



Specification

Edexcel GCSE Arabic (2AR01)

**Edexcel GCSE (Short Course)
in Arabic: Spoken Language (3AR0S)**

**Edexcel GCSE (Short Course)
in Arabic: Written Language (3AR0W)**

For first certification 2014

Issue 3

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Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in Arabic are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of focus in the speaking unit.
- 100% externally marked.
- Outcome based, single tier of assessment.
- Emphasis on active use and manipulation of language.
- Builds on best practice from previous Edexcel GCSE qualifications.
- Appropriate as additional or specialist learning (ASL) within the Diploma (Levels 1 and 2).
- Short Courses in two skills: listening and speaking or reading and writing.
- Provides logical progression route to GCE AS and Advanced studies.

Key subject aims

To enable students to develop:

- an understanding of Arabic in a variety of contexts
- a knowledge of Arabic vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Arabic
- awareness and understanding of countries and communities where Arabic is spoken.

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Specification at a glance

The Edexcel GCSE in Arabic consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Arabic: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Arabic: Written Language is formed of the other two units (reading and writing).

All qualifications offer choice, flexibility and focus.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to the full GCSE.

Unit 1: Listening and Understanding in Arabic

*Unit code: 5AR01

- Externally assessed
- Availability: June

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand spoken Arabic. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of passages or interactions in Arabic with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2: Speaking in Arabic***Unit code: 5AR02**

- Externally assessed
- Availability: June

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

- The focus of the speaking unit will be **chosen by the centre in consultation with the student** and will relate to the following themes: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- This unit is externally assessed.
- Students will be expected to demonstrate an ability to use the language for different purposes and in different settings, although these can relate to the same theme. The examination features two tasks.
 1. A focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme).
 2. A general conversation related to a chosen theme.
- Students must undertake these tasks in a specified/timetabled assessment window between March and May and all performances must be recorded.
- Timing: 8-10 minutes in total with half of the time (approximately) spent on each task.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 3: Reading and Understanding in Arabic

*Unit code: 5AR03

- Externally assessed
- Availability: June

46% of
the total
GCSE
Short
Course

23% of
the total
GCSE

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).
- Students will be tested on their ability to understand written Arabic. Testing is through a variety of tasks which require a response (either written or non-verbal), to demonstrate their understanding.

Overview of assessment

- This unit is externally assessed.
- The examination consists of a number of short texts, notices or short news reports in Arabic which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.
- Timing: 55 minutes.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 4: Writing in Arabic***Unit code: 5AR04**

- Externally assessed
- Availability: June

**54% of
the total
GCSE
Short
Course**

**27% of
the total
GCSE**

Overview of content

Students will produce **two** pieces of Arabic writing in response to a choice of questions that relate to the prescribed themes of this specification: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.
- Timing: one hour.
- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in Arabic requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are relevant and of interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in Arabic qualification requires students to:

- develop the ability to listen to and understand spoken Arabic in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Arabic: Spoken Language qualification requires students to:

- develop the ability to listen to and understand spoken Arabic in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Arabic: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

Edexcel has prescribed the following four common topic areas and linked sub-topics. These, together with the minimum core vocabulary list (*Appendix 5*) have been produced to aid teachers in planning and preparing students for success in *Unit 1: Listening and Understanding in Arabic* and *Unit 3: Reading and Understanding in Arabic*.

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Arabic is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Choice of themes

For speaking and writing units, content will relate to the following broad themes. However, as the qualification provides flexibility, choice and, in the speaking unit, scope for personalised learning, students are free to focus on one of the following.

| Theme | Possible related content |
|--------------|---------------------------------|
|--------------|---------------------------------|

The following content is indicative only.

| | |
|-------------------------------------|--------------------|
| 1. Media, travel and culture | Music/film/reading |
|-------------------------------------|--------------------|

Fashion/celebrities/religion

Blogs/internet

Holidays

Accommodation

Eating, food, drink

| | |
|-----------------------------------|-------------------|
| 2. Sport, leisure and work | Hobbies/interests |
|-----------------------------------|-------------------|

Hobbies/interests

Sporting events

Lifestyle choices

Work experience/part-time jobs

Product or service information

Students can follow a vocationally focused pathway through the choice of theme in the speaking unit. Students should be familiar with all of the above themes for the writing unit.

Unit 1 Listening and Understanding in Arabic

Overview

Content overview

To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas as listed on page 9 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing Arabic language in a range of styles or different registers and in a variety of contexts, as appropriate to their age and level of understanding. Material used will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in an Arabic-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The general content of the assessment tasks should be familiar and accessible to students.
- Students must demonstrate their understanding of pre-recorded spoken language. The recordings feature male and female native Arabic speakers who will speak at a rate that is appropriate to the expected level of students' understanding.
- In addition to the time indicated below, students have 5 minutes in which to read through the paper before the examination starts. This provides an opportunity for students to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.
- Timing: 45 minutes (plus 5 minutes' reading time).
- Each passage of Arabic is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question, or part of a question, and to read the next question before the related extract is played.
- The recordings are sent out in CD ROM format or as sound files that can be accessed via a secure download.
- The examination paper features questions that are asked in English requiring non-verbal responses. A number of question types are used for this, including multiple-choice and matching exercises. A mixture of visual and short verbal cues in English may be provided.

- Students are also required to give their own short/written English-language responses (two or three words may suffice) to certain questions.
- To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 2 Speaking in Arabic

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes related to one (or both) of the following themes:
 - media, travel and culture
 - sport, leisure and work.
- The above themes are broad and offer students scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Arabic language and grammar as well as to present, discuss, interact, respond to questions, express feelings and give opinions in Arabic. Students, in negotiation with their teacher, can choose to relate their speaking assessments to either of the above themes. Alternatively, they may undertake one task linked to *media, travel and culture* and relate the other task to *sport, leisure and work*.
- Teachers are encouraged to engage students in a variety of speaking activities as they develop their language skills. These may range from participating in a simple 1:1 conversation to a more complex group discussion or podcast production. Some possible subtopics appear on page 10 and many more are possible.
- Students are expected to develop an appropriate awareness and understanding of the culture and society of Arabic-speaking countries and communities as part of their Arabic language study.

Assessment overview

- Students must undertake **two** separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types:
 - picture-based discussion (or presentation) with follow-up questions
 - general conversation linked to a theme.
- Each task should last for approximately 4-5 minutes and must occur in a timetabled assessment window usually between March and May. Exact dates will be published on the GCSE examinations timetable.
- Students must engage in a **discussion related to a picture** (or other visual) that they have chosen **or** give a **presentation** (1 to 2 minutes maximum) and then respond to a series of linked follow-up questions and answers. These tasks give students choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have some interest or involvement in (for example an activity, a club or a place). It is not envisaged that students will be presented with an unseen picture a few minutes prior to assessment or that they are asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for picture/or presentation-based assessment on an individual basis in advance of the assessment and must be permitted access to an appropriate bilingual dictionary during this time.
- Students may refer to an A5 sheet of paper with bulleted notes (30 words maximum).

As the assessment for both task types is outcome based, teachers should ensure that they ask questions which are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of their students' discussions and/or presentations in advance so that they can prepare accordingly. However, it is important that teachers **do not** inform students in advance about the specific questions that they intend to use in the live assessments and **do not** rehearse specific individual assessments.

The **general conversation** enables students to demonstrate that they can present information and give opinions as well as interact effectively with another Arabic speaker. This task is linked to a chosen theme. Students must be given an opportunity to respond to unpredictable language and teachers should generally ensure that they provide adequate opportunities for students to perform at their optimal level. It is, therefore, important that teachers do **not** prepare a specific list of questions with their students in advance.

The tasks will attract a maximum of 50 marks (25 marks for each task) in accordance with the following assessment criteria. Marks are awarded for *content and response*, *range of language* and *accuracy*. Students are able to score the highest marks without perfect or native speaker level Arabic.

Assessment criteria

The following grids are common to all task types undertaken in this unit.

| Content and response | Mark |
|--|-------|
| <ul style="list-style-type: none"> • Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation. | 13-15 |
| <ul style="list-style-type: none"> • Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary. | 10-12 |
| <ul style="list-style-type: none"> • Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements. | 7-9 |
| <ul style="list-style-type: none"> • Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. | 4-6 |
| <ul style="list-style-type: none"> • Conveys very little relevant information in minimal responses (mainly one-word replies). • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. | 1-3 |
| <ul style="list-style-type: none"> • No rewardable content. | 0 |

| Range of language | Mark | Accuracy | Mark |
|--|-------------|---|-------------|
| <ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. | 5 | <ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. | 5 |
| <ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. | 4 | <ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. | 4 |
| <ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. | 3 | <ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. | 3 |
| <ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. | 2 | <ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. | 2 |
| <ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. | 1 | <ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. | 1 |
| <ul style="list-style-type: none"> • No rewardable language. | 0 | <ul style="list-style-type: none"> • No rewardable language. | 0 |

Unit 3 Reading and Understanding in Arabic

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (page 9) and, where appropriate, build on the Key Stage 3 Programme of Study. Students should be presented with Arabic language in a range of styles or registers and in a variety of different contexts as appropriate to their age and level of understanding. In the question paper, students will encounter text in different fonts and formats, for example, short printed messages, advertisements and email messages. Material presented will usually relate to an Arabic-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.
- A number of question types are used, including multiple-choice and matching exercises, and a mixture of visual and short verbal cues in English is provided.
- In addition, the paper awards marks for students' short written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.
- Some questions may involve non-verbal Arabic language responses (for example selection of an appropriate Arabic language response from a list) and these will appear towards the end of the paper.
- Timing: 55 minutes.
- The paper carries a total of 50 marks.
- The question titles and rubrics will be in English throughout the paper.

Unit 4 Writing in Arabic

Overview

Content overview

- To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to one (or both) of the themes below:
 - media, travel and culture.
 - sport, leisure and work.
- Students need to demonstrate that they can apply their knowledge and understanding of Arabic language and grammar to write effectively in Arabic for different purposes and in different contexts. Consequently, the examination paper requires students to undertake both a short task (for example, a simple email message) and a more extended Arabic writing task in which students can inform, describe, provide detail, express feelings or give opinions.

Assessment overview

- The writing unit is externally assessed through an examination paper consisting of **two** tasks. These have been designed to accommodate a wide range of student profiles and rewards work from grades G to A*.
- The papers reward students for effective communication and knowledge and application of language as well as accuracy in the second longer task. Tasks will be set in English to ensure that the assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, this task also provides opportunities for stretch and challenge through extended writing. Students must be given access to an appropriate bilingual dictionary in Tasks 1 and 2.
- Task 1: Students are required to produce a short writing task in Arabic (30-70 words) in response to a choice of four questions that relate to both of the prescribed themes. The task is assessed for communication and knowledge and application of language only.
- Task 2: Students will be expected to produce some extended writing in Arabic (at least 120 words). They must choose one of four possible tasks that relate to both of the prescribed themes. Tasks offer opportunities for students to narrate, express opinions and to justify points of view. The task is assessed for communication, knowledge and application and accuracy of language.

- Students will have one hour to complete this paper.
- The tasks attract a maximum of 50 marks in accordance with the following assessment criteria.

Assessment criteria for writing task 1

| Communication and content | Mark |
|---|------|
| <ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. | 9-10 |
| <ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. | 7-8 |
| <ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. | 5-6 |
| <ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. | 3-4 |
| <ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. | 1-2 |
| <ul style="list-style-type: none"> • No content worthy of credit. | 0 |

| Knowledge and application of language | Mark |
|---|------|
| <ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. | 9-10 |
| <ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. | 7-8 |
| <ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. | 5-6 |
| <ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. | 3-4 |
| <ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. | 1-2 |
| <ul style="list-style-type: none"> • No language worthy of credit. | 0 |

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Assessment criteria for writing task 2

| Communication and content | Mark |
|---|-------|
| <ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. | 13-15 |
| <ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. | 10-12 |
| <ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. | 7-9 |
| <ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. | 4-6 |
| <ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. | 1-3 |
| <ul style="list-style-type: none"> • No content worthy of credit. | 0 |

| Knowledge and application of language | Mark |
|---|------|
| <ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. | 9-10 |
| <ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. | 7-8 |
| <ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. | 5-6 |
| <ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. | 3-4 |
| <ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. | 1-2 |
| <ul style="list-style-type: none"> • No language worthy of credit. | 0 |

| Accuracy | Mark |
|---|------|
| <ul style="list-style-type: none"> • Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors. | 5 |
| <ul style="list-style-type: none"> • Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable. | 4 |
| <ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate. | 3 |
| <ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms. | 2 |
| <ul style="list-style-type: none"> • Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation. | 1 |
| <ul style="list-style-type: none"> • No language worthy of credit. | 0 |

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

B Assessment

Assessment summary

Units 1, 2, 3 and 4 are external units, set and marked by Edexcel.

Summary of table of assessment

Unit 1 Listening and Understanding in Arabic Unit code: 5AR01

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of passages or interactions in Arabic with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 45 minutes (plus 5 minutes' reading time).

Total number of marks is 50.

Unit 2 Speaking in Arabic Unit code: 5AR02

This unit is externally marked and involves students carrying out **two** different tasks related to a chosen theme (or themes). Tests are conducted by the teacher in a specified assessment window. The assessment criteria primarily reward students for *communication (content and response)* although additional marks are awarded for *range of language and accuracy*.

Timing: 8-10 minutes in total (equally divided across both tasks).

Total number of marks is 50.

Unit 3 Reading and Understanding in Arabic Unit code: 5AR03

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of short texts, notices or short news reports in Arabic which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 55 minutes.

Total number of marks is 50 marks.

Unit 4 Writing in Arabic

Unit code: 5AR04

The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work at grades from G to A*.

The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.

Timing: one hour.

The number of marks is 50.

Assessment Objectives and weightings

| | % in GCSE Short Course (Spoken Language) | % in GCSE Short Course (Written Language) | % in GCSE |
|-----------------------------------|---|--|------------------|
| AO1: Understand spoken language. | 46% | 0% | 23% |
| AO2: Communicate in speech. | 54% | 0% | 27% |
| AO3: Understand written language. | 0% | 46% | 23% |
| AO4: Communicate in writing. | 0% | 54% | 27% |
| TOTAL | 100% | 100% | 100% |

Relationship of Assessment Objectives to units

Edexcel GCSE in Arabic

| Unit number | Assessment Objective | | | | |
|----------------|----------------------|-----|-----|-----|---------------------------------|
| | AO1 | AO2 | AO3 | AO4 | Total for AO1, AO2, AO3 and AO4 |
| Unit 1 | 23% | 0% | 0% | 0% | 23% |
| Unit 2 | 0% | 27% | 0% | 0% | 27% |
| Unit 3 | 0% | 0% | 23% | 0% | 23% |
| Unit 4 | 0% | 0% | 0% | 27% | 27% |
| Total for GCSE | 23% | 27% | 23% | 27% | 100% |

Edexcel GCSE (Short Course) in Arabic: Spoken Language

| Unit number | Assessment Objective | | | | |
|-----------------------------|----------------------|-----|-----|-----|---------------------------------|
| | AO1 | AO2 | AO3 | AO4 | Total for AO1, AO2, AO3 and AO4 |
| Unit 1 | 46% | 0% | 0% | 0% | 46% |
| Unit 2 | 0% | 54% | 0% | 0% | 54% |
| Unit 3 | 0% | 0% | 0% | 0% | 0% |
| Unit 4 | 0% | 0% | 0% | 0% | 0% |
| Total for GCSE Short Course | 46% | 54% | 0% | 0% | 100% |

Edexcel GCSE (Short Course) in Arabic: Written Language

| Unit number | Assessment Objective | | | | |
|-----------------------------|----------------------|-----|-----|-----|---------------------------------|
| | AO1 | AO2 | AO3 | AO4 | Total for AO1, AO2, AO3 and AO4 |
| Unit 1 | 0% | 0% | 0% | 0% | 0% |
| Unit 2 | 0% | 0% | 0% | 0% | 0% |
| Unit 3 | 0% | 0% | 46% | 0% | 46% |
| Unit 4 | 0% | 0% | 0% | 54% | 54% |
| Total for GCSE Short Course | 0% | 0% | 46% | 54% | 100% |

Entering your students for assessment

Student entry

From summer 2014 onwards students will be required to sit all their examinations at the end of the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information relating to the Equality Act 2010.

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification.

Your student assessment opportunities

| Unit | June 2014 | June 2015 |
|---|-----------|-----------|
| Unit 1: Listening and Understanding in Arabic | ✓ | ✓ |
| Unit 2: Speaking in Arabic | ✓ | ✓ |
| Unit 3: Reading and Understanding in Arabic | ✓ | ✓ |
| Unit 4: Writing in Arabic | ✓ | ✓ |

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

| Unit grade | *A | A | B | C | D | E | F | G |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Maximum uniform mark = 70 | 63 | 56 | 49 | 42 | 35 | 28 | 21 | 14 |

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-13.

Units 2 and 4

| Unit grade | *A | A | B | C | D | E | F | G |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Maximum uniform mark = 80 | 72 | 64 | 56 | 48 | 40 | 32 | 24 | 16 |

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-15.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Arabic, cash-in code: 2AR01

| Qualification grade | *A | A | B | C | D | E | F | G |
|----------------------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| Maximum uniform mark = 300 | 270 | 240 | 210 | 180 | 150 | 120 | 90 | 60 |

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-59.

GCSE (Short Course) in Arabic: Spoken Language, cash-in code: 3AR0S

GCSE (Short Course) in Arabic: Written Language, cash-in code: 3AR0W

| Qualification grade | *A | A | B | C | D | E | F | G |
|----------------------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| Maximum uniform mark = 150 | 135 | 120 | 105 | 90 | 75 | 60 | 45 | 30 |

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-29.

Re-taking of qualifications

Students wishing to re-take this GCSE are required to re-take all the units in the qualification.

Language of assessment

Assessment of this specification will be available in Arabic although some questions will be set in English and require responses in English. Assessment materials will be published in English and in Arabic (where appropriate).

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar
- a requirement to recognise and conveying feelings and opinions
- use of open-ended questioning and stimuli
- a requirement to communicate effectively and accurately in the target language (Units 2 and 4)
- a requirement to produce extended target language.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in Arabic language study as well as other Level 3 qualifications. In addition, the study of one language at GCSE level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

| | |
|----------|--|
| A | <p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p> |
| C | <p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p> |

F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

Edexcel resources

The resources from Edexcel provide you and your students with comprehensive support for our GCSE Arabic qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the qualification.

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us. You can access this service at www.edexcel.com/ask.

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.

www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D Appendices

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Appendix 1 Key skills

■ ■ Signposting

| Key skills (Level 2) | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--------|--------|--------|--------|
| Communication | | | | |
| C2.1a | | ✓ | | |
| C2.1b | | ✓ | | |
| C2.2 | | | | ✓ |
| C2.3 | | | | ✓ |
| Information and communication technology | | | | |
| ICT2.1 | | | | ✓ |
| ICT2.2 | | | | ✓ |
| ICT2.3 | | | | ✓ |
| Improving own learning and performance | | | | |
| LP2.1 | ✓ | ✓ | ✓ | ✓ |
| LP2.2 | ✓ | ✓ | ✓ | ✓ |
| LP2.3 | ✓ | ✓ | ✓ | ✓ |
| Working with others | | | | |
| WO2.1 | | ✓ | | ✓ |
| WO2.2 | | ✓ | | ✓ |
| WO2.3 | | ✓ | | ✓ |

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this qualification, all key skills communication evidence must be in English.

■ ■ Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

| Issue | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|-------------------------|--------|--------|--------|--------|
| Spiritual | | | | ✓ |
| Moral | | ✓ | | |
| Ethical | | ✓ | | |
| Social | | | | ✓ |
| Cultural | | | ✓ | |
| Citizenship | ✓ | | ✓ | |
| Environmental | ✓ | | | |
| European initiatives | | | | ✓ |
| Health and safety | | ✓ | | |
| Legislative | | ✓ | | ✓ |
| Economic | | ✓ | | |
| Sustainable development | | ✓ | | ✓ |

In addition to acquiring knowledge about language structures and developing of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of Arabic-speaking countries and communities. Consequently, teachers can link their students' language study to the issues listed above.

Development suggestions

| Issue | Units | Opportunities for development or internal assessment |
|-------------------------|---------------|--|
| Spiritual | Unit 4 | A student may produce a report on a particular religious festival and reflect on its meaning and significance. |
| Moral | Unit 2 | A student could refer to a moral tension that young people face when discussing an aspect of youth culture. |
| Ethical | Unit 2 | A student might wish to deliver a presentation advocating 'fair trade' business. |
| Social | Unit 4 | A student considering work issues might produce a piece of writing on voluntary work and related social issues. |
| Cultural | Unit 3 | Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available. |
| Citizenship | Units 1 and 3 | When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship. |
| Environmental | Unit 1 | A student might hear a recording in Arabic referring to the environmental benefits of public transport. |
| European initiatives | Unit 4 | A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund. |
| Health and safety | Unit 2 | A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse. |
| Legislative | Units 2 and 4 | Students may, through projects related to the world of work, become aware of workplace-related legislation. |
| Economic | Units 2 | A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies. |
| Sustainable development | Units 2 and 4 | A student considering travel-related issues may consider projects that promote sustainable tourism. |

Appendix 3 Codes

| Type of code | Use of code | Code number |
|---|---|---|
| National classification codes | Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. | 5910 |
| National Qualifications Framework (NQF) codes | Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation. | The QNs for the qualifications in this publication are: GCSE in Arabic 500/4467/9 GCSE (Short Course) in Arabic: Spoken Language 500/4550/7 GCSE (Short Course) in Arabic: Written Language 500/4548/9 |
| Unit codes | Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination. | Unit 1 – 5AR01 Unit 2 – 5AR02 Unit 3 – 5AR03 Unit 4 – 5AR04 |
| Cash-in codes | The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications. | GCSE in Arabic – 2AR01 GCSE (Short Course) in Arabic: Spoken Language – 3AR0S GCSE (Short Course) in Arabic: Written Language – 3AR0W |
| Entry codes | The entry codes are used to: <ul style="list-style-type: none"> • enter a student for the assessment of a unit • aggregate the student's unit to obtain the overall grade for the qualification. | Please refer to the Edexcel <i>UK Information Manual</i> , available on the Edexcel website. |

Appendix 4 Grammar list

Students will be expected to acquire knowledge and understanding of the following aspects of the grammar of the target language during their course.

Arabic linguistic structures

The list given below sets out the linguistic structures with which candidates should be familiar. Structures required for activities targeted at grades **C-A*** have been identified.

All letters and numerals (sun and moon letters, handwritten and printed texts of different types)

Use of Hamza (initial, medial, final), **ta'marbuta**, **madda**, and other standard orthographic devices

Transliteration of common English and other loanwords in Arabic script

(C-A*) Knowledge of vowelings, such as nunation, to assist in comprehension of spoken and written text

| | |
|---------------------------|---|
| Nouns: | in the three cases: nominative, accusative, genitive definite and indefinite masculine and feminine singular, dual and plural common broken plurals. |
| also (C-A*) : | notable exceptions to prevalent rule: for example non-human plurals are grammatically feminine singular. |
| Pronouns: | personal, demonstrative, relative, interrogative. |
| Adjectives: | in the three cases: nominative, accusative, genitive agreement in gender, number and use. |
| Prepositions: | the possessive and construct state (<i>Idafa</i>). |
| Nominal sentences: | subject and predicate in equational sentences; emphasis (C-A*) sentences with <i>kana</i> and its common sisters and with <i>inna</i> and its common sisters. |
| Verbs: | formation and use of common trilateral [and some examples of quadrilateral verbs (C-A*)]; the perfect, imperfect, imperative and conditional; basic rules of the subjunctive and the jussive; essential weak verbs, for example <i>masha</i> , <i>rama</i> , <i>qala</i> ; essential doubled verbs, for example <i>shadda</i> , <i>'adda</i> ; essential hamzated verbs, for example <i>ra'a</i> . |

| | |
|--------------------------|---|
| Verbal sentences: | word order; verb, subject, direct object pronoun suffixes and the verb negative sentences emphasis. |
| Conjunctions: | comparative and superlative. |
| Adverbs: | (C-A*) adverbial objects of manner and purpose. |
| Exception: | basic rules, for example use of <i>illa</i> . |
| Interjections: | (C-A*) the vocative. |
| Proper nouns: | names of countries (Arab and non-Arab) nationalities familiar personal Arab names. |
| The calendar: | months of the Western calendar will be expressed in the easier of the two alternative forms, for example July = <i>yuulyo</i> rather than <i>tammuz</i> . |

Appendix 5 Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in the planning of their work. It provides a minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is a basic vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and Understanding in Arabic* and *Unit 3: Reading and Understanding in Arabic* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

In speaking and writing units where the themes are EITHER (i) **Media, travel and culture** OR (ii) **Sport, leisure and work**, it is important to note that the vocabulary requirements could vary between students.

Table of contents

1. High Frequency (Multiple contexts)
2. Adjectives
3. Particles
 - i. Prepositions
 - ii. Conjunctions
 - iii. Adverbs
4. Numbers
5. Quantities
6. Colours
7. Expressions of time
8. Days of the week
9. Months of the year
10. Question words
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12. Arab countries
13. Nationalities: examples
14. Social conventions
15. Help and directions
16. Language related to common topic areas
 - Out and about
 - Customer service and transactions
 - Personal information
 - Future plans, education and work

High Frequency Language (Multiple contexts)

1. Verbs

| | |
|-----------------|-------------------------|
| (be) able | قدِر / يقدر |
| accept | قبِل / يقبل |
| accompany | رافق / يرافق |
| advise | نصَح / ينصح |
| advance | تقدّم / يتقدّم |
| appear | ظهِر / يظهر |
| approach | اقترب مِن / يقترب مِن |
| approve / agree | وافق على / يوافق على |
| attach | ربط / يربط |
| avoid | تجنّب / يتجنّب |
| bake | خبز / يخبز |
| beat | ضرب / يضرب |
| begin | بدأ / يبدأ |
| bind | ربط / يربط |
| blow | نفخ / ينفخ |
| borrow | استعارَ / يستعير |
| break | كسر / يكسر |
| burn | حرق / يحرق |
| calculate | حسب / يحسب |
| carry | حمل / يحمل |
| cheat | خدع ، غشّ / يخدع ، يغشّ |
| check / revise | راجع / يراجع |
| climb | تسلّق / يتسلّق |
| close | أغلق / يغلق |
| come | جاء / يجيء |
| copy | نسخ / ينسخ |

| | |
|----------------------|---|
| cry | بَكَى / اِيكِي |
| cross | عَبْر / يَعْبُر |
| cut | قَصَّ / يَقْصُ |
| dance | رَقَصَ / يَرْقُص |
| deliver | نَقَلَ ، وَصَّلَ / يَنْقُلُ ، يُوَصِّلُ |
| describe | وَصَفَ / يَصِفُ |
| deserve | اسْتَحَقَّ / يَسْتَحِقُّ |
| detect | كَشَفَ / يَكْشِفُ |
| dig | حَفَرَ / يَحْفِرُ |
| dislike | كَرِهَ / يَكْرَهُ |
| do | عَمِلَ ، فَعَلَ / يَعْمَلُ ، يَفْعَلُ |
| draw | رَسَمَ / يَرْسُمُ |
| dream | حَلَمَ / يَحْلُمُ |
| dress | لَبَسَ / يَلْبَسُ |
| drink | شَرَبَ / يَشْرَبُ |
| earn | كَسَبَ / يَكْسِبُ |
| eat | أَكَلَ / يَأْكُلُ |
| empty | فَرَّغَ / يَفْرِغُ |
| end / come to an end | انْتَهَى / يَنْتَهِي |
| enter | دَخَلَ / يَدْخُلُ |
| escape | هَرَبَ / يَهْرَبُ |
| explain | شَرَحَ ، فَسَّرَ / يَشْرَحُ ، يَفْسِّرُ |
| fall | سَقَطَ / يَسْقُطُ |
| fail | فَشَلَ / يَفْشَلُ |
| feel | شَعَرَ / يَشْعُرُ |
| find | وَجَدَ / يَجِدُ |
| finish | أَنْهَى / يَنْهِي |
| follow | تَبَعَ / يَتَّبِعُ |
| forge | زَيَّفَ / يَزَيِّفُ |

| | |
|----------------------|----------------------------|
| forgive | سامح / يسامح |
| forsake | هجر / يهاجر |
| freeze / become cold | برد / يبرد |
| get | نال / ينال |
| get angry | غضب / يغضب |
| give | أعطى / يعطي |
| go | ذهب / يذهب |
| go down | نزل / ينزل |
| go for a walk | تنزه / يتنزه |
| grind | طحن / يطحن |
| guard | حرس / يحرس |
| hate / despise | بغض ، احتقر / يبغض ، يحتقر |
| have to / must | وجب أن / يجب أن |
| hear | سمع / يسمع |
| hit | ضرب / يضرب |
| hold tight | مسك / يمسك |
| hope | أمل / يأمل |
| hurry | أسرع / يسرع |
| hurt | جرح ، أذى ؟ يجرح ، يؤذي |
| inform | خبر ، أخبر / يخبر ، يخبر |
| introduce | قدم ، عرف / يقدم ، يعرف |
| invite | دعا ، عزم / يدعو ، يعزم |
| joke | مزح / يمزح |
| jump | قفز / يقفز |
| kill | قتل ، ذبح / يقتل ، يذبح |
| kneel | ركع / يركع |
| know | عرف / يعرف |
| knock | طرق / يطرق |
| last | دام / يدوم |

| | |
|---------------------|--------------------------------------|
| laugh | ضحك / يضحك |
| lay the table | أعدّ ، رتّب / يعدّ ، يرتّب |
| lead | قاد / يقود |
| leap | وثب ، قفز / يثب ، يقفز |
| learn | علم ، حفظ / يعلم ، يحفظ |
| leave | ترك / يترك |
| lend | أعار / يعير |
| let a flat | أجرّ / يؤجرّ |
| let | يدع |
| let's go | دعنا نذهب |
| lie | كذب / يكذب |
| listen | استمع إلى / يستمع إلى |
| live | عاش / يعيش |
| look | نظر إلى / ينظر إلى |
| look / appear, seem | بدا / يبدو |
| look after | حافظ على / يحافظ على |
| lose | خسر / يخسر |
| make | فعل، عمل، صنع / يفعل ، يعمل، يصنع |
| manage | أدار ، دبرّ / يدير ، يدبّر |
| mean | قصد / يقصد ، يعني |
| meet | قابل / يقابل |
| note | لاحظ، سجّل / يلاحظ ، يسجّل |
| observe | لاحظ، راقب / يلاحظ، يراقب |
| obtain | حصل على / يحصل على |
| open | فتح / يفتح |
| organise | نظّم / ينظّم |
| pass by | مرّ بـ / يمرّ بـ |
| pay | دفع / يدفع |

| | |
|----------|-----------------------------|
| permit | أذن/ يأذن ، صرّح / يصرّح لـ |
| phone | خابر / يخابر |
| place | وضع / يضع |
| please | أرضى / يرضي |
| plant | زرع / يزرع |
| play | لعب / يلعب |
| pray | صلّى / يصلّي |
| prefer | فضّل / يفضّل |
| present | عرض / يعرض |
| prevent | منع / يمنع |
| produce | أنتج / ينتج |
| promise | وعد / يعد |
| pull | جذب / يجذب |
| push | دفع / يدفع |
| put | وضع / يضع |
| reach | وصل / يصل |
| read | قرأ / يقرأ |
| welcome | استقبل / يستقبل |
| receive | استلم / يستلم |
| refuse | رفض / يرفض |
| regret | ندم / يندم |
| remember | ذكر / يذكر |
| rent | استأجر / يستأجر |
| request | طلب / يطلب |
| repair | أصلح / يصلح |
| repeat | كرّر ، أعاد / يكرّر، يعيد |
| research | بحث/ يبحث |
| reserve | حجز/ يحجز |
| return | عاد، رجع / يعود، يرجع |

| | |
|------------------|--------------------------|
| revolt | ثار، تمرد / يثور، يتمرد |
| ride | ركب / يركب |
| rise | نهض / ينهض |
| rule | حكم / يحكم |
| run | ركض / يركض |
| save money | وفر / يوفر |
| save from danger | أنقذ / ينقذ من الخطر |
| say | قال / يقول |
| scream | صرخ / يصرخ |
| search | بحث / يبحث |
| see | رأى / يرى |
| seek / look for | بحث عن / يبحث عن |
| seem | بدا / يبدو |
| sell | باع / يبيع |
| send | أرسل / يرسل ، بعث / يبعث |
| serve | خدم / يخدم |
| show | عرض / يعرض |
| sign (signature) | وقع / يوقع |
| sink / drown | غرق / يغرق |
| sit | جلس / يجلس |
| slay | ذبح / يذبح |
| sleep | نام / ينام |
| smile | ابتسم / يبتسم |
| sneeze | عطس / يعطس |
| speak | تكلم / يتكلم |
| spend money | أنفق / ينفق |
| spend time | قضى / يقضي |
| split | فصل / يفصل |
| spread | نشر / ينشر |

| | |
|------------------|----------------------------|
| squeeze | عصر / يعصر |
| stand | وقف / يقف |
| stay | بقي / يبقى |
| steal | سرق / يسرق |
| stick | ألصق / يلصق |
| strike | ضرب / يضرب |
| stop | وقف / يقف |
| study | درس / يدرس |
| succeed | نجح / ينجح |
| swear an oath | حلف / يحلف |
| swear at someone | سبّ، شتم / يسبّ، يشتم |
| take | أخذ / يأخذ |
| tell a story | روى / يروي |
| thank | شكر / يشكر |
| think | فكر، ظنّ / يفكر، يظنّ |
| thrive | نجح / ينجح |
| throw, shoot | رمى / يرمي |
| touch | لمس / يلمس |
| try | جرّب / يجرّب، حاول / يحاول |
| understand | فهم / يفهم |
| use | استعمل / يستعمل |
| visit | زار / يزور |
| walk | مشى / يمشي |
| want | أراد / يريد |
| wash | غسل / يغسل |
| wear | لبس / يلبس |
| win | ربح / يربح، فاز / يفوز |
| wish | تمنّى / يتمنّى |
| work | عمل / يعمل |

| | |
|-------|------------|
| worry | قلق / يقلق |
| write | كتب / يكتب |

2. Adjectives

| | |
|---------------------|----------------------------|
| able | قادر |
| active | نشيط |
| alone | وحيد |
| angry | غاضب |
| awake | مستيقظ |
| bad | سيء |
| beautiful | جميل |
| bent | منحنٍ ، أعوج |
| best | الأفضل |
| big | كبير |
| bitter | مر |
| black | أسود |
| boiling | يغلي ، حار جدًا |
| boring | مُمل |
| brief | مُختَصِر |
| bright | لامع ، براق |
| brilliant / shiny | متألق |
| brilliant/wonderful | ممتاز |
| broken | مكسور |
| charming | فاتن |
| cheap | رخيص |
| cheerful | مُبهِج / مُبْتَهَج / مَرِح |
| clean | نظيف |
| clear | صافي |
| clever | ذكي |
| closed | مغلق |

| | |
|--------------|-------------------------|
| cold | بارد |
| comfortable | مُرِيح |
| common | عادي |
| complete | كامل |
| complex | معقّد |
| cruel | قاسي |
| dark | مُظْلِم ، عَتِيم |
| dead | مَيِّت |
| deep | عميق |
| different | مختلف |
| difficult | صعب |
| dirty | وسخ ، قذِر |
| disgusting | فاسد ، حقير |
| dry | جاف |
| early | مُبَكِّر |
| easy | سهل |
| electric | كهربائي |
| equal | يساو |
| exciting | مُثِير |
| false | زائف ، مزيف |
| fast | سريع |
| fat (person) | بدين / سمين |
| favourite | مُفَضَّل |
| female | أنثى |
| first | أوّل |
| free | حُر |
| friendly | لَطيف |
| full | مُمتلئ ، مليء بـ ، ملآن |
| funny | مُضحك |

| | |
|------------------|--------------|
| general | عام |
| good | جيد |
| great | عظيم |
| happy | فرحان ، سعيد |
| hard (difficult) | صعب |
| hard (stiff) | صلب |
| healthy | صحي |
| heavy | ثقل |
| high | عال |
| hot | حار |
| ill | مريض |
| important | مهم |
| kind | لطيف |
| large | واسع |
| last | أخير |
| late | متأخر |
| lazy | كسول ، كسلان |
| least | الأقل |
| light | خفيف |
| little | قليل |
| long | طويل |
| loving | محِب |
| low | مُنخفِض |
| male | ذَكَرٌ |
| married | مُتَزَوِّج |
| marvellous | مُدْهِش |
| mature | ناضج |
| medical | طبي |
| mixed | مُختلِط |

| | |
|----------------------------|-------------------|
| narrow | ضيق |
| natural | طبيعي |
| new | جديد |
| nice, pretty, beautiful | جميل |
| noisy | كثير الضجيج، مزعج |
| normal | عادي |
| numerous | عديد |
| old | قديم |
| open | مفتوح |
| perfect | مثالي |
| pleased, satisfied | راضٍ، مقتنع بـ |
| polite | مهذب |
| poor | فقير |
| pretty | جميل |
| private | خاص |
| public | عمومي |
| punctual | دقيق |
| quick | سريع |
| quiet | هادئ |
| ready | مستعدّ، حاضر |
| real | حقيقي |
| regular | عادي |
| responsible | مسؤول |
| rich | غني |
| right (not wrong) | صحيح، صادق |
| rough | خشن |
| round | مستدير |
| sad | حزين |
| safe | آمن |

| | |
|-------------------|-------------|
| same | مماثل |
| same thing | نفس الشيء |
| secret | سِرِّي |
| sensitive | حساس |
| separate | مُنفصل |
| serious | جِدِّي |
| sharp | حاد |
| short | قصير |
| shy | خجول |
| silent | صامت |
| simple / easy | سهل |
| slow | بطيء |
| small | صغير |
| soft | ناعم |
| sorry | آسف |
| sour | حامض |
| special | خاص |
| strange | غريب |
| strict | قاسٍ |
| strong | قوي |
| stupid | غبي |
| sudden | مفاجئ |
| sweet / delicious | حلوٌ ، لذيذ |
| tall | طويل |
| the best | الأفضل |
| the greatest | الأعظم |
| the least | الأقل |
| the worst | الأسوأ |
| thick | سميك |

| | |
|--------------|---------------------|
| thin | رقيق |
| tired | تعبان ، مرهق |
| true | صحيح |
| typical | نموذجي ، طبق الأصل |
| ugly | قبيح |
| unbelievable | غير معقول |
| useful | مفيد |
| valid | صالح |
| valuable | قيّم |
| violent | عنيف |
| warm | دافئ |
| weak | ضعيف |
| well | جيد |
| wet | مبتلّ |
| wide | عريض |
| wise | حكيم |
| witty | ظريف |
| wrong | غير صحيح، غير مناسب |
| young | شاب ، صغير ، ناشئ |

3. Particles

(i) Prepositions¹

| | |
|---------------------|-------------------------|
| in/ by means of | بِ (بالطائرة، بالسيارة) |
| for (price) | بِ (بسعر مناسب) |
| because of | بِسَبَبِ |
| after | بعد |
| before | قبل |
| over, above | فوق |
| under, below | تحت |
| in | في |
| on | على |
| to, for, of | لِ |
| to, up to | إلى |
| from | مِنْ |
| as, like | كَ / مِثْلَ |
| with | مع |
| concerning , about | عَنْ / حَوْلَ |
| up to, as far as | حَتَّى |
| in front of | أمام |
| behind | وراء ، خلف |
| between | بين |
| in the middle of | وَسْطَ |
| at (time or place) | عند |
| during | خلال ، أثناء |
| outside of | خارج |
| inside of | داخل |
| around, surrounding | حول |

¹ NB This list includes words that are considered in Arabic to be adverbs of place and time.

(ii) Conjunctions

| | |
|---------------|------------------------|
| and | و |
| or | أو |
| but, rather | بَلْ |
| but | لكن |
| because | لأنَّ |
| as if | كأنَّ |
| just as | مثلما / كما |
| when | لَمَّا / عندما |
| since | منذ |
| when | حيث |
| that | أنَّ ، إنَّ ، أنْ |
| if | إنْ / لوْ |
| until | حتَّى |
| in order that | كي، لكي، ل، لأن، حتَّى |
| after | بعد أن |
| before | قبل أن |
| except | إلَّا |

(iii) Adverbs

| | |
|-----------------|----------------------|
| now | الآن |
| before, earlier | سابقاً ، قبل الآن |
| here | هنا |
| immediately | حالاً ، فوراً |
| there | هناك |
| yesterday | أمس |
| unfortunately | للأسف ، لسوء الحظ |
| perhaps | ربما |
| then | ثم |
| however | غير أن / مهما / ولكن |
| almost | تقريباً |
| sometimes | بعض الأحيان |
| recently | مؤخراً |
| often | غالباً (ما) ، كثيراً |
| always/still | دائماً |
| only | فقط |
| very | جداً |
| too | أيضاً |
| quickly | بسرعة |
| really | حقاً |

4. Numbers (cardinal)

| | | | | | |
|-----|-----|----------------|----|----|---------------|
| 0 | ٠ | صفر | 1 | ١ | واحد |
| 2 | ٢ | إثنان | 3 | ٣ | ثلاثة |
| 4 | ٤ | أربعة | 5 | ٥ | خمسة |
| 6 | ٦ | ستة | 7 | ٧ | سبعة |
| 8 | ٨ | ثمانية | 9 | ٩ | تسعة |
| 10 | ١٠ | عشرة | 11 | ١١ | أحدَ عشر |
| 12 | ١٢ | إثنا عشر | 13 | ١٣ | ثلاثة عشر |
| 14 | ١٤ | أربعة عشر | 15 | ١٥ | خمسة عشر |
| 16 | ١٦ | ستة عشر | 17 | ١٧ | سبعة عشر |
| 18 | ١٨ | ثمانية عشر | 19 | ١٩ | تسعة عشر |
| 20 | ٢٠ | عِشرون | 21 | ٢١ | واحد و عِشرون |
| 22 | ٢٢ | إثنان وعِشرون | 23 | ٢٣ | ثلاثة وعِشرون |
| 24 | ٢٤ | أربعة وعِشرون | 25 | ٢٥ | خمسة وعِشرون |
| 26 | ٢٦ | ستة وعِشرون | 27 | ٢٧ | سبعة وعِشرون |
| 28 | ٢٨ | ثمانية وعِشرون | 29 | ٢٩ | تسعة وعِشرون |
| 30 | ٣٠ | ثلاثون | 31 | ٣١ | واحد وثلاثون |
| 40 | ٤٠ | أربعون | 42 | ٤٢ | إثنان وأربعون |
| 50 | ٥٠ | خمسون | 53 | ٥٣ | ثلاثة وخمسون |
| 60 | ٦٠ | ستون | 64 | ٦٤ | أربعة وستون |
| 70 | ٧٠ | سبعون | 75 | ٧٥ | خمسة وسبعون |
| 80 | ٨٠ | ثمانون | 86 | ٨٦ | ستة وثمانون |
| 90 | ٩٠ | تسعون | 97 | ٩٧ | سبعة وِتسعون |
| 100 | ١٠٠ | مائة | | | |

(Ordinal numbers)**1st – 12th : masculine and feminine forms**

| No | Feminine | Masculine |
|------|--------------|------------|
| 1st | الأولى | الأول |
| 2nd | الثانية | الثاني |
| 3rd | الثالثة | الثالث |
| 4th | الرابعة | الرابع |
| 5th | الخامسة | الخامس |
| 6th | السادسة | السادس |
| 7th | السابعة | السابع |
| 8th | الثامنة | الثامن |
| 9th | التاسعة | التاسع |
| 10th | العاشرة | العاشر |
| 11th | الحادية عشرة | الحادي عشر |
| 12th | الثانية عشرة | الثاني عشر |

5. Quantities

| | |
|---------|------|
| many | كثير |
| several | عدّة |
| piece | قطعة |
| packet | علبة |
| little | قليل |

| | |
|---------|-----------------|
| jar | جرّة ، مرطبان |
| tin | علبة |
| half | نصف |
| a third | ثلث |
| box | صندوق |
| bottle | زُجاجة / قَبينة |

6. Colours

| | |
|--------------|-------------|
| colour | لون |
| dark colour | لون غامق |
| light colour | لون فاتح |
| white | ابيض |
| black | أسود |
| red | أحمر |
| green | أخضر |
| yellow | أصفر |
| blue | أزرق |
| brown | بني |
| grey | رمادي |
| violet | بنفسجي |
| pink | زهري / وردي |
| orange | برتقالي |

7. Expressions of time

| | |
|------------------------|--------------------|
| punctual | حريص على مواعيده |
| from | من |
| the day after tomorrow | بعد غد |
| afternoon | العصر / بعد الظهر |
| today | اليوم |
| soon | حالاً |
| early | مبكراً |
| tomorrow | غداً |
| since | منذ |
| yesterday | أمس |
| day | يوم |
| now | الآن |
| morning | صباح |
| minute | دقيقة |
| midnight | منتصف الليل |
| night | ليل |
| later | فيما بعد |
| week | أسبوع |
| evening | مساءً / ليلة |
| always | دائماً |
| everyday | كل يوم |
| weekend | عطلة نهاية الأسبوع |

8. Days of the week

| | |
|-----------|----------|
| Monday | الاثنين |
| Tuesday | الثلاثاء |
| Wednesday | الأربعاء |
| Thursday | الخميس |
| Friday | الجمعة |
| Saturday | السبت |
| Sunday | الأحد |

9. Months of the year

| | |
|-----------|-----------------------|
| January | يناير / كانون الثاني |
| February | فبراير / شباط |
| March | مارس / آذار |
| April | إبريل / نيسان |
| May | مايو / أيار |
| June | يونيو / حزيران |
| July | يوليو / تموز |
| August | أغسطس / آب |
| September | سبتمبر / أيلول |
| October | أكتوبر / تشرين الأول |
| November | نوفمبر / تشرين الثاني |
| December | ديسمبر / كانون الأول |

10. Question Words

| | |
|--------------------|-------------|
| who? | مَن؟ |
| what? | ما؟ / ماذا؟ |
| why? | لماذا؟ |
| when? | متى؟ |
| how many, how much | كم؟ بكم؟ |
| how? | كيف؟ |

11. Continents

| | |
|---------------|-----------------|
| Africa | أفريقيا |
| Asia | آسيا |
| South America | أمريكا الجنوبية |
| North America | أمريكا الشمالية |
| Australia | أستراليا |
| Europe | أوروبا |

12. Arab Countries

| | |
|-------------------------|--------------------------|
| Syria | سوريا |
| Egypt | مِصر |
| Kingdom of Saudi Arabia | المملكة العربية السعودية |
| Jordan | الأردن |
| Algeria | الجزائر |
| Morocco | المغرب |
| Palestine | فلسطين |
| Lebanon | لبنان |
| Iraq | العراق |

| | |
|----------------------|--------------------------|
| United Arab Emirates | الأمارات العربية المتحدة |
| Kuwait | الكويت |
| Oman | عُمان |
| Yemen | اليمن |
| Bahrain | البحرين |
| Tunisia | تونس |
| Sudan | السودان |
| Somalia | الصومال |
| Qatar | قطر |
| Libya | ليبيا |
| Mauritania | موريتانيا |

13. Nationalities: examples

| | |
|----------|---------|
| African | أفريقي |
| German | ألماني |
| American | أمريكي |
| Egyptian | مصري |
| Saudi | سعودي |
| British | بريطاني |
| Spanish | إسباني |
| French | فرنسي |
| Lebanese | لبناني |
| Yemeni | يمني |
| Iraqi | عراقي |

| | |
|---------|-----------------|
| Irish | إيرلندي |
| Italian | إيطالي / طلياني |
| Russian | روسي |

14. Social conventions

| | |
|------------------------------------|--------------------------------------|
| Hello | مرحباً |
| Good morning | صباح الخير |
| Good evening | مساء الخير |
| Welcome | أهلاً وسهلاً |
| How are you? | كيف حالك؟ |
| I'm fine thanks | أنا بخير الحمد لله / شكرا |
| And you? | وأنت؟ |
| Good/so-so | زين / لا بأس |
| Thank you (very much) | شكراً (جزيلاً) |
| You're welcome | العفو |
| Hi friend(brother) | مرحباً يا أخي |
| Hi sister | مرحباً يا أختي |
| I have missed you so much | اشتقت إليك كثيراً |
| What's new? | ما هي الأخبار؟ |
| Nothing much | لا شيء جديد |
| Good night | تصبح / تصبحي على خير |
| See you later | أشوفك / أراك فيما بعد |
| Goodbye | مع السلامة / في امان الله |
| Do you speak (English/ Arabic)? | هل تتكلم اللغة الإنجليزية / العربية؟ |
| Just a little. | قليلاً |
| What's your name? | ما اسمك؟ |
| My name is | اسمي.... |

| | |
|--------------------------------|---------------------------|
| Mr/Mrs/Miss | سيد / سيدة / آنسة |
| Nice to meet you | تشرّفنا |
| You're very kind | أنت لطيف! أنت لطيفة |
| Where are you from? | من أين أنت؟ |
| I'm from ... | أنا من ... |
| I'm (American) | أنا أمريكي / أمريكية |
| Where do you live? | أين تسكن؟ أين تسكنين؟ |
| I live in ... | أعيش / أسكن في ... |
| Did you like it here? | هل استمتعت بوقتك هنا؟ |
| What do you do for a living? | ما مهنتك؟ |
| I like Arabic | أحب اللغة العربية |
| I'm learning Arabic | أتعلم اللغة العربية |
| How old are you? | كم هو عمرك؟ |
| I'm (age)... | عمري |
| I have to go | عن إذنك، يجب أن أذهب الآن |
| I will be right back! | سأرجع حالا |
| Good luck! | بالتوفيق! إن شاء الله |
| Happy Birthday | عيد ميلاد سعيد |
| Happy New Year | سنة سعيدة |
| Merry Christmas | أعياد ميلاد سعيد |
| Happy Eid! | عيد مبارك |
| Happy Ramadan | رمضان مبارك |
| Congratulations! | مبروك |
| Enjoy! (for meals) | شهية طيبة |
| Bless you (when sneezing) | رحمك الله |
| Good night & sweet dreams! | ليلة سعيدة وأحلام طيبة! |
| I'm sorry! (if you don't hear) | عفوا! |
| Sorry | آسف! |
| No problem! | ليست هناك مشكلة |

| | |
|-------------------------------|--------------------------------|
| Can you repeat? | أعد من فضلك |
| Can you speak slowly? | تكلم ببطء / على مهلك من فضلك |
| Write it down please! | أكتبها من فضلك! كتابةً لو سمحت |
| I don't understand! | لا أفهم |
| I don't know! | لا أعرف! |
| I have no idea. | لا أدري |
| What's that called in Arabic? | ما اسمه بالعربية؟ |
| What is this? | ما هذا؟ |
| I need to practise my Arabic | أحتاج أن أمارس اللغة العربية |
| Don't worry! | لا تقلق/ لا تقلقي! |

15. Help & directions

| | |
|---|--|
| I'm lost | أضعت طريقي! |
| Can I help you? | ممكن أن أساعدك؟ أي/أية خدمة؟ |
| Can you help me? | هل يمكن أن تساعدني؟ |
| Where is the (bathroom)? | أين أجد (المرحاض)؟ |
| Go straight then turn left/ right | أمشِ إلى الأمام ثم لِف إلى اليمين / اليسار |
| I'm looking for ... | أنا أبحث عن ... |
| One moment please | لحظة من فضلك |
| Hold on please (phone) | انتظر/ ابقى على الخط رجاءً / من فضلك |
| How much is this? | ما ثمنُ هذا / هذه ؟ بكم هذا؟ |
| Excuse me ... (to ask for something) | من فضلك ، لو سمحت .. |
| Excuse me (to pass by) | المعذرة |
| Come with me | تعال معي ! |

16. Language related to common topic areas

Out and about

| | |
|----------------------|-------------------------------|
| on the right | على اليمين |
| on the left | على اليسار |
| on foot | على الأقدام / مشياً |
| welcome | مرحباً / أهلاً وسهلاً |
| airport | مطار |
| poster/notice | إعلان |
| abroad | الخارج (خارج البلد) |
| outside (the house) | خارج (البيت) |
| return ticket | تذكرة عودة / تذكرة ذهاب وإياب |
| single ticket | تذكرة ذهاب |
| bus stop | موقف الحافلات / الباصات |
| lift | مصعد |
| youth hostel | بيت الشباب |
| car | سيارة |
| bus | حافلة / باص |
| motorway | الشارع الرئيس |
| plane | طائرة / طائرة |
| luggage | أمتعة / حقائب سفر |
| bath | حمام |
| mosque | مسجد |
| balcony | شرفة |
| suburb | ضاحية (ضاحية المدينة) |
| bank | مصرف / بنك |
| bar | بار / حانة |
| boat | مركب |
| building | مبنى |

| | |
|----------------------------|----------------------------|
| library | مكتبة عامة |
| bicycle | دراجة |
| ticket | تذكرة |
| enjoy your stay | إقامة سعيدة |
| have a good journey | رحلة سعيدة |
| butcher's | دكان الجزار |
| baker's | مخبز |
| brochure/leaflet | ورقة التعليمات |
| fog | ضباب |
| snack bar, buffet | مقصف |
| office | مكتب |
| tourist information office | مكتب معلومات السياحة |
| café | مقهى |
| lorry | شاحنة / لوري |
| coach | حافلة |
| country | ريف |
| campsite | مُخيم |
| to book (a room) | حجز / يحجز (غرفة) |
| crossroads | تقاطع طُرُق / مُفترق طُرُق |
| identity card | هُويّة |
| postcard | بطاقة بريدية |
| road map | خريطة شوارع |
| cathedral | كنيسة كبيرة |
| shopping centre | مركز تَسوّق مَرَكزي |
| sports centre | مركز رياضي |
| leisure centre | مركز قضاء وقت الفراغ |
| town centre | مركز المدينة |
| heat | حرارة |
| room | غُرفة ، حجرة |

| | |
|-----------------------------|-----------------------------|
| castle | قلعة |
| (taxi) driver | سائق (تاكسي) |
| railway | سكة حديدية / سكة القطار |
| sky | سماء |
| cinema | سينما |
| traffic | مُرور |
| key | مفتاح |
| climate | مناخ |
| corner / bend (in the road) | منعطف (في الطريق) |
| hill | تَلّ |
| summer camp | مُخيم صيفي |
| business/trade | تجارة |
| police station | مركز شرطة |
| compartment | مقصورة (في القطار) |
| concert | حفلة / حفلة |
| driver | سائق |
| left luggage | إيداع الحقائب |
| passport control | تفتيش جوازات السفر |
| ticket inspector | مفتش تذاكر |
| zebra crossing | مكان عبور المشاة |
| coast | ساحل |
| berth | مضجع |
| overcast | مُعتم |
| to take off (plane) | أقلع (كما في إقلاع الطائرة) |
| forbidden to... | مُحرّم ، ممنوع |
| degree | درجة |
| waiting period/time limit | فترة انتظار |
| departure | مُغادرة |

| | |
|-----------------------------|---|
| administrative district | قسم الإدارة |
| as soon as (to general) | بأسرعَة الممكنة |
| diversion, detour | عطفة / انعطاف / تحويلة طريق |
| disco | صالة رقص |
| entertainment, things to do | تسلية |
| sunny interval | فترة مُشمسة |
| church | كنيسة |
| traffic jam | ازدحام الطرُق |
| entrance | دُخول |
| in advance | مُقدّمة |
| in summer | في الصيف |
| in winter | في الشتاء |
| place | مكان |
| outside | في الخارج |
| sunny | مُشمس |
| staircase | درج |
| petrol | بتروول / بترين |
| east | شرق |
| floor (1st, 2nd) | طابق / دُور |
| outing | نُزهة |
| I'm sorry/Excuse me | أسف |
| exhibition | معرض |
| farm | مزرعة |
| closing | إغلاق |
| festival | مهرجان |
| traffic lights | إشارة مرور |
| form | استمارة |
| to function, to work | يعمل / يشتغل (كما في "هذه الماكنة تعمل وهذه لا تعمل") |

| | |
|------------------|------------------|
| cold | بارد |
| station | مَحَطَّة / موقِف |
| coach station | محطة الحافلات |
| port | ميناء |
| diesel | ديزل |
| ticket office | مكتب التذاكر |
| historic | تاريخي |
| hospital | مُسْتَشْفَى |
| timetable | جدول |
| hotel, town hall | دار البلدية |
| hotel | فندق |
| receptionist | موظف /ة استقبال |
| hypermarket | مركز تسوق |
| included | مُتَضَمَّن فِي |
| industry | صناعة |
| park | حديقة عامة |
| zoo | حديقة الحيوان |
| public holiday | عُطلة رسمية |
| newspaper stall | محل بيع الجرائد |
| lake | بحيرة |
| place | مكان |
| line/route | طريق / خَطّ |
| price list | قائمة الأسعار |
| hotel list | قائمة الفنادق |
| far(away) | بعيد |
| near (by) | قريب |
| shop | محل / دُكَّان |
| town hall | دار البلدية |

| | |
|----------------------------|-------------------------------------|
| market | سوق |
| brand/make | صُنِعَ |
| bad | سَيِّئٌ |
| sea | بَحْرٌ |
| weather forecast | أَنْبَاءٌ جَوِيَّةٌ |
| metre | مَترٌ |
| metro/underground railway | قَطَارُ الْأَنْفَاقِ |
| mountain | جَبَلٌ |
| engine/motor | مَحْرَكٌ |
| dead | مَيِّتٌ |
| public/municipal | بَلَدِيٌّ |
| museum | مَتَحَفٌ |
| snow | تَلْجٌ |
| north | شِمَالٌ |
| cloud | غَيْمٌ / سَحَابٌ |
| occupied | مَشْغُولٌ |
| tourist information office | مَكْتَبُ مَعْلُومَاتِ السَّائِحِينَ |
| storm | عَاصِفَةٌ |
| west | غَرْبٌ |
| palace | قَصْرٌ |
| breakdown | تَعَطُّلٌ (آلةٌ عَنِ الْعَمَلِ) |
| sign | إِشَارَةٌ / عَلَامَةٌ |
| park | حَدِيقَةٌ عَامَّةٌ |
| car park | مَوْقِفُ سِيَارَاتٍ |
| paved road | طَرِيقٌ مُعَبَّدٌ |
| unpaved road | طَرِيقٌ تُرَابِيٌّ |
| ice rink | الْمَزْلِجَةُ |
| driving licence | رُخْصَةٌ قِيَادَةُ السِّيَارَةِ |
| pedestrians | الْمَشَاةُ |

| | |
|----------------------------------|---------------------------|
| swimming pool | مَسْبَح |
| picturesque | منظر رائع |
| square (Trafalgar Square) | مِيدَان (الطرف الأغرّ) |
| beach | شاطيء |
| map (of the town) | خريطة المدينة |
| it is raining | الجو مُمطر |
| rain | مَطَر |
| bridge | جِسْر |
| port | ميناء |
| (front) door | باب الدخول |
| suitable for drinking (water) | صالح للشرب |
| pressure | ضَغَط |
| priority to the right | الأولوية لليمين |
| problem | مُشْكِلَة |
| platform | منصة |
| region | مِنْطَقَة |
| reception | استقبال |
| appointment/meeting place | مكان الالتقاء |
| ground floor | الطابق الأرضي |
| delay | تأخير |
| river | نهر |
| roundabout | دَوَّار |
| road | شارع |
| road/street | شارع / طريق |
| season | فصل |
| waiting room | غرفة الانتظار |
| games room | غرفة اللّعب |
| unleaded | مُحَسَّن (بترين مُحَسَّن) |

| | |
|-------------------------------|-----------------------|
| one way system | طريق باتجاه واحد |
| situated (in the town centre) | واقع (في وسط المدينة) |
| sun | شمس |
| way out/exit | مَخْرَج |
| basement | طابق سُفلي |
| stadium | مدرج |
| underground station | مَحطة قطار الأنفاق |
| south | جَنُوب |
| following | تابع |
| supplement | مُلحَق / تكملة |
| service station | محطة الخدمات |
| taxi | سيارة أجرة / تاكسي |
| television set | جهاز التِّلْفاز |
| television | التلفزيون |
| weather | جَوّ |
| theatre | مَسْرَح |
| toilets | مِرْحاض |
| tour | رِحْلة / جَوْلَة |
| tower | بُرْج |
| tourist | سائح |
| to turn | يلف |
| straight on | إلى الأمام |
| quiet | هادئ |
| public transport | نقل عام |
| to cross | يعبر |
| factory | مَصْنَع |
| suitcase | حَقِيبة سفر |
| variable | مُتَغَيِّر |
| bike | دراجة |

| | |
|--|--------------------------------|
| wind | ريح |
| village | قرية |
| town | مدينة |
| car | سيارة |
| flight/ | طيران / |
| theft | سرقة |
| journey | رحلة / سفرة |
| view | منظر |
| sleeping car | عربية النوم (في القطار) |
| restaurant car | عربة المطعم (في القطار) |
| wc | مرحاض |
| pedestrianised area | منطقة مُخصّصة للمشاة |
| 1 st /2 nd floor etc | الطابق الأول / الثاني ... الخ. |

Customer service and transactions

| | |
|----------------------|------------------------------|
| bill | قائمة الحساب / فاتورة الحساب |
| camera | آلة تصوير |
| money | نُقود / فلوس |
| at your service | تحت أمرِك |
| french stick | خبز فرنسي |
| trainers | حذاء رياضة |
| casual jacket | بلوزة / سترة خفيفة |
| drink | شُرْب / شراب |
| brochure | ورقة التعليمات |
| exchange bureau | صرافة / محل تبادل العملات |
| lost property office | مكتب المفقودات |
| present | هدية |
| café | مقهى |
| till | دُرْج النُقود |
| bank card | بطاقة البنك |
| credit card | بطاقة ائتمان / بطاقة استئانة |
| post card | بطاقة بريدية |
| meal | وجبة طعام |
| snack | وجبة طعام خفيفة |
| felafel | فلافل |
| kebab | كباب |
| sock | جورب |
| shoe | حذاء |
| (traveller's) cheque | شيك سياحي |
| choice | اختيار |
| lemon | ليمون |

| | |
|------------------|---------------------------|
| customer | زبون |
| keyboard | لوحة مفاتيح (للكمبيوتر) |
| hairdresser | حلاق / مصفف الشعر / مزّين |
| full | ملئ / مُمتلئ |
| police station | مركز شرطة |
| cotton | قُطن |
| exchange rate | سعر الصّرف |
| shopping | تسوّق |
| pancake | فَطيرة |
| pizza | فطيرة / فطائر / بيتزا |
| cooked | مطبوخ |
| water | ماء |
| mistake | خطأ |
| money / cash | نقد |
| bill, invoice | قائمة الحساب |
| form | استمارة |
| raspberry | توت العُليق |
| chips | بطاطس مقلية |
| cheese | جُبْن |
| fruit | فاكهة |
| glove | قفاز |
| ice cream | بوظة |
| department store | مركز تجاري |
| starter | مقبلات |
| skirt | تنورة |
| fruit juice | عصير فواكه |
| wool | صوف |
| vegetable | خُضار / خُضروات |
| pound sterling | الجنيه الاسترليني |

| | |
|-------------------|-----------------------------|
| swimsuit/trunks | ملابس سباحة |
| sports shirt | قميص الرياضة |
| ill | مريض |
| menu | قائمة الطعام |
| change | تغيير / صرافة (للقود) / فكة |
| mussels | بلح البحر |
| egg | بيض |
| omelette | أمليت / خلطة بيض |
| bread | خبز |
| trousers | بنطلون / سروال |
| cake shop | دكان بيع الكعك / الكيك |
| boss | مدير / رئيس / زعيم |
| to pay | يدفع (يدفع النقود) |
| peach | خوخ |
| breakfast | فطور |
| peas | بازلاء |
| identity card | هوية |
| town map | خريطة المدينة |
| dish (of the day) | أكلة اليوم |
| size (shoes) | حجم (حجم الحذاء) |
| pear | الإجاص |
| potato | البطاطا |
| wallet | محفظة |
| purse | محفظة نقود نسائية |
| chicken | دجاج |
| tip | إكرامية / بقشيش |
| price | سعر |
| sweater / jumper | سترة صوفية |

| | |
|------------------------|----------------------------------|
| department | إدارة / قسم |
| receipt | وصل / إيصال استلام |
| reduction | تخفيض |
| reduced | مُخَفَّض |
| meal | وجبة طعام |
| dress | ثوب |
| roast | مشوي (الجمع: مشاوي) |
| dining room | غرفة الطعام / الأكل |
| sandal | صندل |
| sandwich | شطيرة / سندويتش |
| sausages | نقانق |
| waiter/waitress | خادم / ة الزبائن |
| service (not) included | أجور الخدمة غير مشمولة في الحساب |
| tobacconist | بائع التبغ |
| postage stamps | طوابع البريد |
| size | حجم |
| tea | شاي |
| coffee | قهوة |
| salesman/woman | بائع / ة |
| theft | سرقة |
| flight | طيران |
| thief | لص |
| milk | حليب |
| yoghurt | لبن |

Personal information

| | |
|--------------------|--------------------------------|
| activity | فعالية / نشاط |
| age | عُمر |
| address | عُنْوان |
| likeable | مرغوب / محبوب |
| older, first born | الأكبر / البكر |
| atmosphere | الجوّ |
| friend | صديق |
| year | سنة / عام |
| birthday | عيد ميلاد |
| sports equipment | تجهيزات رياضة |
| athletics | الألعاب الرياضية |
| ring | حلقة |
| trainers | حذاء رياضة |
| talkative | ثرثار |
| jacket | جاكيت |
| night club | نادي ليلي |
| curly | مُجَعَّد |
| earrings | حلق الأذن |
| single | منفرد / أعزب (رجل غير متزوِّج) |
| championship | بُطولة |
| song | أغنية |
| hat | قُبَّعة |
| hair | شعر |
| classical, classic | تقليدي / كلاسيكي |
| youth club | بيت الشباب |
| post code | الرمز البريدي |

| | |
|-----------------------|-----------------------------|
| knowledge | معرفة |
| cycling | ركوب الدراجات |
| date of birth | تأريخ الميلاد |
| CD (compact disc) | سي دي |
| divorced | مُطَلَّق |
| selfish | أناني |
| television programme | برنامج تلفزيوني |
| team | فريق |
| equipment | تجهيزات |
| horse riding | ركوب الخيل |
| family | عائلة / أسرة |
| fanatical about sport | متحمّس فوق الحدّ للرياضة |
| football | كرة قدم |
| temperature | درجة الحرارة |
| flute | ناي |
| woman | امرأة |
| curly | مُجَعَّد |
| guitar | قيثارة |
| get dressed | يرتدي الملابس |
| chess | لعبة الشطرنج |
| computing, ICT | استعمال الكمبيوتر / الحاسوب |
| i-pod | آي بود |
| electronic game | ألعاب الكمبيوتر |
| player | لاعب |
| reading | قراءة |
| birthplace | مكان الولادة / مسقط الرأس |
| leisure | وقت فراغ |
| glasses | نظارات |

| | |
|-----------------|--------------------------------|
| youth club | نادي الشباب |
| husband | زَوْج |
| married | مُتَزَوِّج |
| mother | أم |
| job | وظيفة |
| thin | نحيف |
| fashion | الموضة |
| modern | حديث |
| MP3 | أم بي 3 |
| music | موسيقى |
| swimming | سباحة |
| born | مولود |
| noise | ضجيج |
| notice board | لوحة إعلانات |
| orchestra | جوقة موسيقية |
| ear | أذن |
| leisure time | وقت الفراغ |
| skating | تزلُّج |
| father | أب |
| piano | بيانو |
| play | يلعب (الرياضة) يعزف (الموسيقى) |
| mobile phone | هاتف جَوَّال / مُتَنَقِّل |
| popular | مشهور، شعبي / محبوب |
| pop(music) | أغاني شعبية مشهورة |
| first name | الاسم الأول |
| blond | أشقر / شقراء |
| theatre | المسرح |
| straight (hair) | (شعر) ملس |

| | |
|------------------------|---------------------------|
| brunette | ذات شعر بني أو غامق اللون |
| redhead | شخص أحمر الشعر |
| bag | حقيبة |
| rugby | لعبة الرجبي |
| separated | مُنْفَصِل |
| skiing | التزحلق |
| water skiing | التزحلق على الماء |
| sport | رياضة |
| sporty | رياضي |
| tracksuit | بدلة الرياضة |
| free time | وقت فراغ |
| tennis | لعبة التنس |
| table tennis | لعبة تنس الطاولة |
| sports ground | ملعب رياضة |
| tourism | سياحة |
| trumpet | بوق |
| umbrella | شمسية |
| only (child) | الوحيد (الطفل الوحيد) |
| university | جامعة |
| star, celebrity | شخصية لامعة |
| hall | صالة |
| vegetarian | نباتي |
| jacket | جاكيت |
| clothes | ملابس |
| dressed in old clothes | يرتدي ملابس قديمة |
| violin | الكمان |
| eyes | عيون |

Future plans, education and work

| | |
|---------------------------------------|--------------------------|
| adult | بالغ |
| travel agency | وكالة سفريات |
| police officer | شرطي |
| next year | السنة القادمة |
| advert | إعلان |
| apprenticeship | التدريب على مهنة |
| architect | مهندس معماري |
| well paid | ذو مرتب عالي |
| biology | علم الأحياء |
| letter box | صندوق الرسائل |
| butcher | جزّار / قصاب / لحم |
| baker | خبّاز |
| work | عمل |
| school report | تقرير مدرسي |
| canteen | مطعم |
| carpenter | نجّار |
| chemistry | الكيمياء |
| unemployment | البطالة |
| to file | يحفظ في ملف أو سجل |
| file | ملف |
| school | مدرسة |
| colleague | زميل |
| business/shop | عمل / شغل |
| to dial the number (to 'messages') | يتصل بالهاتف / بالهاتفون |
| terms of employment | شروط التوظيف |

| | |
|----------------------------------|-----------------------------|
| conference | مؤتمر |
| telephone call | نداء تلفوني |
| to cut/to cut off (phone) | يغلق التلفون |
| (electronic) mail | بريد إلكتروني |
| sewing, tailoring | خياطة |
| cook | طاهٍ / الطاهي |
| cursor | المؤشر (على شاشة الكمبيوتر) |
| situation wanted | مطلوب للعمل |
| qualification | تأهيل |
| headteacher, director | مدير مدرسة |
| disc | قرص |
| folder | ملف |
| exchange | تبادل |
| screen | شاشة |
| PE | الرياضة البدنية |
| to erase, rub out | يمحو |
| electrician | كهربائي |
| email | رسالة إلكترونية |
| job | وظيفة / عمل |
| timetable | جدول |
| (bank/office) employee | موظف |
| employer | صاحب العمل |
| interview (job) | مقابلة |
| physical and sports education | التعليم البدني والرياضي |
| student | طالب |
| examination | امتحان |
| experienced | ذو تجربة |

| | |
|----------------------------|-----------------------|
| to study | يدرس |
| to do a course | يدخل دورة (تعليمية) |
| fault | خطأ |
| fax | الفاكس |
| farmer | مُزارع |
| time | وقت |
| civil servant | موظف حكومي |
| training | تدريب |
| form | استمارة |
| manager | مدير |
| geography | الجغرافية |
| history | التاريخ |
| air hostess/air steward | مُضيفّة (على الطائرة) |
| printer | طابعة |
| to print | يطبع |
| computer scientist | عالم كومبيوتر |
| engineer | مهندس |
| teacher (primary) | معلم مدرسة ابتدائية |
| teacher (secondary) | مدرس ثانوية |
| journalist | صحفي |
| language | لُغة |
| degree (university) | شهادة جامعية |
| pound | جنيه استرليني |
| builder | بّناء |
| badly paid | يعمل بأجر قليل |
| marketing | تسويق |
| maths | الرياضيات |
| mechanic | ميكانيكي |

| | |
|--------------------------|-----------------------------------|
| message | رسالة |
| part time | عمل جزئي |
| fashion | طراز / موضة |
| instructor | مرشد |
| password | كلمة السرّ |
| busy | مشغول |
| computer | الكمبيوتر / الحاسوب |
| paper | ورق |
| per hour | في الساعة |
| lunch break | فترة الغداء |
| coffee (tea/lunch) break | فترة راحة الشاي / القهوة / الغداء |
| duty office | مكتب تنظيم الواجبات |
| physics | الفيزياء |
| pilot | طيار |
| plumber | سبّاك / سمكري |
| fireman | رجل الإطفاء |
| to apply for a job | يُقدم على عمل |
| post/post office | الرسائل / مكتب البريد |
| postman | ساعي البريد |
| planned | مُخطّط له |
| teacher | معلم / مدرس |
| programmer | مُبرمج |
| progress | تقدّم |
| plan, project | مشروع / خِطّة |
| report | تقرير |
| answer, reply | إجابة / جواب |
| answer phone | جهاز الإجابة على الهاتف |
| representative | مُمثّل (شركة) |

| | |
|---------------------|---------------------------------|
| (company) | |
| results | نتائج |
| meeting | مقابلة |
| salary | راتب |
| science | علم |
| waiter/waitress | نادل / نادلة (في مطعم) |
| website | موقع شبكة الإنترنت |
| society/company | جمعية / شركة |
| opinion poll/survey | اقتراع / تصويت |
| mouse | الفأرة (في جهاز الحاسوب) |
| work experience | خبرة عمل |
| subject | موضوع |
| superior/higher | ذو منزلة / منصب أعلى |
| technician | فني |
| key (of keyboard) | مفتاح (من مفاتيح لوحة المفاتيح) |
| work | عمل |
| term | شرط |
| cloakroom | غرفة ترك المعاطف |
| the web | شبكة الإنترنت |
| web-mail | رسائل الإنترنت |

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