult, but she's good at languages. However, for her, they are both important, as she wants to travel and get a good job when she's older. She thinks that by working hard, she will succeed.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Arabic Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style - examples of informal style include language that students would use with friends, informal greetings, endearments and forms of address.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments, and writing in a conversational style.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none"> The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none"> The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none"> The meaning of the passage is fully communicated Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	<p>تعيش نادية في تونس وتحدث بالهاتف يومياً. هي لا تحب المدرسة. فهي تجد الجغرافيا صعبة لكنها جيدة في اللغات. ومع ذلك، كلتاها مهمتان/ جميعها مهمة بالنسبة لها، لأنها تريد أن تسافر وأن تحصل على وظيفة جيدة عندما تكبر. هي تعتقد بأنها ستنجح من خلال العمل الجاد.</p>

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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