

# Getting Started Guide



## A Level Arabic

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**Pearson Edexcel Level 3 Advanced GCE in Arabic  
(listening, reading and writing) (9AA0)**

# Getting Started Guide: A Level Arabic

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# 1 Introduction

Our A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. We have developed inspiring and culturally relevant courses based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of the Arabic-speaking world. There is an emphasis on promoting understanding of grammar to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

Pearson is strongly committed to maintaining the availability of a wide range of language A levels. Although some awarding organisations are ceasing to offer those language A levels only taken by a limited number of students, we believe these qualifications make an important contribution to fostering diversity and community cohesion.

We are redeveloping A levels in:

- Arabic
- Greek
- Japanese
- Urdu

And we are developing the following A levels for the first time:

- Gujarati
- Persian
- Portuguese
- Turkish

Note that we have taken the decision not to develop AS qualifications in any of these languages. This Getting Started Guide provides an overview of the new A level Arabic specification, to help you get to grips with the changes to content and assessment.

## 2 What's changed?

### 2.1 AS has not been redeveloped

Our discussions with schools and colleges have indicated that, under the new system in which AS results no longer count towards A level grades, take-up of AS level will be very limited. For this reason, we have taken the decision only to offer the full linear A level in the languages being developed for first teaching in 2018.

### 2.2 Changes to A level qualifications

From September 2018, A level Arabic will be a fully linear qualification. This means that all examinations must be sat at the end of the course. More information about the implications of the move to linear assessment is given on page 9.

Separate subject criteria have been developed for these languages with smaller cohorts. While the level of rigour and demand will be the same, there will be no requirement for students to demonstrate spoken language skills.

#### Aims and objectives

There is a new set of aims and objectives for this A level. As a result, students are now required to:

- study two works from a prescribed list
- summarise information from spoken and written sources in writing
- develop independent research skills
- undertake a task integrating the skills of listening, reading and writing
- translate from and into Arabic.

#### Themes

The specification content is broken down into four themes relating to the target language culture. Two themes relate to 'society, past and present', and two themes relate to 'political and/or intellectual and/or artistic culture, past and present'.

#### Prescribed works

In the specification, we have specified a list of prescribed works in Arabic, including literary texts and films. Students must study either one literary text and one film, or two literary texts. Knowledge and understanding of works will be assessed in Paper 2 (Translation into Arabic and written response to works).

#### Summarising information

This is a new requirement testing students' ability to summarise information. Students should be able to:

- identify the main ideas
- summarise a line of argument and/or different points of view
- evaluate and draw conclusions.

Ability to summarise will be assessed in Paper 3 (Listening, reading and writing in Arabic), question 5(c).

#### Independent research skills

Students will be required to develop as independent researchers through the study of language. Students are required to select one research subject from the four given in the specification and undertake independent research on all three aspects. Students will have to demonstrate knowledge and understanding of the research subject in Paper 1 (Translation into English, reading comprehension and writing (research question) in Arabic).

## Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge and understanding of, and critical and analytical response to, cultural and social issues relating to countries where Arabic is spoken.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

<b>AO1</b> 20%	Understand and respond in writing to spoken language drawn from a variety of sources
<b>AO2</b> 30%	Understand and respond in writing to written language drawn from a variety of sources
<b>AO3</b> 30%	Manipulate the language accurately, in written forms, using a range of lexis and structures
<b>AO4</b> 20%	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of the countries where the language is spoken

## 2.3 Specification overview

### Assessment structure

Paper 1	Translation into English, reading comprehension and writing (research question) in Arabic	2 hours 30 minutes	40%
Paper 2	Translation into Arabic and written responses to works	2 hours 40 minutes	30%
Paper 3	Listening, reading and writing in Arabic	2 hours 15 minutes	30%

### Specification content

Specification content is now based around social, political and cultural themes, relating to the Arabic language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study.

Students will study four themes:

- Theme 1: Changes in Arab society; التغيرات في المجتمع العربي
- Theme 2: Artistic culture in the Arab world; الثقافة الفنية في العالم العربي
- Theme 3: Work and citizenship in the Arab world; العمل والمواطنة في العالم العربي
- Theme 4: Political culture in the Arab world; الثقافة السياسية في العالم العربي

All four themes are set in the context of the Arabic-speaking world.

There are a number of sub-themes, which can be found on pages 6–7. The questions in the question papers are set within the context of these themes.

Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must research all three aspects within the research subject. Research subjects and aspects are as follows:

- Social mores in one Arab country; الأعراف الاجتماعية في إحدى الدول العربية  
The origins of social mores; the importance of these mores for Arab society; the impact of modern life on these social mores
- Festive events in one Arab country; الاحتفالات والمناسبات في إحدى الدول العربية  
Traditional festive events that exist; the modernisation of traditional festive events; tourism and festive events
- The tourist industry in one Arab country; السياحة في إحدى الدول العربية  
The impact of tourism on the economy; the cost and benefits of tourism for local people; the impact of tourism on national heritage and infrastructure
- Minorities in one Arab country; الأقليات العرقية في إحدى الدول العربية  
The historical context; the extent to which minorities are integrated; the extent to which minorities have achieved equality

## Comparison of reformed and legacy specifications

Reformed specification		Legacy specification
Theme 1	<p><b>Changes in Arab society</b> التغيرات في المجتمع العربي</p> <ul style="list-style-type: none"> <li>• <b>The Arab family</b> الأسرة العربية أدوار الجنسين ضمن الأسرة؛ دور الأسرة الممتدة والأقرباء؛ الموقف من الزواج والطلاق</li> <li>• <b>Media</b> الإعلام تأثير الإعلام على المجتمع العربي؛ التكنولوجيا ووسائل الإعلام؛ تأثير وسائل التواصل الاجتماعي على المجتمع والعلاقات</li> </ul>	<p>This is compared to the A2 topic of Arab socio-culture. الثقافة الاجتماعية. To some extent it touches on parts of the general topic areas (GTA) youth culture and concerns: relationships. Resources for these two could be reused.</p> <p>The second sub-theme also has some relation to the GTA (Youth culture and concerns: technology.</p>
Theme 2	<p><b>Artistic culture in the Arab world</b> الثقافة الفنية في العالم العربي</p> <ul style="list-style-type: none"> <li>• <b>Music</b> الموسيقى أنواع الموسيقى والأغاني التقليدية؛ الثقافة الشعبية والموسيقية؛ دور الموسيقى والأغنية</li> <li>• <b>Arabesque (an Arab art)</b> الأرابيسك، فن عربي المهارات الفنية والحرفية من جيل لآخر؛ التغيرات في فن العمارة؛ الخط العربي</li> </ul>	<p>Theme 2 and its sub-themes is almost the same as the A2 topic of Arab culture, الثقافة والفنون العربية, so all resources from this topic in the legacy specification will be good to use in the reformed specification.</p> <p>The research subject though is more related to the A2 topic of Arab socio-culture الثقافة الاجتماعية</p>

<p>Theme 3</p>	<p><b>Work and citizenship in the Arab world</b>  العمل والمواطنة في العالم العربي</p> <ul style="list-style-type: none"> <li>• <b>Working life</b>  -الحياة والعمل  الحراك الاجتماعي؛ الموقف من تكافؤ الفرص في العمل؛ البطالة</li> <li>• <b>Responsibility towards the environment</b>  -المسؤولية تجاه البيئة  الاتجاهات العامة للمجتمع العربي نحو التلوث وإعادة التدوير؛ الموقف الحكومي من الطاقة البديلة؛ الجماعات والمنظمات الصديقة للبيئة</li> </ul>	<p>This generally has some aspects of the GTA of Education and employment, especially the second part, and also some of the cultural topic in the A2 topics الثقافة الاجتماعية</p> <p>The second sub-theme is similar to part of the GTA of The world around us: environmental issues</p> <p>The research subject (tourist industry) is similar to the legacy subtopic Tourist information, travel and transport.</p>
<p>Theme 4</p>	<p><b>Political culture in the Arab world</b>  الثقافة السياسية في العالم العربي</p> <ul style="list-style-type: none"> <li>• <b>Arab identity</b>  الهوية العربية  القومية وحركات الاستقلال في القرن العشرين؛ الفلسفة السياسية ومعتقدات العروبة؛ مدى انتشار العروبة اليوم</li> <li>• <b>Political rule in the twenty-first century</b>  الأحوال السياسية في القرن الواحد والعشرين  النظم السياسية في العالم العربي؛ تغيرات النظم السياسية؛ الموقف من الانتخابات وحرية الاختيار</li> </ul>	<p>Theme 4 has a lot in common with the A2 topic of Arab history in the 20th century (Politics and Arab organisations) except that it extends to the 21st century.</p> <p>The second sub-theme is more current and so students could relate to it more than the historical theme.</p> <p>The research subject is a mixture of this topic and some aspects of the Arab socio-culture.</p>
<p>Literary works</p>	<p>Prescribed list of works:</p> <ul style="list-style-type: none"> <li>• 1938 (توفيق الحكيم) عصفور من الشرق (novel)</li> <li>• 2010 (أمير تاج السر) رواية صائد اليرقات (novel)</li> <li>• 2012 (أحمد شوقي) مسرحية البخيلة poetic play</li> </ul> <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> <li>• form and technique</li> <li>• key themes, concepts and issues</li> <li>• characterisation</li> <li>• plot structure</li> <li>• social and cultural setting</li> </ul>	<p>Study of literary works not compulsory. Students could choose to study one of the prescribed texts for Unit 2 Section C.</p>

Films	<p>Prescribed list of films:</p> <ul style="list-style-type: none"> <li>• خيرى بشارة) فيلم يوم مَرّ ويوم حلو (1998)</li> <li>• فطين عبد الوهاب) فيلم إشاعة حب (1960)</li> <li>• (2012) فيلم وجدة (هيفاء المنصور)</li> </ul> <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> <li>• form and technique</li> <li>• key themes, concepts and issues</li> <li>• characterisation</li> <li>• plot structure</li> <li>• social and cultural setting</li> </ul>	Study of film not required.
Independent research	<p>Must be based on one of the four research subjects listed in the specification:</p> <ul style="list-style-type: none"> <li>• Social mores in one Arab country الأعراف الاجتماعية في إحدى الدول العربية</li> <li>• Festive events in one Arab country الثقافة الفنية في العالم العربي</li> <li>• The tourist industry in one Arab country السياحة في إحدى الدول العربية</li> <li>• Minorities in one Arab country الأقليات العرقية في إحدى الدول العربية</li> </ul> <p>Students must research all three aspects of their chosen research subject</p>	Must link to Arab culture and/or society; chosen from a list of prescribed topics and texts in the specification.
N/A	<p>No equivalent in new specification</p> <p>Part of the media sub-theme ( وسائل الإعلام ) has no clear equivalent in the legacy specification unless it is linked to the society.</p>	<p>The GTA of Lifestyle: health and fitness has no equivalent in the new specification.</p> <p>Geography and economy as aspects of Arab history in the 20th century are not directly covered in the reformed spec.</p>

## 3 Planning

### 3.1 Planning a linear A level course

The key difference with a linear A level is that all exams are taken at the end of the (usually) two-year course. As a result, it is not possible to retake individual exams – rather, if you wish to retake, you must retake the entire qualification.

In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

Course planning needs to cover:

- four themes
- either two literary texts, or a literary text and a film
- sufficient practice in listening, reading, writing and translation
- a broad range of grammar and opportunities to use this to generate language independently
- independent research of selected research subject
- development of critical and analytical thinking.

Here is just one way in which you might structure a two-year course:

		Grammar	Skills	Research
Year 1	Theme 1	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 2			
	Literary work/Film			
Year 2	Theme 3			
	Theme 4			
	Literary work/Film			
Revision				

### 3.2 Suggested resources

Our free **online support** for A level Arabic, which can be accessed on our website, includes guides on:

- [teaching literature](#)
- [teaching film](#)
- [how to analyse a text or film](#)
- [how to develop research skills.](#)

Other useful resources include:

#### Grammar

- الناشر دار الفكر العربي 1998 ملخص قواعد اللغة العربية تأليف فؤاد نعمة

Download using the following link: [http://www.daulatulkitab.com/2017/11/pdf\\_19.html](http://www.daulatulkitab.com/2017/11/pdf_19.html)

- - دار المعارف النحو الواضح تأليف علي الجارم ومصطفى أمين

Download pdf: <https://www.kutub-pdf.com/book/قواعد-اللغة-العربية-النحو-والص>

## Literature

All three books could be found at <https://www.goodreads.com/book/show>.

- مجانا pdf تحميل وقراءة رواية عصفور من الشرق تأليف توفيق الحكيم  
<https://www.goodreads.com/book/show/2392599>. Free download of the novel.
- (أمير تاج السر) رواية صائد اليرقات ISBN 9786144259122 Dar Al-Saqi.  
<https://www.amazon.co.uk/صائد-اليرقات-Arabic.../B076T9WGJR>.
- El-Bakhila (Arabic Edition ) (Arabic) Paperback – 16 May 2018, ISBN 9781719202565  
<https://www.booksera.net/book/البخيلة.html>. Free download  
<https://www.hindawi.org/books/86085746>. Analysis and notes about the author.

## Films

The following links are useful for the prescribed films.

- يوم مر ويوم حلو  
<https://www.youtube.com/watch?v=LTUjbgorgPs> . Free download of the film.  
<https://www.elcinema.com/work/1000336>. Analysis.
- فيلم إشاعة حب  
[https://el7l.tv/online/25326/فيلم\\_إشاعة\\_حب.html](https://el7l.tv/online/25326/فيلم_إشاعة_حب.html) . Free download of the film.  
<https://www.elcinema.com/work/1010058>. Critical analysis of the film.
- فيلم وجدة  
<https://www.imdb.com/title/tt2258858/>  
<https://www.elcinema.com/work/2021070>  
[https://ar.wikipedia.org/wiki/وجدة\\_\(فيلم\)](https://ar.wikipedia.org/wiki/وجدة_(فيلم))  
You can also watch it in English at this link <https://www.youtube.com/watch?v=jqQSt3u69Is>.

## Newspapers, television and radio

The following websites are useful for information as well as listening practice.

- For Arabic newspapers and magazines; الصحف و الجرائد باللغة العربية -  
<https://arabic-media.com/arabicnews.htm>.
- For Arabic radio station  
[www.101languages.net/arabic/arabic-radio](http://www.101languages.net/arabic/arabic-radio).
- For all media in Arabic from the BBC  
[www.bbc.com/arabic](http://www.bbc.com/arabic).

## 4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Papers 1, 2 and 3 will be based on content from the four themes. Students will need to demonstrate knowledge and understanding of, and critical and analytical response to, the target language community and culture.

### 4.1 Themes and sub-themes

**Theme 1**, 'Changes in Arab society', examines broad social issues and trends, and allows the study of how they are changing. For example, the sub-theme of 'the Arab family' enables students to study the evolution of the traditional family structure, while the second sub-theme focuses on the media and technology. The optional research subject focuses on customs and traditions, which is relevant across the Arabic-speaking world.

**Theme 2**, 'Artistic culture in the Arab world', allows students to expand their cultural knowledge by learning about artistic culture in the Arab world. This encompasses not only traditional artistic culture, such as Arabesque, and music and song, but also includes popular culture and music. The optional research subject focuses on festivals/events, how they are changing, and the link between festivals/events and tourism.

In **Theme 3**, 'Work and citizenship in the Arab world', the sub-themes 'working life' and 'responsibility towards the environment' cover important aspects of Arab society, which includes key issues such as attitudes towards equal opportunities, social mobility and pollution. The optional research subject requires students to study the impact of tourism, something students may have experienced first-hand if they have travelled to the country on which they choose to focus.

In **Theme 4**, 'Political culture in the Arab world', the first sub-theme provides an historical context by addressing the idea of Arab identity, including nationalism and Pan-Arabism, while the second addresses contemporary events of the Arab spring. The optional research subject 'Minorities' covers the issues of integration and equality for minorities.

### 4.2 Prescribed works

Literary works	1938 novel (عصفور من الشرق توفيق الحكيم) 2010 novel (رواية صائد اليرقات أمير تاج السر) 2012 poetic play (مسرحية البخيلة أحمد شوقي)
Films	فيلم يوم مر ويوم حل (1998) فيلم إشاعة حب (1960) فيلم وجدة (2012)

For each of the prescribed literary works and films, students need to consider:

- Author/Director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

For further guidance, download our [guide to analysing text or film](#).

## 5 Assessment guidance

### 5.1 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives by paper will be as follows:

Paper	A01 %	A02 %	A03 %	A04 %	Total
Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic	-	25	5	10	40%
Paper 2: Translation into Arabic and written response to works	-	-	20	10	30%
Paper 3: Listening, reading and writing in Arabic	20	5	5	-	30%
<b>Total</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100%</b>

### 5.2 Assessment overview

The Pearson Edexcel A level in Arabic comprises three externally-examined papers that assess listening, reading and writing skills.

**Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic**  
**2 hours 30 minutes (80 marks)**

**Section A: Translation into English (20 marks)**

We recommend students spend 20 minutes on Section A.

Students must translate one unseen passage from Arabic into English. Section A draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

**Section B: Reading comprehension (20 marks)**

We recommend students spend 45 minutes on Section B.

Students must respond to a series of comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across **all** sub-themes within the four themes.

**Section C: Writing (research question) (40 marks)**

We recommend students spend 1 hour 25 minutes on Section C.

Students must read one unseen text in Arabic and then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.

**Paper 2: Translation into Arabic and written response to works**  
**2 hours 40 minutes, 110 marks**

**Section A: Translation into Arabic (20 marks)**

We recommend students spend 30 minutes on Section A.

Students must translate one unseen passage from English into Arabic. Section A draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

**Section B: Written response to works (literary texts) (45 marks)**

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

Students must write an extended response on either one **or** two of the literary texts listed in the specification. Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.

**Section C: Written response to works (films) (45 marks)**

We recommend students spend 1 hour 5 minutes on **each** response in Sections B and C.

Students must write an extended response on one of the films listed in the specification (if they only answered one question in Section B). Students choose one question from a choice of two for their chosen film.

**Paper 3: Listening, reading and writing in Arabic**  
**2 hours 15 minutes, 60 marks**

**Section A: Listening comprehension (30 marks)**

We recommend students spend 45 minutes on Section A.

Students must respond to comprehension questions based on a variety of contexts and sources. Section A draws on vocabulary and structures across **all** sub-themes within the four themes.

**Section B: Listening, reading and writing (30 marks)**

We recommend students spend 1 hour 30 minutes on Section B.

Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from **any one** of the sub-themes within the four themes.

## 5.3 Understanding how to apply the mark grids

### Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic

#### Section A: Translation into English

The translation into English is marked using a points-based mark scheme (Sample Assessment Materials, pages 23–24). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

Misspellings are tolerated as long as they don't lead to ambiguity. For example, 'drought' misspelled as 'drowght' would be acceptable, but misspelled as 'draught' would be unacceptable as this is a real word with a different meaning (leading to ambiguity).

## Section B: Reading comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 27–28)

There is extensive guidance on the marking principles that will be applied to the questions in this section on pages 25–26 of the Sample Assessment Materials. The key things to remember are:

- Students don't have to respond in full sentences to open-response questions.
- Students can use words from the reading extract in their answer but must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response.
- There are no marks for quality of language in this section so spelling and grammar mistakes will be tolerated as long as they do not introduce ambiguity.
- For a one-mark answer, the candidate's first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, apply the same rule, i.e. the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
- Students must answer in Arabic – correct answers in the wrong language will not be awarded marks.

## Section C: Writing (research question)

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (AO4)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

In their response, students should demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2).

Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to aspects such as:

- lifestyle/customs/events, both current and historical
- important figures, both current and historical
- public opinion, feelings, reaction and behaviour.

Note this list is not exhaustive.

Answers will be marked according to the guidance on pages 30–34 of the Sample Assessment Materials.

## Paper 2: Translation into Arabic and written response to works

### Section A: Translation into Arabic

The translation into Arabic is marked using a points-based mark scheme (Sample Assessment Materials, pages 55–56). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

The mark scheme for Paper 2 states:

- Vocalisations (harakat): these are not required and therefore not penalised if used incorrectly.
- Agreements: minor incorrect use is tolerated, as long as there is no ambiguity, for example, using the impersonal masculine/feminine **يوجد / يوجد** (there is/are); agreements with **الناس** and **بعض**.
- Particles: some misuse is tolerated, for example using **إن** instead of **أن** and vice versa.
- Spelling: minor misspellings and missing dots are tolerated as long as there is no ambiguity or change of meaning, for example **هدا** rather than **هذا**
- Verb endings must be correct and will not be classed as spelling errors.
- Adjective endings must be correct and will not be classed as spelling errors.
- Accept any appropriate alternatives that do not already appear in the 'Acceptable answers' column.

### Sections B and C: Written response to works

Each individual essay is marked using three levels-based mark grids:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3)

Answers will be marked according to the guidance on pages 57–61 of the Sample Assessment Materials.

The indicative content given in the mark scheme is not exhaustive, and you will be rewarded for any valid response and may draw on any relevant examples from the work.

## Paper 3: Listening, reading and writing in Arabic

### Section A: Listening comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 103–106).

### Section B: Listening, reading and writing

Questions 5(a) and 5(b) are marked using a points-based mark scheme (Sample Assessment Materials, pages 107–108).

Question 5(c) is marked using three levels-based mark grids:

- Understand and respond to spoken language (AO1)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

Answers will be marked according to the guidance on pages 110–112 of the Sample Assessment Materials.

## 6 Subject advisor support

Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Arabic.

**Alistair Drewery**

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