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## Summary of GCSE (9-1) in Arabic Sample Assessment Materials

### Issue 2 changes

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Introduction

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

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

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

Question 1
Example

أنا أبحث عن فندق مناسب.

F1

هل يوجد هنا سوق تجاري؟

F2

أريد أن أذهب إلى أقرب جامع رجاءً.

M1

أين محطة القطار؟

M2

The world of work

Question 2
Example

أخيي تعمل موظفة استقبال في المركز الرياضي.

F1

عملها متعب ولكنه سهل وممتع.

F1

تنتهي من العمل الساعة الرابعة بعد الظهر.

F1

السلبيات؟ الراتب قليل.

F1
Environment

Question 3
Example

هل تعتني بالبيئة يا علي؟

نعم بالطبع. أنا أعتمي بحدائق البيت.

F1
M1

وماذا أيضا يا علي؟

أقطع العشب واتقلعه إلى مركز التدوير.

F1
M1
F1
F1

أنا أساعد أمي في التنظيف والتخلص من الأوساخ الضارة.

أنا أطفئ الأدوار عندما لا نحتاجها.

F1
F1
M2

Ambitions

Question 4
Example

سعيد يحب السفر؛ يريد أن يزور بلدان أخرى.

سيميرة حبيدها في استعمال الحاسوب، ولكنها لن تذهب إلى الجامعة. إنها تبحث عن تدريب مهني.

المال ليس مهمًا لسعيد، إنه يزيد مساعدة الآخرين.

أمًا بشك فهذا تريد أن تكون مغنية!

M1
M1
M1
M1
A new student

Question 5

Question 5 Part (a)
طارِق، مُنذُ متى وَأَنتُ فِي هَذِهِ المَدرَسة؟
: F1
: M1

Question 5 Part (b)
وَهَل تـُحِبُّ المَدرَسة؟
: F1
: M1

Question 5 Part (c)
هَل يُوجَدُ أَيُّ شَيءٍ لا يُعجِبُك؟
: F1
: M1
الواجِباتُ المَنزِليَّة. لَدَينا الكَثِير مِنها!

My brother's wedding

Question 6

فَارِس، ماذا حَدَثَ فِي حَفلِ زِفافِ أَخِيكَ؟
: F1
دُ العَقدَ وَتَبادَلَ الجَمِيعُ التَّهانِي. بَعدَها تـَوَجَّهنا إلى قاعةِ الاحتِفالِ أَوَّلاً قَرأَ الـجَمِيعُ سُورةَ الفاتِـحةِ وَوَقَّعَ العَرُوسانِ الـشُّهو وَتـَمَتـَّعُوا بِتَناوُلِ الـمأْكُولاتِ اللَّذِيذةِ وَالـمَشرُوباتِ وَالـحَلَوِيَّاتِ الـمُتـَنـَوِّعة.

Directions

Example

دَعْنا نَلتَقِي قُربَ الـمَتحَفِ الـمِصرِيّ
: F1
لا تـُحاوِلِ الـمَشيَ إلى الـمَتحَفِ لأَِنَّهُ بَعِيد. عِندَما تـَخرُجُ مِنَ الفُندُقِ خُذِ الشارِعَ عَلى اليَمِينِ وَتـَمَشَّى إلى مَوقِفِ الـحافِلة. مِنَ الأَفضَلِ أَن تَأْخُذَ الـحافِلةَ الـمُتـَوَجِّهةَ إلى الـمَتحَفِ وَهيَ سَتَقِفُ قُربَ الـمَتحَفِ مُباشَرةً. غادِرِ الـحافِلةِ قُربَ الـجِسر. سَتَرى الـمَتحَفَ عَلى يَـمِينِك.

Weather forecast in Morocco

سَيَكُونُ الـجَوُّ غائِماً فِي شَـمالِ الـمَغرِب. وَهَذا مُناسِبٌ لِرُكُوبِ الـجِمالِ فِي الرِّيفِ لأَِنَّ الـجَوَّ أَقَلُّ حَرارةً هُناك. كانَ
: F1
الـجَوُّ ماطِراً جِدّاً فِي شَرقِ البـَلَد، وَسَيَكُونُ هُناكَ عَواصِفٌ فِي الـمَساء. أَمَّا فِي الـجَنُوبِ فَسَتَكُونُ دَرَجاتُ الـحَرارةِ أَعلى مِـمَّا كانَت عَلَيهِ أَمس. وَهَذا سَيستَمِرُّ حَتَّى يَومِ الـجُمعة.
My brother’s wedding

Question 6

ماذا حدث في حفل زفاف أخيك يا فارس؟

F1: طارق، منذ متى في هذه المدرسة؟

M1: منذ ثلاثة أشهر.

Question 5 Part (b)

وهل تحب المدرسة؟

F1: نعم، الطالب لطيف ودرسون يساعدونني كثيراً.

Question 5 Part (c)

هل يوجد شيء لا يعجبك؟

F1: الواجبات المنزلية. لدينا الكثير منها.

Question 6

ماذا حدث في حفل زفاف أخيك يا فارس؟

F1: أولا قرأ الجميع سورة الفاتحة ووقع العروسان والشهود العقد وتبادل الجميع النهائي. بعدها توجهنا إلى قاعة الاحتفال حيث كان بانتظارنا العديد من الأقارب والأصدقاء. شارك الضيوف بالغناء العربي والرقص الشعبي. ونمت سعادة بتناول المأكولات المديدة والمشروبات والحلويات المتنوعة.

Directions

Question 7

Example

دعنا نلتقي قرب المتحف المصري.

F1: لا تحاول المشي إلى المتحف لأنه بعيد. عندما تخرج من الفندق خذ الشارع على اليمين وتمشي إلى موقف الحافلة. من الأفضل أن تأخذ الحافلة المتجهة إلى المتحف وهي ستقف قرب المتحف مباشرة. غادر الحافلة قرب الجسر. سترين المتحف على يمينك.

Weather forecast in Morocco

Question 8

سيكون الجو غامضاً في شمال المغرب. وهذا مناسبة لركوب الجمال في الريف لأن الجو أقل حرارة هناك. كان الجو ماطراً جدًا في شرق البلد، وسيكون هناك عواصف في النهار. أما في الجنوب فستكون درجات الحرارة أعلى منا كانت عليه أمس. وهذا سيستمر حتى يوم الجمعة.

9
The importance of learning other languages

Question 9

Example

لا يتسخَّجَ معظم الطلاب على تعليم اللغات الأخرى في مدارسهم لأن هذا ليس إجباريًا أو يكون ضمغًا جدًا. هناك العديد من الأساليب لدراسة اللغات الأجنبية. إن التكلم بязة لغات يساعد الإنسان عند وضع الخطط المهنية للمستقبل. كما أن العديد من الشركات تفضل تعيين الموظفين الذين يستطيعون التكلم بأكثر من لغة واحدة، لأن ذلك سيُساعده على التواصل مع الشركات الأجنبية. وهي أحد أفضل الطرق للبقاء الناس من مختلف الأحاسى!

Traffic bulletin

Question 10

لا يتشجَّع معظم الطلاب على تعليم اللغات الأخرى في مدارسهم لأن هذا ليس إجباريًا أو يكون ضمغًا جدًا. هناك العديد من الأساليب لدراسة اللغات الأجنبية. إن التكلم بязة لغات يساعد الإنسان عند وضع الخطط المهنية للمستقبل. كما أن العديد من الشركات تفضل تعيين الموظفين الذين يستطيعون التكلم بأكثر من لغة واحدة، لأن ذلك سيُساعده على التواصل مع الشركات الأجنبية. وهي أحد أفضل الطرق للبقاء الناس من مختلف الأحاسى!

Traffic bulletin

Question 9

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لا يتسخَّجَ معظم الطلاب على تعليم اللغات الأخرى في مدارسهم لأن هذا ليس إجباريًا أو يكون ضمغًا جدًا. هناك العديد من الأساليب لدراسة اللغات الأجنبية. إن التكلم بязة لغات يساعد الإنسان عند وضع الخطط المهنية للمستقبل. كما أن العديد من الشركات تفضل تعيين الموظفين الذين يستطيعون التكلم بأكثر من لغة واحدة، لأن ذلك سيُساعده على التواصل مع الشركات الأجنبية. وهي أحد أفضل الطرق للبقاء الناس من مختلف الأحاسى!
The importance of learning other languages

Question 9

Example.

Mِـمَّا لا شَكَّ فِيهِ أَنَّ تـَعَلُّمَ لُغَةٍ ثانِيةٍ هُوَ مُفِيدٌ جِدّاً:

لا يَتشَجَّعُ مُعظَمُ الطُّلاَّبِ عَلى تـَعَلُّمِ اللُّغاتِ الأُخرى فيِ مَدارِسِهِم لأَِنَّ هَذا لَيسَ إجبارِيّاً أَو لِكَونِهِ صَعباً جِدّاً. هُناكَ:

العَدِيدُ مِنَ الأَسبابِ لِدِراسةِ اللُّغاتِ الأَجنَبيَّة. إنَّ التَّكَلُّمَ بِعِدَّةِ لُغاتٍ يُساعِدُ الإنسانَ عِندَ وَضعِ الـخِطَطِ الـمِهَنِيَّةِ لِلمُستَقبَل. كَما أَنَّ العَدِيدَ مِنَ الشَّرِكاتِ تـُفَضِّلُ تَعيِينَ الـمُوَظَّفِينَ الَّذِينَ يَستَطِيعُونَ التَّكَلُّمَ بِأَكثَرِ مِن لُغةٍ وَاحِدة، لأَِنَّ ذَلِك سَيُساعِدُ عَلى التَّخاطُبِ مَعَ الشَّرِكاتِ الأَجنَبيَّة. وَهيَ أَحَدُ أَفضَلِ الطُّرُقِ لِلِقاءِ الناسِ مِن مـُختـَلَفِ الأَجناس!

Traffic bulletin

Question 10

السَّيِّداتُ وَالسادة، يُرجى الاستِماعَ بِعنايةٍ إلى هَذا التَّقرِير عَن حَرَكةِ الـمُرُورِ فِي مِنطَقةِ أَبُو ظَبِي. تـَجَنَّبِ الطَّرِيقَ السَّرِيعَ:

إذا أَمكَّنَ لأَِنَّ هُناكَ تَأْخِيراتٍ طَوِيلةً نَظَراً لأَِعمالِ الطُّرُق. لا تُوقِفْ سيَّارَتَكَ قُربَ مَـحَطَّةِ القِطارَ؛ كانَ هُناكَ حادِثٌ بَينَ سيَّارتَينِ قُربَ الـمَـحَطَّةِ وَلَكِن لـِحُسنِ الـحَظِّ لَـم يُصَب أَيُّ شَخصٍ بِأَذى. نُوصِي بِاستِخدامِ وَسائِلِ النَّقلِ العامِ خِلالَ ساعاتِ الازدِحام. إنـَّها أَسرَعُ مِنَ السَّفَرِ بِالسَّيَّارة، كَما أَنَّ استِخدامَكَ الـحافِلاتِ أَوِ القِطارِ يـُمَكِّنُكَ مِنَ الـحُصُولِ

نة.

عَلى خَصمٍ لِدُخُولِ الـمَتاحِفِ وَالـمَعالـِمِ السِّياحِيَّةِ الـمُهِمَّةِ فِي الـمَدِي

My primary school

Question 11

Example

Mَدرَسَتِي الابتِدائيَّةُ كانت صَغِيرة.

Question 11

كانَ المُدَرِّسُونَ جَيِّدينَ جِدّاً. أَنا الآنَ أَعِيشُ فيِ مِديِنَةٍ دَيْبِي وَأَذهَبُ إلى الثانويّةِ هُناكَ. أَذهَبُ إلى المدرسة بِالحافلة أَنا رياضيّ، وَأَلعِبُ الكرة الطائرة وَكِرْةَ الـقَدَمٍ بِمَعَ أَسْتَخِداَّمِي الـحَدُّود. فيِ المدرسة الابتُدايَّةَ لَمْ أَكنْ أَمَارْسَ الـرِّياضَةَ.

لَقَدْ كَتَبْ كَسْلاَن إِلَى حَدِّ ما كَتَبْ أَحَدُ أَكْلُ الـبِيْتْزا مِن المطعَم، وَكَتَبْ أَفْقِيّ مُعْظَمَه وَقَبَيْ في الـلْعِبِ بالـشَتَّابَاتِ الصغيّرة. الأسْتَحِيِّي، أَنَّ لِدَيِّ المُزيِّدِ مِنَ الدُّرُوسِ وَأَعمَل أَكْثَرْ مِن قَبَلِ.

Fairuz: a legend of our times

Question 12

وُلِدَتْ فِي مِديِنَةَ بَيْروت عَاصِمَةٍ لِبَلَدِنَ في عَامْ 1935. كَانَتْ ثَحَبُّ الغَناءَ مِنْ صَغِيرَها وَبِدَأَتْ بِالـغَناء في عَامٍ 1940. اِسْتَحْتَرَتْ بِصوَّتِها الدَّافِئِ وَالـحَنُونِ وَغِنائِهَا لِلـحُبِّ وَالوَطَن. تَوجَّهَتْ عَلَى إصدارِ الأَلـبُوماتِ الغِنائِيَّةٍ عَامٍ 2001.

وَكَلِّكَّهَا لا تَزالْ تُجِبْ مَرَّةٍ غَرِيبًةٍ وَعَالَمِيَةً. وَحَصِلَتْ عَلَى العَدِيدِ مِنَ الحَوائِزِ التَّقديريّةِ وأَيضاً عَلَى لَقبِ "سَفِيرَتُنا إلى النّجُوم" لَكَانَتْ أَصْبَحَتْ مُشَهُورَةً في كَثِيرٍ مِن بَلَادِ العُالِم.
جامعة القاهرة

Question 13
Example
أنا أحب درس الرسم ولكني أنشئ اللغة العربية.

Question 13
المعلمون جيدين في الشرح ولكن الدروس ليست ممتعة. المكتبة حديثة ولها خمس أجهزة حاسوب فقط. لدينا قاعة جيدة للألعاب الرياضية. هناك مجموعة واسعة من الألعاب ولكني لا أشترِك بها. يتم تنظيف الكثير من البدائل وأنا أحبها كثيرًا! تعليمي الواجبات المدرسية وأنا أفعلها بسرعة. يستغرق مئتي الوصول إلى المنزل ساعة كاملة في الحافلة. إنها رحلة طويلة حقًا.

نُموذج جديد للهاتف الذكي

Question 14
Example
هل أنت تعب من نموذج هاتفنا السابق؟ هو رخيص الثمن ولكنه ضخم الحجم.

Question 14
هاتفنا المحمول الجديد هو أصغر بكثير من القديم وأكثر سرعة. لن تكمل الهاتف الجديد أي شيء عند تحميل الموسيقى من الإنترنت، ولن تدفع الكثير لإرسال الرسائل النصية. نحن نعلم بأن بعض الشركات الأخرى يوفرن بطيارات رخيصة. بطارياتنا أطول�نا لأنها تستغرق فترة أطول عند الاستعمال. قم بزيارة صفحتنا على الإنترنت وسترى بأنها قد فتحنا الآن قسمًا جديدا لخدمة النّيابات بصورة أسرع.

هذا المحمول هو الهاتف المناسب لك!
Question 13
Example
أنا أُحبُّ دَرسَ الرَّسَمِ وَلَكِنّي أَعشَقُ اللُّغَةَ العَرَبِيَّةَ:
المٌعِلَّمُونَ جَيِّدُونَ فِي الشَّرحِ وَلَكِنَّ الدُّرُوسَ لَيسَت مُمِتِعَة. المَكتَبَةُ حَدِيثَةٌ وَلَـها خَمسُ أَجهِزَةِ حاسُوبٍ فَقَط. لَدَينا:
قاعةٌ جَدِيدةٌ لِلأَلعابِ الرِّياضِيَّة. هُناكَ مَـجمُوعَةٌ واسِعَةٌ مِنَ الأَلعابِ وَلَكنِّي لا أَشتَرِكُ بِها. يَتِمُّ تَنظِيمُ الكَثِيرِ مِنَ النـُّزُهاتِ وَأَنا أُحِبُّها كَثِيراً! تُعجِبُنـي الواجِباتُ الـمَدرَسِيَّةُ وَأَنا أَفعَلُها بِسُرَّعتِي. يَستَغرِقُ مِنـِّي الوُصُولُ إِلى الـمَنزِلِ ساعةً كامِلَةً فِي الحافِلة. إنـَّها رِحلةٌ طَوِيلةٌ حَقّاً.

Question 14
Example
هل أَنتَ تَعِبٌ مِن نـَمُوذَجِ هاتِفِنا السابِق؟ هُوَ رَخِيصُ الثَّمَنِ ولَكنَّهُ ضَخمُ الـحَجم:
هاتِفُنا الـمَـحمُولُ الـجَدِيدُ هُوَ أَصغرُ بِكَثيِرٍ مِنَ القَدِيـمِ وَأَكثرُ سُرَّعةً. لَن يُكلّفَكَ الـهاتِفُ الـجَدِيدُ أَيَّ شَيءٍ عِندَ تـَحمِيلُ:
الـمُوسِيقى مِنَ الإنترنت، وَلَن تَدفَعَ الكَثِيرَ لإرسالِ الرَّسائِلِ النَّصِّية. نـَحنُ نَعلَمُ بِأَنَّ بَعضَ الشَّرِكَاتِ الأُخَرَ يـُوَفـِّرُ بَطّارِيّاتٍ رَخِيصة. بَطّارِيّاتُنا أَغلى ثـَمَناً لأِنـَّها تَستَغرِقُ فَترةً أَطوَلَ عِندَ الاستِعمال. قُمْ بِزيارةِ صَفحَتِنا عَلى الإنترنت وَسَتَرى بِأَنَّنا قَدْ فـَتَحنا الآنَ قِسماً جَدِيداً لـِخِدمةِ الزَّبائِنِ بِصُورةٍ أَسرَع. هَذا الـمَحمُولُ هُوَ الـهاتِفُ الـمُناسِبُ لَك!
Answer ALL questions. Write your answers in the spaces provided.

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

SECTION A
At the tourist office

1. What do these people want to do?

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

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>find a cheap hotel</td>
<td>✗</td>
</tr>
<tr>
<td>go for a swim</td>
<td></td>
</tr>
<tr>
<td>go to the shops</td>
<td></td>
</tr>
<tr>
<td>perform prayers</td>
<td></td>
</tr>
<tr>
<td>go to a park</td>
<td></td>
</tr>
<tr>
<td>visit the castle</td>
<td></td>
</tr>
<tr>
<td>catch a train</td>
<td></td>
</tr>
<tr>
<td>go to a dance</td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 1 = 3 marks)
The world of work

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

What does she say?

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

Example: Her sister works in…

- ☐ A an office.
- ☐ B a hotel.
- ☒ C a sports centre.
- ☐ D a department store.

(i) She finds the work…

- ☐ A tiring.
- ☐ B boring.
- ☐ C difficult.
- ☐ D repetitive.

(ii) She finishes at…

- ☐ A 3 p.m.
- ☐ B 4 p.m.
- ☐ C 5 p.m.
- ☐ D 6 p.m.

(iii) The disadvantage is the…

- ☐ A hours.
- ☐ B salary.
- ☐ C clients.
- ☐ D uniform.

(Total for Question 2 = 3 marks)
Environment

3 Nada and her friends are talking about the environment.

What do they say?

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Ali</th>
<th>Iman</th>
<th>Yasin</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take care of the house garden.</td>
<td>✗</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I do not waste food.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I like recycling grass.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I always buy recycled paper.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I care about the rainforest.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I help get rid of harmful waste.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I take showers only, not baths.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I switch off lights.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Total for Question 3 = 3 marks)
## Ambitions

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

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Saeed</th>
<th>Samira</th>
<th>Bushra</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit other countries</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>work in IT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>do some training</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>earn a lot of money</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>go to university</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>help others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>go into the music business</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>work with their father</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Total for Question 4 = 3 marks)
A new student

5 Your friend is talking to Tariq, the new Lebanese student in your class.
Listen to the recording and answer the following questions in English.

(a) How long has Tariq been at the school?
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
(1)

(b) What does Tariq like about school? Give two details.
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
(2)

(c) What does Tariq say about homework?
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
(1)

(Total for Question 5 = 4 marks)
My brother’s wedding

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

What does he say?

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

<table>
<thead>
<tr>
<th>delicious</th>
<th>end</th>
<th>signed</th>
<th>hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>beginning</td>
<td>hotel</td>
<td>home-made</td>
<td>read</td>
</tr>
</tbody>
</table>

(a) At the ___________ of the wedding, the contract was ________________ by the couple.

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

(Total for Question 6 = 3 marks)
Directions

Your Arab friend, Huda, leaves a voicemail message about meeting later. What **three** directions does she give?

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

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>meet at the museum</td>
<td>✐</td>
</tr>
<tr>
<td>walk to the museum</td>
<td></td>
</tr>
<tr>
<td>cross the street at the hotel</td>
<td></td>
</tr>
<tr>
<td>turn right from the hotel</td>
<td></td>
</tr>
<tr>
<td>take the bus</td>
<td></td>
</tr>
<tr>
<td>go by tram</td>
<td></td>
</tr>
<tr>
<td>cross the bridge</td>
<td></td>
</tr>
<tr>
<td>get off at the bridge</td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 7 = 3 marks)
Weather forecast in Morocco

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

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

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

..........................................................................................................................
..........................................................................................................................

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

..........................................................................................................................
..........................................................................................................................

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

..........................................................................................................................
..........................................................................................................................

(Total for Question 8 = 3 marks)
The importance of learning other languages

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

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

**Example:** Learning another language is…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>C vital.</td>
</tr>
<tr>
<td></td>
<td>D fun.</td>
</tr>
</tbody>
</table>

(i) Most school pupils…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>A avoid learning languages.</td>
</tr>
<tr>
<td>☐</td>
<td>B find their lessons boring.</td>
</tr>
<tr>
<td>☐</td>
<td>C think languages are not important.</td>
</tr>
<tr>
<td>☐</td>
<td>D prefer information technology.</td>
</tr>
</tbody>
</table>

(ii) Speaking another language will improve your…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>A grades at school.</td>
</tr>
<tr>
<td>☐</td>
<td>B future holidays.</td>
</tr>
<tr>
<td>☐</td>
<td>C planning for the future.</td>
</tr>
<tr>
<td>☐</td>
<td>D future salary.</td>
</tr>
</tbody>
</table>

(iii) Companies are looking for…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>A hard-working people.</td>
</tr>
<tr>
<td>☐</td>
<td>B workers who speak two languages.</td>
</tr>
<tr>
<td>☐</td>
<td>C school teachers.</td>
</tr>
<tr>
<td>☐</td>
<td>D people who want to learn languages.</td>
</tr>
</tbody>
</table>
(iv) Speaking another language can help you to…

☐ A earn more money.
☐ B get better qualifications.
☐ C meet new people.
☐ D be more self-confident.

(Total for Question 9 = 4 marks)
Traffic bulletin

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

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

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

..........................................................................................................................
..........................................................................................................................

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

..........................................................................................................................
..........................................................................................................................

(c) How should people travel at rush hour?

..........................................................................................................................
..........................................................................................................................

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

..........................................................................................................................
..........................................................................................................................

(Total for Question 10 = 4 marks)
Traffic bulletin

Your family is driving in Abu Dhabi during a holiday and there is a traffic bulletin on the radio. Listen to the bulletin and answer the following questions in English.

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

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

(c) How should people travel at rush hour?

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

(Total for Question 10 = 4 marks)

My primary school

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

What does he talk about?

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

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

(Total for Question 11 = 3 marks)
Fairuz: a legend of our times

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

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

(a) What happened in 1940? 

.......................................................................................................................... ...

(b) When did Fairuz stop producing albums? 

.......................................................................................................................... ...

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

.......................................................................................................................... ...

.......................................................................................................................... ...

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS
SECTION B

Akhil al jumal, an 1940 ma3ani?

(a) ________________________________________________________________

(b) ________________________________________________________________

(c) ________________________________________________________________

(d) ________________________________________________________________

(e) ________________________________________________________________

(Total for Question 13 = 5 marks)
نموذج جديد للهاتف الذكي

أنت تسمع إعلاناً لهاتف ذكي جديد.

امنأ الفراغات بكلمات تختارها من القائمة التالية: رخيص/ رخيصة، مجاني/ مجانية، سريع/ سريعة، غالٍ/ غالية.

يمكن استعمال الكلمة أكثر من مره واحدة.

Example

مثال: الهاتف القديم هو رخيص.

هاتف الجديد هو رخيص.

تحميل الموسيقى في الهاتف الحديث.

إرسال الرسائل النصية هو.

بطاريات هاتفنا الجديدة هي.

خدمة الزبائن الجديدة هي.

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS
**GCSE Arabic Foundation tier**

**Paper 1 mark scheme**

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

### SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B, C, F</td>
<td>(3)</td>
</tr>
<tr>
<td>2(i)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>2(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3 (Ali)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3 (Iman)</td>
<td>E</td>
<td>(1)</td>
</tr>
<tr>
<td>3 (Yasin)</td>
<td>G</td>
<td>(1)</td>
</tr>
<tr>
<td>4 (Samira)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4 (Saeed)</td>
<td>E</td>
<td>(1)</td>
</tr>
<tr>
<td>4 (Bushra)</td>
<td>F</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>5(a)</td>
<td>three months</td>
<td>three</td>
</tr>
<tr>
<td>5(b)</td>
<td>students are friendly (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>teachers help (him) (a lot)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>5(c)</td>
<td>Any one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• they are given a lot (of homework) (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• he dislikes it (1)</td>
<td></td>
</tr>
<tr>
<td>6(a)</td>
<td>signed</td>
<td></td>
</tr>
<tr>
<td>6(b)</td>
<td>hall (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>delicious (1)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>C, D, G</td>
<td></td>
</tr>
<tr>
<td>8(a)</td>
<td>it is less hot/the weather is</td>
<td>the weather is</td>
</tr>
<tr>
<td></td>
<td>less hot (than normal)</td>
<td>hot</td>
</tr>
<tr>
<td>8(b)</td>
<td>there will be storms</td>
<td>there will be</td>
</tr>
<tr>
<td></td>
<td>rain; it is raining</td>
<td>rain; it is</td>
</tr>
<tr>
<td>8(c)</td>
<td>it will be higher/hotter (than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yesterday)</td>
<td></td>
</tr>
<tr>
<td>9(i)</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>9(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>9(iv)</td>
<td>C</td>
<td>(1)</td>
</tr>
</tbody>
</table>
| 10(a)           | Any one of the following:  
• long delays (1)  
• roadworks (1)  
• long delays because of roadwork(s) (1)  
| to be faster  
| to save time | (1)  |
| 10(b)           | there was an accident  
(by the station)  
| long delays accident | (1)  |
| 10(c)           | Any one of the following:  
• (they should) take public transport (1)  
• (they should) take the bus/tram/trains (1)  
| | (1)  |
| 10(d)           | discounts (on entry) to museums/landmarks  
<p>| be faster | (1)  |
| 11              | B, D, G | (3)  |</p>
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>12(a)</td>
<td>she started singing</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>12(b)</td>
<td>(in) 2001</td>
<td></td>
<td>(1)</td>
</tr>
</tbody>
</table>
| 12(c)           | • she was given (a lot of) (honorary) prizes (1)  
                    • she was called (/given the title) ‘Ambassador to the stars’ (1) |        | (2)  |
### SECTION B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>13(a)</td>
<td>متملة</td>
<td>(1)</td>
</tr>
<tr>
<td>13(b)</td>
<td>كومبيوترات</td>
<td>(1)</td>
</tr>
<tr>
<td>13(c)</td>
<td>النزهات</td>
<td>(1)</td>
</tr>
<tr>
<td>13(d)</td>
<td>قليلاً</td>
<td>(1)</td>
</tr>
<tr>
<td>13(e)</td>
<td>بعيداً عن</td>
<td>(1)</td>
</tr>
<tr>
<td>14(a)</td>
<td>سريع</td>
<td>(1)</td>
</tr>
<tr>
<td>14(b)</td>
<td>مجاني</td>
<td>(1)</td>
</tr>
<tr>
<td>14(c)</td>
<td>رخيص</td>
<td>(1)</td>
</tr>
<tr>
<td>14(d)</td>
<td>غالية</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>14(e)</td>
<td>سريعة</td>
<td>(1)</td>
</tr>
</tbody>
</table>
General instructions to the teacher conducting the assessment

• The examination is made up of three tasks.

• The tasks must be conducted in the following order: role play, picture-based task, conversation.

• The total examination will last between 7 to 9 minutes.

• Candidates must be allowed 12 minutes’ preparation time under supervised conditions to prepare for the role play and the picture-based task.

• The preparation time must be immediately before the examination time.

• The preparation time must be used only to study the stimuli provided. It is not to be used to prepare for the conversation (Task 3).

• Candidates can make notes of up to a maximum of one side of A4 paper to cover both Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions.

• Candidates may refer to their notes during Task 1 and Task 2 only.

• Candidates must not write on the stimuli.

• Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.

• Candidates must return their notes and the stimuli after completing Task 2 but before starting Task 3.

• Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

• It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.

• Teachers must use the Sequencing grid provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

• The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.
Task 1: Role play

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

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

Task 2: Picture-based task

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

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

• The conversation is in two parts, each covering a separate theme.
• For Part 1, the candidate will select one topic from one theme in advance.
• For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.
Task 3: Conversation

• The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.

• The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.

• An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

• This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.

• This topic must be selected by the candidate no later than two weeks before the date of assessment.

• To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

• The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

• For each candidate, there is a choice of two themes on the sequencing grid.

• Part 2 must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.

• This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.

• Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:

  – answer questions freely, in turn allowing them to produce extended sequences of speech
  
  – develop conversations and discussions
  
  – give and justify own thoughts and opinions
  
  – refer to past, present and future events.
Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1** Foundation tier

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

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

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

For example:

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

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

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

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

**Themes:**
- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension
<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Allocated</td>
<td>Pearson Allocated</td>
<td>Candidate Selection*</td>
<td>Teacher Selection</td>
</tr>
<tr>
<td><strong>Role Play</strong></td>
<td><strong>Picture Based</strong></td>
<td><strong>Conversation 1</strong></td>
<td><strong>Conversation 2</strong></td>
</tr>
<tr>
<td><strong>Candidate 1</strong></td>
<td>FR5 (Theme 3)</td>
<td>FP1 (Theme 4)</td>
<td>Theme 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP7 (Theme 5)</td>
<td>Theme 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP5 (Theme 1)</td>
<td>Theme 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP4 (Theme 2)</td>
<td>Theme 5</td>
</tr>
<tr>
<td><strong>Candidate 2</strong></td>
<td>FR3 (Theme 2)</td>
<td>FP9 (Theme 3)</td>
<td>Theme 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP10 (Theme 5)</td>
<td>Theme 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP2 (Theme 4)</td>
<td>Theme 4</td>
</tr>
<tr>
<td><strong>Candidate 3</strong></td>
<td>FR7 (Theme 2)</td>
<td>FP1 (Theme 4)</td>
<td>Theme 1</td>
</tr>
<tr>
<td></td>
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<td>FP7 (Theme 5)</td>
<td>Theme 3</td>
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<td></td>
<td>FP5 (Theme 1)</td>
<td>Theme 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP3 (Theme 3)</td>
<td>Theme 5</td>
</tr>
<tr>
<td><strong>Candidate 4</strong></td>
<td>FR2 (Theme 1)</td>
<td>FP2 (Theme 4)</td>
<td>Theme 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP6 (Theme 2)</td>
<td>Theme 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP10 (Theme 5)</td>
<td>Theme 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP9 (Theme 3)</td>
<td>Theme 5</td>
</tr>
<tr>
<td><strong>Candidate 5</strong></td>
<td>FR4 (Theme 1)</td>
<td>FP7 (Theme 5)</td>
<td>Theme 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP4 (Theme 2)</td>
<td>Theme 3</td>
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<td></td>
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<td>FP3 (Theme 3)</td>
<td>Theme 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FP1 (Theme 4)</td>
<td>Theme 5</td>
</tr>
<tr>
<td>Candidate 6</td>
<td>FR9 (Theme 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FP10 (Theme 5)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 4</td>
</tr>
<tr>
<td></td>
<td>FP2 (Theme 4)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP9 (Theme 3)</td>
<td>Theme 4</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP8 (Theme 1)</td>
<td>Theme 5</td>
<td>Theme 3 OR Theme 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate 7</th>
<th>FR6 (Theme 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FP1 (Theme 4)</td>
</tr>
<tr>
<td></td>
<td>FP7 (Theme 5)</td>
</tr>
<tr>
<td></td>
<td>FP5 (Theme 1)</td>
</tr>
<tr>
<td></td>
<td>FP4 (Theme 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate 8</th>
<th>FR1 (Theme 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FP6 (Theme 2)</td>
</tr>
<tr>
<td></td>
<td>FP10 (Theme 5)</td>
</tr>
<tr>
<td></td>
<td>FP8 (Theme 1)</td>
</tr>
<tr>
<td></td>
<td>FP9 (Theme 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate 9</th>
<th>FR8 (Theme 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FP3 (Theme 3)</td>
</tr>
<tr>
<td></td>
<td>FP1 (Theme 4)</td>
</tr>
<tr>
<td></td>
<td>FP7 (Theme 5)</td>
</tr>
<tr>
<td></td>
<td>FP4 (Theme 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate 10</th>
<th>FR10 (Theme 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FP6 (Theme 2)</td>
</tr>
<tr>
<td></td>
<td>FP8 (Theme 1)</td>
</tr>
<tr>
<td></td>
<td>FP10 (Theme 5)</td>
</tr>
<tr>
<td></td>
<td>FP9 (Theme 3)</td>
</tr>
</tbody>
</table>

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column ‘Candidate Selection.’
Instructions
• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
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- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR1

Topic: Ambitions

Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

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

زيارة إلى المدرسة - السبب 1

الدراسة - المدة 2

! 3

تعليم اللغة العربية - لماذا 4

؟ التكاليف 5
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
### STIMULUS FR1

**Topic**: Ambitions

**Instructions to teacher**

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

**Begin the role play with the following introduction.**

أنت تريد التسجيل في دورة لدراسة اللغة العربية في المدرسة العربية المحليّة. أنت الآن تتحدّث مع المعلم.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | مرحباً. كيف يمكنني مساعدتك؟  
Allow the candidate to say why they are at the Arabic school. |
| 2 | مدة الدراسة التي تريد أن تدرس فيها هنا؟  
Allow the candidate to say how long they want to study for. |
| 3 | ما تاريخ ميلادك؟  
Allow the candidate to give their date of birth. |
| 4 | لماذا تريد أن تتعلم اللغة العربية؟  
Allow the candidate to say why they want to learn Arabic. |
| 5 |  
Give an appropriate brief response. |
Instructions

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

Use appropriate language for an informal conversation.

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

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

Task

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

1. الرحلة إلى - السبب
2. الحفل - إلى متى
3. !
4. الملابس الضرورية - النوع
5. ؟ محلّ البقاء
You are planning to go to a music festival with your Arab friend. The teacher will play the role of your friend and will speak first. Use appropriate language for an informal conversation.

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

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

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

1. الحفل – إلى متى.
2. المأكولات - النوع.
3. محلّ البقاء؟
4. الأغاني المفضلة.
5. الألبوم المفضل.

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

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

### Begin the role play with the following introduction.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | لماذا تريد الذهاب إلى الحفل؟  
Allow the candidate to tell you why they want to go to the festival. |
| 2 | إلى متى نبقى هناك؟  
Allow the candidate to say how long they are staying at the festival. |
| 3 | ما ثمن تذكر الحفل؟  
Allow the candidate to say how much the festival tickets cost. |
| 4 | ما نوع الملابس التي يجب علينا أخذها؟  
Allow the candidate to say what type of clothes to take. |
| 5 |   
Allow the candidate to ask your opinion of where to stay.  
Give an appropriate brief response. |
Instructions

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

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

Use appropriate language for a formal conversation.

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

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

Task

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

1. المائدة – عدد الأشخاص
2. المائدة – موقع
3. !
4. الطعام اللبناني – رأي
5. ¿ شبكة الإنترنت
You are going to eat at a restaurant in Lebanon with your Arab friend. The teacher will play the part of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

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

Task
أنت في مطعم في لبنان مع صديق عربي. أنت تكلّم مع النادل

1. المائدة – عدد الأشخاص
2. المائدة – موقع
3. !
4. الطعام اللبناني - رأي
5. شبكة الإنترنت؟

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

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

Begin the role play with the following introduction.

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Arabic Phrases</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>مساء الخير. كيف يمكنك مساعدتي؟</td>
<td>How may I help you?</td>
</tr>
<tr>
<td>2</td>
<td>أين تفضّلون الجلوس؟</td>
<td>Where do you prefer to sit?</td>
</tr>
<tr>
<td>3</td>
<td>ما نوع الطعام الذي ترغبون في طلبه؟</td>
<td>What kind of food do you want?</td>
</tr>
<tr>
<td>4</td>
<td>ما رأيك في الطعام اللبناني؟</td>
<td>What do you think of Lebanese food?</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Allow the candidate to ask you a question about internet connection. Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR4

Topic: Daily life

Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

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

1. وصف الملابس الذي ترغب به
2. وصف الملابس
3. مناسبة خاصة - ما هي
4. ؟ قياس - أيون
5. ؟ قياس
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS FR4

Topic: Daily life

Instructions to teacher

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

Begin the role play with the following introduction.

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

1. مرحباً. كيف يمكنك مساعدتك؟
   Allow the candidate to say which article(s) of clothing they are looking for.

2. أنت تبحث عن أي نوع من الملابس؟
   Allow the candidate to describe the item of clothing they want.

3. !
   ما هي الألوان المفضلة لديك؟
   Allow the candidate to say their favourite colours are.

4. ما هي المناسبة لهذا المَلَبَس؟
   Allow the candidate to say what occasion the item of clothing is for.

5. ؟
   Allow the candidate to ask about trying on the item of clothing.
   *Give an appropriate brief response.*
The examination is made up of three tasks: one role play, one picture-based task and a conversation.

- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR5

Topic: School activities

Instructions to candidates

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

Use appropriate language for an informal conversation.

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

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

Task

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

1. رحلة مدرسية - المكان المقصود
2. طعام الغداء - الترتيبات
3. !
4. الرحلة المفضّلة - السبب
5. ؟ الرحلات المدرسية - رأي
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
STIMULUS FR5

Topic: School activities

Instructions to teacher

• Use appropriate language for an informal conversation.

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتحدث مع شريكك في برنامج التبادل المدرسي عن رحلة ستنظمان بها معاً.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | أيّن سنذهب في رحلتنا المدرسية؟
   | Allow the candidate to say where you are going for your school trip. |
| 2 |ماذا سنفعل وقت الغداء؟
   | Allow the candidate to say what you are doing for lunch. |
| 3 | متى سنغادر?
   | Allow the candidate to say the departure time. |
| 4 | أي نوع من الرحلات تفضّل ولماذا؟
   | Allow the candidate to say the type of trip they prefer and why. |
| 5 |؟
   | Allow the candidate to ask you what you think of school trips. |

Give an appropriate brief response.
Instructions

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

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

Use appropriate language for an informal conversation.

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

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

Task

أنت تتكلّم مع طالب عربي يزور مدرستك حالياً.

1. الدرس المفضل - السبب
2. المعلّمون - رأي
3. !
4. استراحة الغداء - نشاط
5. ؟ المدرسة العربية - وقت الانتهاء
Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS FR6

Topic: What school is like

Instructions to teacher

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

Begin the role play with the following introduction.

أنت تتكلم مع طالب عربـي يزور مدرستك حالياً.

<table>
<thead>
<tr>
<th></th>
<th>ما هو درسك المفضّل ولماذا؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allow the candidate to say what their favourite subject is and why.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ما رأيك في المعلّمين في مدرستك؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Allow the candidate to give their opinion on the teachers in school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ما هي الأنشطة الرياضية التي تلعبها بعد انتهاء المدرسة؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Allow the candidate to say what sports activities they take part in.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>لماذا تفعل خلال استراحة الغداء؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Allow the candidate to say what they do in the lunch break.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Allow the candidate to ask you when school ends.</td>
</tr>
</tbody>
</table>

*Give an appropriate brief response.*
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR7

Topic: Travel and tourist transactions

Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

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

1. معلم سياحي - تفضيل
2. العطلة في تونس - طول فترة البقاء
3. أنشطة أخرى - السبب
4. ؟ أسعار مخفضة - للطلبة

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

Use appropriate language for a formal conversation.

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

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

Task
أنت في مكتب السياحة وتريد الحصول على معلومات عن رحلات سياحية.

1. العطلة في تونس – طول فترة البقاء

2. أنشطة أخرى – السبب

3. أسعار مخفّضة – للطلبة

4. مَعلَم سياحي – تفضيل

5. ٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍ..
**STIMULUS FR7**

**Topic: Travel and tourist transactions**

**Instructions to teacher**

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

**Begin the role play with the following introduction.**

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Question</th>
<th>Instructions to Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>أي من المواقع السياحية ترغب في زيارتها؟</td>
<td>Allow the candidate to say what they want to visit.</td>
</tr>
<tr>
<td>2</td>
<td>ما طول الفترة التي ترغب بقائها في تونس؟</td>
<td>Allow the candidate to say how long they are staying in Tunisia.</td>
</tr>
<tr>
<td>3</td>
<td>ما رأيك بالطقس في تونس؟</td>
<td>Allow the candidate to say what they think of the weather in Tunisia.</td>
</tr>
<tr>
<td>4</td>
<td>ما هي الأنشطة الأخرى التي ترغب عملها في تونس ولماذا؟</td>
<td>Allow the candidate to say what other activities they would like to do and why.</td>
</tr>
<tr>
<td>5</td>
<td>؟</td>
<td>Allow the candidate to ask you about the discounts for students.</td>
</tr>
</tbody>
</table>

Give an appropriate brief response.
Instructions to the teacher

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

Begin the role play with the following introduction.

1. Allow the candidate to say what they want to visit.
2. Allow the candidate to say how long they are staying in Tunisia.
3. Allow the candidate to say what they think of the weather in Tunisia.
4. Allow the candidate to say what other activities they would like to do and why.
5. Allow the candidate to ask you about the discounts for students.

Give an appropriate brief response.

أنت في مكتب للسياحة وتريد الحصول على معلومات عن رحلات سياحية

أي مَعالِـم السياحية ترغب في زيارـتها؟

ما طول الفترة التي ترغب بقائها في تونس؟

! ما رأيك بالطقس في تونس؟

؟

ما هي الأنشطة الأخرى التي ترغب عملها في تونس ولـذا؟

جيّـد جدّاً.
STIMULUS FR8

Topic: Who am I?

Instructions to candidates

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

Use appropriate language for an informal conversation.

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

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

Task

أنت مقيم حالياً مع عائلة عربية. أنت تتحدث مع أحد أفراد العائلة الصغير عن أصدقائكم.

1. أفضل صديق - وصف
2. صديقك - تاريخ عيد ميلاده
3. نشاط - معًا
4. صديق المفضل - الاسم
You are staying with an Arab family. You are talking about your friends with one of the children in the family. The teacher will play the role of the Arab family member and will speak first.

Use appropriate language for an informal conversation.

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

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

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

1. صديقك – تاريخ عيد ميلاده
2. صديقك – وصف
3. صديقك – نشاط - معا
4. صديقك الـمفضل - الاسم

Instructions

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

You do not need any other materials.
STIMULUS FR8

Topic: Who am I?

Instructions to teacher

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

Begin the role play with the following introduction.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>صِف أفضل صديق لك.</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to describe their best friend.</td>
</tr>
<tr>
<td>2</td>
<td>ما تاريخ عيد ميلاد صديقك؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say when their friend’s birthday is.</td>
</tr>
<tr>
<td>3</td>
<td>منذ متى تعرفه؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say how long they have known one another.</td>
</tr>
<tr>
<td>4</td>
<td>ما النشاط الذي ترغبان القيام به معًا؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what activity they do together.</td>
</tr>
<tr>
<td>5</td>
<td>؟</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask the name of your friend.</td>
</tr>
</tbody>
</table>

Give an appropriate brief response.
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
**STIMULUS FR9**

**Topic: Travel and tourist transactions**

**Instructions to candidates**

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

Use appropriate language for a formal conversation.

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

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

**Task**

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

1. الحجز - عدد الأشخاص
2. الحجز - الساعة
3. !
4. المناسبة - ما هي
5. ؟ طعام نباتي
Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

أنت تتّصل هاتفيّاً بـمطعم في البحرين. أنت تريد حجز طاولة هناك.

1. الحجز - عدد الأشخاص
2. الحجز – الساعة
3. المناسبة – ما هي
4. طعام نباتي
5. *S54031A*
**STIMULUS FR9**

**Topic: Travel and tourist transactions**

**Instructions to teacher**

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

**Begin the role play with the following introduction.**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1** | مرحباً. كيف يمكنني مساعدتك؟
Allow the candidate to say for how many people they would like to make a reservation. |
| **2** | في أي وقت تريدون القدوم إلى المطعم؟
Allow the candidate to say what time the reservation is for. |
| **3** | أين تفضلون الجلوس؟
Allow the candidate to say where they want to sit. |
| **4** | ما هي مناسبة الاحتفال؟
Allow the candidate to say what they are celebrating. |
| **5** | ؟
Allow the candidate to ask about vegetarian meals.
*Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS FR10

Topic: Using the language beyond the classroom

Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

أنت في محل عربي لبيع المواد الغذائية. أنت تطلب عملًا لعطلة الصيف. أنت تتحدث مع صاحب المحل.

1. زيارة إلى المحل - السبب
2. العمل هنا - السبب
3. الصفات الشخصية
4. ؟ الابتداء - متى
Arabic
Paper 2: Speaking in Arabic
Task 1: Role play
Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2017
Time: 19 to 21 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

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

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

Begin the role play with the following introduction.

أنت في محلّ عربي لبيع المواد الغذائية. أنت تطلب عملاً لعطلة الصيف في المحلّ. أنت الآن تتحدث مع صاحب المحلّ.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | كيف يمكنك مساعدتي؟
|   | Allow the candidate to say what kind of work they are looking for.
| 2 | لماذا تريد العمل هنا؟
|   | Allow the candidate to say why they want to work there.
| 3 | كم من الوقت بإمكانك أن تعمل؟
|   | Allow the candidate to say how much time they can work.
| 4 | ما هي صفاتك الشخصية المناسبة لهذا العمل؟
|   | Allow the candidate to say what suitable personal qualities they have for the work.
| 5 | ؟
|   | Allow the candidate to ask you when they can start work.
|   | *Give an appropriate brief response.*
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP1

Topic: Work

(Section: © Claudia Wiens / Alamy Stock Photo)

Allocate a quick look at the photo attached and prepare to answer the following questions:

- Describe the photo
- What do you think of working in a restaurant
- Work he has previously worked
- Work you want to do in the future
- What do you think of working on the last day of the week

*S54031A*

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Instructions

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

2. أنا أعتقد بأن العمل في المطعم هو ممتع. وأنت ماذا تعتقد؟ [لماذا؟ لم لم لا؟/أي شيء آخر؟]

3. ما نوع العمل الذي مارسته شخصيًا؟ [أي شيء آخر؟]

4. ما العمل الذي تريد عمله في المستقبل؟ [أي شيء آخر؟]

5. هل العمل خلال نهاية الأسبوع جيد للشباب؟ [لماذا؟ لم لم لا؟/أي شيء آخر؟]
Instructions

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

• وصف الصورة

• رأيك في العمل الجماعي

• عمل قُمت به سابقاً في المدرسة، في البيت أو في مكان عملٍ مُستقبلي

• رأيك في العمل بدوام جزئي
Instructions

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

2. أنا أحبّ العمل الجماعي. وأنت؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. أخبرني عن عمل قُمت به سابقاً في المدرسة أو في البيت أو في مكان عمل.
[أيّ شيء آخر؟]

4. ما نوع العمل الذي تريد فعله في المُستقبل؟
[أيّ شيء آخر؟]

5. ما رأيك في العمل بدوام جزئي؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP3

Topic: What school is like

(Description: © Paul Baldesare/Alamy Stock Photo)

النَّظَرة على الصورة المرفقة واستعداد للإجابة عن الأسئلة التالية:

• وصف الصورة
• رأيك في الزي المدرسي
• ماذا فعلت في المدرسة يوم أمس
• كيف ستحتفل بانتهاء الامتحانات
• الأنشطة المدرسية المفضلة لديك

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

1. رأيك في الزي المدرسي؟
2. ماذا فعلت في المدرسة يوم أمس؟
3. كيف ستحتفل بنهاية الامتحانات؟
4. الأنشطة المدرسية المفضلة لديك.

الملاحظات:
- يجب أن تبدأ الشعبة النصية باستخدام السؤالات القاسمية المدرجة في الورقة المقابلة.
- يجب أن تدشين السؤالات على النحو المحدد.
- يتوجب على الشعبة النصية أن تستغرق ما بين ساعتين ونصف وثلاث دقائق.
- يجب أن تكون السؤالات والتعليقات المقيدة كما تقدم.
- لا يمكن للمتقدمين قراءة الجمل الممبرِمة كإجابة على السؤال.
- لا يمكن تقديم سؤالات إضافية ولا يمكن إعادة تعبير السؤال.
- يجب أن تكون الردود التفصيلية للمتقدمين يمكن التطور.
- يمكن أن تُكرَّر السؤالات والتعليقات ولكن لا أكثر من مرتين.

التعليمات:
- لا تحتاج إلى أي مواد إضافية.

الإجابة:

You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
You should ask the questions in the order given.
The picture-based task is recommended to last between two-and-a-half to three minutes.
The set questions and comments must be asked as they are presented.
Candidates must not read out whole, prepared sentences in answer to questions.
There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.
The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
1. صِف لـي هذه الصورة.
[أيّ شيء آخر؟]
في رأيي أنّ ارتداء الزيّ المدرسي في المدرسة هو فكرة جيّدة. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

2. لماذا؟ لِمَ لا؟/أيّ شيء آخر؟
ماذا فعلت في المدرسة يوم أمس؟
[أيّ شيء آخر؟]

3. ماذا ستفعل ل لتحتفل بنهيّة الامتحانات؟
[أيّ شيء آخر؟]

4. ماذا تحب أن تعمل في المدرسة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
Instructions

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

You do not need any other materials.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

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

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

   [Why? Why not?]

3. Tell me about your holidays last year.
   [What else?]

4. What activities will you be doing on your summer holidays?
   [What else?]

5. Do you think summer holidays are too long in your opinion? Why? Why not? / What else?
   [Why? Why not?]
أْنا أَحْبُ العُطَالِئ الـجَمَاعِيَّة. وأَنت ما رَأْيَك؟

أَخْبِرَنـِي عَن عُطَالِكَ فِي الـعَـاَم алـماضِي.

أَيّ شَيْءٌ أُخَر؟

لـِمَ لا؟/أَيّ شَيْءٌ أُخَر؟

ما هِي الأَنْشَطَتِي َّتُقَامُ بـِهِ فِي العُطَالِة صِيفِيَّة؟

أَيّ شَيْءٌ أُخَر؟

هل العُطَالِة صِيفِيَّة لَـمْ تَّدُلُّ عَـن كَانِيَّةٍ جَيْدَةٍ؟

لـِمَ لا؟/أَيّ شَيْءٌ أُخَر؟
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

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

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

أنا أعتقد بأنّه من الـمهمّ لـِجميع أفراد الأسرة أن يتناولوا الطعام سويّة. ما رأيك؟

2. أنا أعتقد بـأنه من المهمّ لـجميع أفراد الأسرة أن يتناولوا الطعام سويّة. ما رأيك؟ [لماذا؟ لـِمَ لا؟/أيّ شيء آخر؟]

ماذا أكلت في حفل عشاء خاص؟ [أيَّ شيء آخر؟]

3. ماذا أكلت في حفل عشاء خاص؟ [أيَّ شيء آخر؟]

ما هو الطعام الذي تريد تحضيره لأصدقاءك؟ [أيَّ شيء آخر؟]

4. ما هو الطعام الذي تريد تحضيره لأصدقاءك؟ [أيَّ شيء آخر؟]

هل تفضّل التسوق بواسطة الإنترنت أو في مخازن التسويق الكبيرة؟ [لماذا؟ لـِمَ لا؟/أيّ شيء آخر؟]

5. هل تفضّل التسوق بواسطة الإنترنت أو في مخازن التسويق الكبيرة؟ [لماذا؟ لـِمَ لا؟/أيّ شيء آخر؟]
Instructions

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

• وصف الصورة
• رأيك في العيش في المدن
• ماذا فعلت في منطقة مؤخرًا
• منطقة ترغب في زيارتها في المستقبل
• رأيك في الريف

الإجابة على الأسئلة:

1. الصورة تظهر مدينة كبيرة مع بنايات عالية ومباني سكنية.
2. يعتبر العيش في المدن جيدًا لأنها تحتوي على العديد من المرافق والخدمات.
3. مؤخراً، زرت منطقة البلادية التي تقع على بُعد قريب من البحر.
4. أنا غاضب من تناقص جودة المياه في المنطقة.
5. أنا متحمس لزيارته في المستقبل.
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP6

Topic: Town, region and country

1. صِف لي هذه الصورة.
   [أيّ شيء آخر؟]

2. أنا أحبّ العيش في المّدن. وأنت؟
   [لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. لماذا فعلت في منطقتك مؤخّراً؟
   [أيّ شيء آخر؟]

4. أيّ منطقة تحبّ زيارتها في المُستقبل؟
   [أيّ شيء آخر؟]

5. هل تحبّ الريف؟
   [لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
Instructions

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

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

نتمنى أن تنجح في هذا المقابلة!
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP7

Topic: Bringing the world together

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

(Source: © Cernan Elias/Alamy Stock Photo)
Instructions

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

- وصف الصورة
- رأيك في الهواتف النقّالة
- كيف استخدمت أجهزة الحاسوب مؤخرًا
- كيف ستستخدم التكنولوجيا في المُستقبل
- رأيك في شبكات الاتّصال الاجتماعية
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS FP8

Topic: Daily life

1. صِف لـِي هذه الصورة.
[أيّ شيء آخر؟]

2. أنا أحبّ الهواتف النقالة. وأنت ما رأيك؟
[لماذا؟ لـِمَ لا؟/أيّ شيء آخر؟]

3. أخبرني كيف استخدمت جهاز الحاسوب مؤخرًا.
[أيّ شيء آخر؟]

4. كيف ستستخدم التكنولوجيا في المُستقبل؟
[أيّ شيء آخر؟]

5. ما رأيك في شبكة الإنترنت؟
[لماذا؟ لـِمَ لا؟/أيّ شيء آخر؟]
Instructions

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

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

(الصورة: © Ton Koene/Alamy Stock Photo)
Instructions

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

2. أنا أعتقد بأن زي المدرسة الرسمي هو فكرة جيدة. وأنت ما رأيك؟ [لمَّاذا؟ لَمَ لا؟/أي شيء آخر؟]

3. ماذا فعلت في المدرسة الأسبوع الماضي؟ أخبرني عن ذلك. [أي شيء آخر؟]

4. ماذا تريد أن تدرس في العام الدراسي المقبل؟ [أي شيء آخر؟]

5. هل يعجبك عمل الواجبات المنزلية المدرسية؟ [لمَّاذا؟ لَمَ لا؟/أي شيء آخر؟]
Instructions

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

- وصف الصورة
- إعادة التدوير - رأي
- نوع التدوير الذي فعلته حديثاً
- ما ستفعله مُستقبلاً للمساعدة في نظافة مدرستك
- أيهما الأفضل - الذهاب إلى المدرسة بالسيرة أم مشياً على الأقدام
**Instructions**

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

2. أنا أعتقد بأن التدوير مهم جدا. وآنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. ما نوع التدوير الذي قمت بعمله حديثاً؟
[أيّ شيء آخر؟]

4. لماذا ستفعل مُستقبلا للمساعدة في الحفاظ على نظافة مدرستك؟
[أيّ شيء آخر؟]

5. في رأيك ما هو الأفضل - الذهاب إلى المدرسة بالسيارة أم مشياً على الأقدام؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
GCSE Arabic Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Foundation tier - Part 1

Role play – Foundation tier (10 marks)

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

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

Additional guidance on the mark scheme

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

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

Guidance on application of role play mark grid

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

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

1. زيارة للمدرسة - السبب مرحباً. كيف يمكنك مساعدتك؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0    | أنا أبحث عن المدرسة العربية.  
Highly ambiguous because of lack of verb |
| 1    | دورة اللغة العربية تعليم  
Communication is partially clear and a purpose is conveyed. Although the response is stilted, the response conveys enough meaning within the context of the role play for one mark.  
Communication is ambiguous. The word for (اللغة) is pronounced as (لغة) and this affects the clarity of communication. |
| 2    | أنا أبحث عن دورة لتعلم اللغة العربية.  
Clearly communicated despite the absence of the definite article ال (the) linked to اللغة العربية and  
Clearly communicated. |
ما طول المدة التي تريد أن تدرس فيها هنًا؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0    | آنا أتكئم اللغة العربية قليلاً.  
Highly ambiguous. The candidate appears to have misunderstood the question and the answer is irrelevant.  
No rewardable communication; the answer is unrelated to the prompt. |
| 1    | آنا أحب اللغة العربية لمدة خمسة أسابيع.  
Partially clear; incorrect use of the verb forces the listener to understand what is meant.  
Ambiguous. Response makes it unclear whether the student is in the area for one year or whether they want to study for one year. However response gives enough meaning within the context of the role play for one mark. |
| 2    | أريد أن أدرس لمدة خمسة أشهر.  
Clearly communicated.  
Clearly communicated. |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>عمرى ستة عشرة سنة. أنا ولدت في لندن.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication; although the candidate gives their age, this is not a response to the question asked.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication; the student gives the place of birth but not the date of birth as required by the question.</td>
</tr>
<tr>
<td>1</td>
<td>السنة ألفين وواحد.</td>
</tr>
<tr>
<td></td>
<td>Year two thousand and one.</td>
</tr>
<tr>
<td></td>
<td>Partially clear. The candidate has given a valid year but without further detail (i.e. the month).</td>
</tr>
<tr>
<td></td>
<td>Partially clear. The candidate has given the date of their birthday but not the year of their birth.</td>
</tr>
<tr>
<td>2</td>
<td>الخامس عشر من مايو.</td>
</tr>
<tr>
<td></td>
<td>مايو ألفين وواحد يوم خامس عشر.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated despite the word order.</td>
</tr>
</tbody>
</table>
4. تعلِّم اللغة العربية – لماذا

لماذا تريد أن تتعلَّم اللغة العربية؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>أريد أمل في ذِمي.</td>
</tr>
<tr>
<td></td>
<td>Incorrect pronunciation of العمل into أمل prevents communication.</td>
</tr>
<tr>
<td>1</td>
<td>أسافر في السيف إلى المغرب.</td>
</tr>
<tr>
<td></td>
<td>Partially clear. Travel to Morocco warrants one mark, but incorrect pronunciation of الصيف (summer) into السيف (sword) affects clarity of communication.</td>
</tr>
<tr>
<td>2</td>
<td>أريد أن أعيش في مصر.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated.</td>
</tr>
<tr>
<td>Mark</td>
<td>Descriptor</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>0</td>
<td>أدفع النقود؟ مائة جنيه.</td>
</tr>
<tr>
<td></td>
<td>Highly ambiguous. The student does not ask how much it costs but whether they have to pay at all. No rewardable communication. The student has misunderstood the prompt and has not asked a question.</td>
</tr>
<tr>
<td>1</td>
<td>كم تكاليف الدراسة يا صديقي؟</td>
</tr>
<tr>
<td></td>
<td>Partially appropriate as the term, ‘my friend,’ ياصديقي should only be used in informal contexts. Communication is ambiguous because of the use of the wrong question word, ‘when,’ rather than, ‘what’. However the response has enough meaning within the context to be awarded one mark.</td>
</tr>
<tr>
<td>2</td>
<td>كم تكاليف الدراسة؟</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated. Has asked a clear question. Clearly communicated.</td>
</tr>
</tbody>
</table>
Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | • Limited response to set questions, likely to consist of a single-word answer.  
      • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.  
      • A straightforward opinion may be expressed but without justification  
      • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 5–8  | • Responds briefly to set questions, there is much hesitation and continuous prompting needed.  
      • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.  
      • Straightforward, brief opinions are given but without justification.  
      • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 9–12 | • Responds to set questions with some development, some hesitation and some prompting necessary.  
      • Some effective adaptation of language to describe, narrate and inform in response to the set questions.  
      • Expresses opinions with occasional, brief justification.  
      • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 13–16| • Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.  
      • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.  
      • Expresses opinions and gives justification with some development.  
      • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |

Additional guidance

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

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.
### Picture-based task: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.  
• Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation. |
| 3–4  | • Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.  
• Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning. |
| 5–6  | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.  
• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 7–8  | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.  
• Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |

### Additional guidance

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

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

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

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.
Errors that **prevent meaning being conveyed**:  
- errors that mean the listener cannot understand the message  
- errors that convey the wrong message  
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb  
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
**Assessment criteria for the Foundation tier – Part 3**

**Conversation – Foundation tier (36 marks)**

There are three mark grids to be applied to this task:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

**Conversation: communication and content – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>• No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates limited information relevant to the topics and questions.  
     |     | • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.  
     |     | • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.  
     |     | • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 4–6  | • Communicates brief information relevant to the topics and questions.  
     |     | • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.  
     |     | • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.  
     |     | • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 7–9  | • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.  
     |     | • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.  
     |     | • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.  
     |     | • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 10–12| • Communicates information relevant to the topics and questions, with some extended sequences of speech.  
     |     | • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.  
     |     | • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.  
     |     | • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
**Additional guidance**

**Uses language creatively** – examples of creative language use are:
- Using language to create an effect
- Manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- Using language to express thoughts, ideas, feelings and emotions
- Using language to inform and narrate ideas, thoughts and points of view to maintain interest
- Applying a variety of vocabulary and structures to maintain interest
- Using language effectively to achieve more complex purposes, for example to interest, to convince.

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

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
### Conversation: interaction and spontaneity – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.  
     | Short, undeveloped responses, many incomplete.  
     | Isolated examples of ability to sustain communication, pace is slow and hesitant throughout. |
| 4–6  | Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.  
     | Short responses, any development depends on teacher prompting.  
     | Limited ability to sustain communication, pace is mostly slow and hesitant. |
| 7–9  | Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.  
     | Occasionally able to initiate and develop responses independently but regular prompting needed.  
     | Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 10–12| Responds spontaneously to some questions, interacting naturally for parts of the conversation.  
     | Sometimes able to initiate and develop the conversation independently, some prompting needed.  
     | Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |

### Additional guidance

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

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

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).
### Conversation: linguistic knowledge and accuracy – Foundation tier

<table>
<thead>
<tr>
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<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - Uses straightforward, individual words/phrases; limited evidence of language manipulation.  
- Limited accuracy, minimal success when referring to past, present and future events.  
- Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation. |
| 4–6  | - Uses straightforward, repetitive, grammatical structures.  
- Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.  
- Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning. |
| 7–9  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.  
- Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.  
- Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 10–12| - Manipulates grammatical structures with occasional variation, complex structures used but repetitive.  
- Generally accurate grammatical structures, generally successful references to past, present and future events.  
- Generally coherent speech although errors occur that sometimes hinder clarity of communication. |

### Additional guidance

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

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order  
- short, simple sentences that use a repetitive range of common, high-frequency structures  
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** the mark grid describes the frequency of errors and the impact that errors have on clarity.
Errors that **do not hinder clarity**:  
- errors that do not affect meaning, for example gender, adjectival agreements  
- infrequent errors that do not distract the listener from the content of what is being said.

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

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

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

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

Information

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

Advice

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

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

Information

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

Advice

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

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

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

Meals of the day

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Opinion 1</th>
<th>Opinion 2</th>
<th>Opinion 3</th>
<th>Opinion 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadia</td>
<td>صباح كل يوم، أحب أن أتناول فطوراً خفيفاً جداً. آكل البيض مع الشاي والحلب.</td>
<td>تتناول عائلتي الغداء في الساعة الواحدة، ولكنني لا أكون معهم. أتناول غداءً سريعاً في مكتبتي.</td>
<td>أحب أن أتناول العشاء مع عائلتي في وقت مبكر كل مساء. أتناول العشاء في الساعة السابعة كل يوم.</td>
<td>وجبتي المفضلة هي وجبة الغداء. أتناول غدائي كل يوم في مطعم المدرسة.</td>
</tr>
<tr>
<td>Sameer</td>
<td>تناول عائلتي الغداء في الساعة الواحدة، ولكنني لا أكون معهم. أتناول غداءً سريعاً في مكتبتي.</td>
<td>أحب أن أتناول العشاء مع عائلتي في وقت مبكر كل مساء. أتناول العشاء في الساعة السابعة كل يوم.</td>
<td>وجبتي المفضلة هي وجبة الغداء. أتناول غدائي كل يوم في مطعم المدرسة.</td>
<td></td>
</tr>
<tr>
<td>Dalal</td>
<td>أحب أن أتناول العشاء مع عائلتي في وقت مبكر كل مساء. أتناول العشاء في الساعة السابعة كل يوم.</td>
<td>وجبتي المفضلة هي وجبة الغداء. أتناول غدائي كل يوم في مطعم المدرسة.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mostafa</td>
<td>وجبتي المفضلة هي وجبة الغداء. أتناول غدائي كل يوم في مطعم المدرسة.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

You can use each person more than once.

Example: Nadia likes to have a light meal.

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

(Total for Question 1 = 6 marks)
A new school

2 Read the advert below.

There are more words than gaps.

Example: The new academy is in .......................... Sudan.  

(a) The academy is a ........................................ school. (1)

(b) Parents can apply to school by ............................. . (1)

(c) Applications are accepted on .............................. . (1)

(d) You can contact the school during the ........................... hours. (1)

(e) More information is available via ............................... . (1)

(Total for Question 2 = 5 marks)
A village for sale

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

A village for sale

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

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

(i) Where exactly in Dubai is the village located? (1)

..........................................................................................................................
..........................................................................................................................

(ii) Name one facility you can find at the village. (1)

..........................................................................................................................
..........................................................................................................................

(iii) What was the reason behind selling the village? (1)

..........................................................................................................................
..........................................................................................................................

(b) The article continues.

(i) Why do people like to live in the village? (1)

..........................................................................................................................
..........................................................................................................................

(ii) What does Mohammed hope the new owner will be like? (1)

..........................................................................................................................
..........................................................................................................................

(Total for Question 3 = 5 marks)
3 (b) The article continues.

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

(1)

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

(1)

(Total for Question 3 = 5 marks)
4. Read the extract below about a group of young people spending time on the beach.

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

عندما تعبوا، جلسوا يستمتعون بالطقس الجميل، ثمّ قال أحدهم: "تعالوا نصنع رَجلاً من الرَّمل". وبدأوا يجمعون الرَّمل المبلول بالماء إلى أن صنعوا على شكل جسم رجل.

 محمود: "لماذا وجهه حزين هكذا؟"

لينا: "ربّما من الحرّ".

نزار: "ربّما حزن لأنّنا صنعناه رَجلاً أصلع".

ضحك الأصدقاء، وابتعدوا عن التمثال وراحوا يرمونه بكرات من الرَّمل المبلول. لكنّ وجه التمثال ظلّ حزيناً.

Put a cross ☒ in the correct box.

Example: This story is about a…

☐ A man.
☐ B woman.
☐ C child.
☒ D statue.

(i) The friends do not know how to…

☐ A surf.
☐ B swim.
☐ C jump.
☐ D throw.
(ii) They played…

- [ ] A cricket.
- [ ] B volleyball.
- [ ] C football.
- [ ] D cards.

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

- [ ] A fine.
- [ ] B dry.
- [ ] C wet
- [ ] D coarse.

(iv) The statue’s face looked…

- [ ] A happy.
- [ ] B sad.
- [ ] C angry.
- [ ] D tired.

(v) The friends made the statue…

- [ ] A tall.
- [ ] B bald.
- [ ] C ugly.
- [ ] D small.

(Total for Question 4 = 5 marks)
A new shop opens

5 Read the advert below about a new shop.

هل يُعجبك أن تكون صديقاً للبيئة؟ هل تحب أن تساعد كوكبنا كوكب الأرض؟ هل تريد أن تسوق دون أن تدفع الكثير من المال؟ إذا، عليك زيارة محلنا الجديد. محل "البيت الأنيق" يقع في ضواحي المدينة. مصنوعة من المواد الطبيعية الصديقة للبيئة. لدينا الآن تخفيضات كبيرة على جميع المُنتجات، التخفيضات مستمرة حتى نهاية الشهر الحالي. عند زيارتك للبيت الأنيق تجدون كل ما تحتاجون إليه من مشروبات وأدوات منزلية بأسعار ممتازة جدًا. للمزيد من المعلومات قوموا بزيارة موقعنا على الإنترنت: البيت الأنيق. يُمكنكم أيضاً التسوق على الإنترنت من نفس الموقع.

(a) Where is the shop located? (1)

(b) As well as helping the environment, why would you shop here? (1)

(c) How can you find out more information about the shop? (1)

(Total for Question 5 = 3 marks)
Read the extract from the text about a traditional Arabic puppet show.

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

(b) Where does the man put his box?

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

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

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS
العمل في عيادة

الرسالة البريدية من سامية

من: سامية
إلى: أمينة
الموضوع: العمل في العيادة
مرحباً يا صديقتي،
سأقوم بخبرة عمل في نهاية الشهر القادم. لقد بحثت كثيراً في الجرائد المحلية. كما تعلمين، أنّ علم الأحياء هو موضوعي المفضل، وأنا أحلم أن أصبح طبيبة في المستقبل. أعتقد أنّ العمل في العيادة الطبية القريبة من بيتنا سيكون س Uintający كثيراً، وخصوصاً في التعامل مع المرضى وفي التحوّد على العمل مع فريق. سوف أداوم كل يوم من الساعة الثامنة صباحاً وحتى الساعة الثامنة مساءً.

اكتبي لي عن مكان خبرتك للعمل.

صديقتك سامية

أكمل الجمل التالية بما يناسبها من الكلمات أو العبارات التالية:

- الجماعي
- الأدبية
- الصحف
- الجماعي
- الأسبوعي
- البعيد عن
- الماضي
- الفردي
- العلامة
- العلمية
- الخبرة العملية
- المهنة
- المتابعة

بحثت سامية عن أماكن لخبرة العمل في...

تقوم سامية بخبرة العمل نهاية الشهر...

العيادة الطبّية التي اختارتها سامية...

تحبّ سامية المواد...

الخبرة العملية ستُفيد سامية في اكتساب خبرة...

تعمل سامية في العيادة...

사항 وغيرها من الجمل...

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic
Sample Assessment Materials – Issue 2 – June 2018 © Pearson Education Limited 2018
أكمل الجمل التالية بما يناسبها من الكلمات أو العبارات التالية:

مثال: تبحث سامية عن أماكن لخبرة العمل في الصحف.

(1) تقوم سامية بخبرة العمل نهاية الشهر.
(a)
(1) العبادة الطبية التي اختارتها سامية.
(b)
(1) تحب سامية المواد.
(c)
(1) الخبرة العملية ستُفيد سامية في اكتساب خبرة في العمل.
(d)
(1) تعمل سامية في العيادة.
(e)

(Total for Question 7 = 5 marks)
مدينة مراكش المغربية

1. قرأ الإعلان التالي المنشور في صحيفة عربية، ثمً أجب عن الأسئلة التي تليه:

تُعتبر ساحة "الفناء" ومسجد "الكتيبة" من أبرز الأماكن في المغرب وتحديداً في "مراكش". يُمكنك اكتشاف المدينة دون دفع تكاليف مرتفعة. وأيضاً يُمكن للسائح الاستمتاع بمحلّات الأحذية المغربية الجميلة، والاطباق الملونة والسجاد القديم.

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

ومن أهمّ القصور قصر البادي، الذي يتميّز بالغرف المبنية في القَبو، والمتحف الجميل. وهناك أيضاً قصر بالمأمونية الذي استضاف أشخاصاً معروفين مثل "شارلي شابيل" و "وستون تشرشل".

مثال: مسجد "الكتيبة" من ................. الأماكن في المغرب

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) التعرف على المدينة ................</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>أعلاً</td>
<td>أقدَم</td>
<td>أجمل</td>
<td>أحمَل</td>
</tr>
<tr>
<td></td>
<td>غال</td>
<td>مجان</td>
<td>رخيص</td>
<td>سهل</td>
</tr>
</tbody>
</table>

2. (Total for Question 8 = 5 marks)
لا يمكنني قراءة النص العربي المكتوب بالخط العربي. من فضلك قم بتحويل النص إلى نص均可读的，然后我会回答你的问题。

1. 가장 많이 토요트된 도시는 도시의 운전 중에서 중이十分重要입니다.

2. 다음 중 도시의 운전 중에서 중이十分重要입니다.

3. 도시의 운전 중에서 중이十分重要입니다.

4. 도시의 운전 중에서 중이十分重要입니다.

5. 가장 많이 토요트된 도시는 도시의 운전 중에서 중이十分重要입니다.

6. 가장 많이 토요트된 도시는 도시의 운전 중에서 중이十分重要입니다.

(Total for Question 8 = 5 marks)
9 اقرأ هذه الإعلانات من بعض مكاتب السفر عن رحلات متوقعة لديهم.

<table>
<thead>
<tr>
<th>الطّب للاسياحة والسفر</th>
<th>مكتب السعادة للسفر</th>
<th>سفريّات الأحلام</th>
<th>مكتب الأمان للسياحة</th>
</tr>
</thead>
<tbody>
<tr>
<td>عندنا رحلات لغطيلة الصيف المُقبل لزيارة أهمّ الأماكن السياحية في القاهرة مثل الأهرامات. رحلتنا تتضمن إقامة في فندق خمس نجوم في وسط العاصمة.</td>
<td>تتوفر لدينا رحلات لزيارة تونس. رحلتنا على الشاطئ، حيث يُمكن لكم الاستمتاع بالطقس الجميل. رحلتنا تتضمن وجبة الفطور فقط.</td>
<td>توجد لدينا رحلات في عطلة الربيع القادم إلى شرم الشيخ في مصر. رحلاتنا تشمل الحقول وتسلق الجبال ومشاهدة المناظر الرائعة.</td>
<td>تُوجد لدينا رحلات في عطلة الربيع القادم إلى شرم الشيخ في مصر. رحلاتنا تشمل الحقول وتسلق الجبال ومشاهدة المناظر الرائعة.</td>
</tr>
</tbody>
</table>

ما هو مكتب السفر المناسب؟ اختر من بين هذه المكاتب: الطّب للاسياحة والسفر، مكتب السعادة للسفر، سفريّات الأحلام، مكتب الأمان للسياحة. يُمكنك استخدام الإجابة أكثر من مرة.

مثال: الإقامة في فندق خمس نجوم متوقعة من الطّب للاسياحة والسفر.

(1) [a] هناك أسرة تبحث عن رحلة فيها نشاطات للأولاد  

(1) [b] إذا كنت تبحث السباحة في البحر عليك أن تختار  

(1) [c] الأشخاص الذين يرغبون زيارة الأماكن الأثرية يُمكنهم الذهاب مع  

(1) [d] لديها رحلات للاستمتاع بجمال الطبيعة.

(1) [e] تتوفر وجبة طعام واحدة كل يوم.

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
10 Translate this passage into English.

في وقت فراغي أحب أن ألعب كرة السلة. أذهب إلى النادي الرياضي القريب من بيتي بالحافلة رقم 9. تستغرق الرحلة حوالي ربع ساعة. السبت الماضي، ذهبت مع أخي الصغير للسباحة. الرياضة مفيدة لأنها تقوي الجسم.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS
There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Arabic word or name.

SECTION A

Question number | Answer | Mark
---|---|---
1(a) | Musta | (1)
1(b) | Dalal | (1)
1(c) | Sameer | (1)
1(d) | Nadia | (1)
1(e) | Musta | (1)
1(f) | Dalal | (1)
2(a) | mixed | (1)
2(b) | telephone | (1)
2(c) | Tuesdays | (1)
2(d) | morning | (1)
**GCSE Arabic Foundation tier**

**Paper 3 mark scheme**

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

**SECTION A**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>Mustafa</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>Dalal</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>Sameer</td>
<td>(1)</td>
</tr>
<tr>
<td>1(d)</td>
<td>Nadia</td>
<td>(1)</td>
</tr>
<tr>
<td>1(e)</td>
<td>Mustafa</td>
<td>(1)</td>
</tr>
<tr>
<td>1(f)</td>
<td>Dalal</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>mixed</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>telephone</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>Tuesdays</td>
<td>(1)</td>
</tr>
<tr>
<td>2(d)</td>
<td>morning</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2(e)</td>
<td>email</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(i)</td>
<td>it is situated in East Dubai</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(ii)</td>
<td>a school/a mosque/a petrol station</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(iii)</td>
<td>the owner has died/Sheikha Munira died/Munira died</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(i)</td>
<td>because the house rent is cheap</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(ii)</td>
<td>Any one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be as good/nice as the previous owner (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be like the old owner (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be kind/giving (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>4(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(a)</td>
<td>in the outskirts of town</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>discounted products/natural products</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5(c)</td>
<td>by visiting the website/shop’s website</td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>Any one of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• very happy (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• they scream (1)</td>
<td></td>
</tr>
<tr>
<td>6(b)</td>
<td>on a (beautiful) rug</td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>stories to watch</td>
<td>(1)</td>
</tr>
<tr>
<td>6(d)</td>
<td>to pay money</td>
<td>(1)</td>
</tr>
</tbody>
</table>
## SECTION B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td>المقبل</td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>قريبة من</td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>العلمية</td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>الجماعي</td>
<td>(1)</td>
</tr>
<tr>
<td>7(e)</td>
<td>يوميا</td>
<td>(1)</td>
</tr>
<tr>
<td>8(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>8(v)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)</td>
<td>مكتب الأمن للسياحة</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9(b)</td>
<td>سفريات الأحلام</td>
<td>(1)</td>
</tr>
<tr>
<td>9(c)</td>
<td>الطيب للسياحة والسفر</td>
<td>(1)</td>
</tr>
<tr>
<td>9(d)</td>
<td>مكتب السعادة للسفر</td>
<td>(1)</td>
</tr>
<tr>
<td>9(e)</td>
<td>سفريات الأحلام</td>
<td>(1)</td>
</tr>
</tbody>
</table>
SECTION C

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication.</td>
</tr>
<tr>
<td>1–2</td>
<td>Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.</td>
</tr>
<tr>
<td>5–6</td>
<td>The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.</td>
</tr>
<tr>
<td>7</td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.</td>
</tr>
</tbody>
</table>
In my spare time I love to play basketball. I go to the sports club near my house by bus number 9. The trip takes about a quarter of an hour. Last Saturday I went swimming with my little brother. Sport is useful because it strengthens the body.
تُشارك في مهرجان الأغنية العربية في مدينة القاهرة ثم تُرسل هذه الصورة لأصدقائك على شبكات التواصل الاجتماعي. صِف الصورة وأعطِ رأيك في الموسيقى.

(Total for Question 1 = 12 marks)
الدراسة في الأردن

انت ذاهب للدراسة في الأردن.

اكتب رسالة رسمية إلى مدير المدرسة الثانوية هناك.

يجب أن تحتوي رسالتك على النقاط التالية:

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

أكتب ما بين 40-50 كلمة باللغة العربية.

السيد المدير

مع الشكر الجزيل

(Total for Question 2 = 16 marks)
Choose either Question 3(a) or Question 3(b).

حدث رياضي عالمي

وصلتك رسالة إلكترونية من صديقك العربي سليمان يسأل عن الحدث الرياضي العالمي الذي ذهب إليه.

اكتب ردًا غير رسمي إلى سليمان.

يجب أن تحتوي هذا الرد على النقاط التالية:

• كيف عرفت عن الحدث
• الرياضة المفضلة لدى الناس في بلدك
• أهمية الرياضة في حياة الشباب
• نشاط رياضي تريد أن تشارك فيه في المستقبل.

اكتب ما بين 80–90 كلمة باللغة العربية.
رسالة إلكترونية من صديقك العربـي سُليمان يسألك عن الـحدث الرياضي العالـمي الذي ذهبت إليه.

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

حدث رياضي عالـمي

ان يـحتوي هذا الردّ على النقاط التالية:

باللغة العربية.

الرياضة الـمفضّلة لدى الناس في بلدك

اكتب ردّاً غير رسـمي إلى سُليمان
طلَّومات الشباب

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

اكتب مقالًا غير رسمي للشباب وأرسله إلى هذا الموقع.

يجب أن يحتوي مقالك على النقاط التالية:

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

اكتب ما بين 80-90 كلمة باللغة العربية.
طموحات الشباب

أهمية أن يكون لدى الشباب طموح أو لا

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(a) I love travel.

(b) I often go to Beirut.

(c) Many tourists go there.

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

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

(Total for Question 4 = 12 marks)
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General guidance on using levels-based mark schemes

Step 1 Decide on a band
- You should first consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark
- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
GCSE Arabic Foundation tier

Paper 4 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

Question 1: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Some relevant, basic information without development</td>
</tr>
<tr>
<td></td>
<td>Uses language to inform, give short descriptions and express opinions with limited success</td>
</tr>
<tr>
<td></td>
<td>Uses limited selection of common, familiar vocabulary and expression with frequent repetition</td>
</tr>
<tr>
<td>3–4</td>
<td>Mostly relevant information, minimal extra detail</td>
</tr>
<tr>
<td></td>
<td>Uses language to give short descriptions, simple information and opinions with variable success</td>
</tr>
<tr>
<td></td>
<td>Uses small selection of common, familiar vocabulary and expression with some repetition</td>
</tr>
<tr>
<td>5–6</td>
<td>Relevant information with occasional extra detail</td>
</tr>
<tr>
<td></td>
<td>Uses language to give short descriptions, simple information and opinions with some success</td>
</tr>
<tr>
<td></td>
<td>Uses small selection of common, familiar vocabulary and expression with little repetition</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>Produces simple, short sentences in isolation</td>
</tr>
<tr>
<td></td>
<td>Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>3–4</td>
<td>Produces simple, short sentences with little linking</td>
</tr>
<tr>
<td></td>
<td>Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</td>
</tr>
<tr>
<td>5–6</td>
<td>Produces simple sentences with some linking</td>
</tr>
<tr>
<td></td>
<td>Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</td>
</tr>
</tbody>
</table>

Additional guidance

Straightforward grammatical structures are considered to be:

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

Errors:

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

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

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

NB: these are examples only and do not constitute a finite list.
Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Produces simple, short sentences in isolation  
      - Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4  | - Produces simple, short sentences with little linking  
      - Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6  | - Produces simple sentences with some linking  
      - Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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

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

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

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

**NB**: these are examples only and do not constitute a finite list.
Question 2 – Foundation tier (16 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

Question 2: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | Limited information given, likely to consist of single words and phrases  
      | Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
      | Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
      | Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | Some brief information given, basic points made without development  
      | Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
      | Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
      | Occasional appropriate use of register and style |
| 5–6  | Some relevant information given appropriate to the task, basic points made with little development  
      | Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
      | Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
      | Mostly appropriate use of register and style, mostly sustained |
| 7–8  | Relevant information given appropriate to the task, basic points made with some development  
      | Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
      | Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
      | Appropriate use of register and style sustained |
Additional guidance

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

**Register and style definition:** formal register and style includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments, and writing in a conversational style.
**Question 2: linguistic knowledge and accuracy mark grid – Foundation tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Repetitive use of minimal selection of straightforward grammatical structures  
      • Produces individual words/set phrases  
      • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | • Use of a restricted range of straightforward grammatical structures, frequent repetition  
      • Produces simple, short sentences, which are not linked  
      • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | • Uses straightforward grammatical structures, some repetition  
      • Produces simple, short sentences with minimal linking  
      • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8  | • Uses straightforward grammatical structures, occasional repetition  
      • Produces predominantly simple sentences occasionally linked together  
      • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

**Additional guidance**

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: the mark grid describes the frequency of errors and the impact that errors have on coherence.

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

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

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

**NB**: these are examples only and do not constitute a finite list.
Question 3 – Foundation tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

Question 3: communication and content mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates brief information relevant to the task with little development  
      - Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
      - Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
      - Variable use of appropriate register and style |
| 4–6  | - Communicates information relevant to the task, with development of the occasional key point and idea  
      - Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful  
      - Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
      - Appropriate use of register and style is evident but with inconsistencies |
| 7–9  | - Communicates information relevant to the task, with development of some key points and ideas  
      - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      - Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      - Appropriate use of register and style is evident but with occasional inconsistency |
Question 3 – Foundation tier (20 marks)

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

- Communication and content
- Linguistic knowledge and accuracy.

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

This question requires students to write in an informal style (see Additional guidance). The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 3: Communication and Content Mark Grid – Foundation Tier

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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1-3</td>
<td>Communicates brief information relevant to the task with little development; Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification; Expresses straightforward thoughts and ideas; uses common, familiar language with repetition; Variable use of appropriate register and style</td>
</tr>
<tr>
<td>4-6</td>
<td>Communicates information relevant to the task, with development of the occasional key point and idea; Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful; Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language; Appropriate use of register and style is evident but with inconsistencies</td>
</tr>
<tr>
<td>7-9</td>
<td>Communicates information relevant to the task, with development of some key points and ideas; Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions; Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language; Appropriate use of register and style is evident but with occasional inconsistency</td>
</tr>
<tr>
<td>10-12</td>
<td>Communicates information relevant to the task with expansion of key points and ideas; Effective adaptation of language to narrate, inform, interest and give convincing personal opinions; Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language; Appropriate use of register and style throughout with minimal inconsistency</td>
</tr>
</tbody>
</table>

### Additional guidance

**Creative language use** – examples of creative language use are:

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

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

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

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewarable material</td>
</tr>
</tbody>
</table>
| 1–2  | • Uses straightforward grammatical structures, some repetition  
     | • Produces brief, simple sentences, limited linking of sentences  
     | • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4  | • Uses mostly straightforward grammatical structures, occasional repetition  
     | • Produces occasionally extended sentences linked with familiar, straightforward conjunctions  
     | • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6  | • Different examples of straightforward grammatical structures are evident  
     | • Produces some extended sentences that are linked with familiar, straightforward conjunctions  
     | • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8  | • Some variation of grammatical structures, occasional complex structure  
     | • Produces frequently extended sentences, well linked together  
     | • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

**Additional guidance**

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

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

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

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

**NB**: these are examples only and do not constitute a finite list.
Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>أحب السفر (أنا)</td>
</tr>
<tr>
<td>4(b)</td>
<td>أذهب إلى بيروت كثيراً / كثيراً ما أذهب إلى بيروت</td>
</tr>
<tr>
<td>4(c)</td>
<td>يذهب إلى هناك الكثير من السياح</td>
</tr>
</tbody>
</table>

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

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<tbody>
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<td>1</td>
<td>Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
<tr>
<td>2</td>
<td>The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>3</td>
<td>The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</td>
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<td>4(d)</td>
<td>أزور الكثير من الأماكن تاريخية هنا وقفاً تبعاً</td>
</tr>
<tr>
<td>4(e)</td>
<td>أستمتع بالسفر وحدي لكن الآن أفضل السفر مع أصدقائي لأني أكثر متعة</td>
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Additional guidance

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SECTION A
مَدْرَسَتِي الثَّانِويَة

Question 1

Example

أنا أحبّ درس الرسم ولكني أُعشق اللغة العربية.

Question 1

لمعلَمونَ جيّدونّ في الشرح ولكن الدروس ليست ممتعة. المكتبة عُنيفة ولها خمس أجهزة حاسوب فقط. لدينا قاعة جيدة للفُكر الأدبي. هناك مجموعة واسعة من الألعاب ولكن لا أستَرِك بها. يُنْتِظِيم الكثيّر من الذهاب وأنا أحبّها كثيرا! تُحْتَدِمى الواجِبات المدرسية. أنا أُعتُبّرها بسرعة. يستغرق متي الوصول إلى المنزل ساعة كاملة في الحافلة. إنها رحلة طويّة حقاً.

نمُوذج جديد للهاتف الذكي

Question 2

Example

هل أنت تعبد من نموذج هاتفنا السابق؟ هو رخيص الثمن ولكنه ضخم الحجم.

Question 2

هاتفنا المحمول الجديد هو أصغر بكثير من القديم وأكثر سرعة. لن يكفل الهاتف الجديد أي شيء عند تحميل الموسيقى من الإنترنت، ولن تدفع الكثير لإرسال الرسائل النصية. لن تُعَدِّم أبداً بضَع الشُركات الأخرى توفر بطانيات رفيعة. بطانيتاً أعلاه ثمانياً لأنها تستغرق فترة أطول عند الاستعمال. قم بزيارة صفحتنا على الإنترنت وسترى بأننا قد فتحنا الآن قسمنا جديداً لخدمة الزبائن بصورة أسرع.

هذا المحمول هو الهاتف المناسب لك!
SECTION B
The importance of learning other languages

Question 3
Example

لا يُشجعُ مُعظمُ الطلابِ على تعلمُ اللغاتِ الأخرى في مُدارسهم لأنَّ هذا ليس إجباريًا أو لكونه صعبًا جدًا. هُناك العديد من الأسباب لدراسة اللغات الأجنبية. إن التكلّم بعدة لغات يساعِد الإنسان على وضع الخطط المهنية للمستقبل. كما أن العديد من الشركات تفضّل تعيين الموظفين الذين يستطّعون التكلّم بأكثر من لغة واحدة، لأن ذلك سيساعد على التحاط بمع الشركّات الأجنبية. وهي أحد أفضل الطرق للقاء الناس من مختلف الأجناس!

My primary school

Question 4
Example

مَدرَستي الابتِدايَّةُ كانت صَغِيرةً: مَدرَستي الثانويَّة كَانَت صَغِيرةً جَدًا. أنا آمسي في مَديَّةَ دُبَي وآذهَبُ إلى الثانويَّةِ هُناك. آذهُبُ إلى المَدرسة بِالحافِلة: أنا رياضيّ، وآلعَبُ الكُرة الطائِرةَ وَكُرة القَدَمِ مَعَ أَصدِقائي الـجُدُد. فِي الـمَدرسة الابتِدايَّةِ لَم أُكَن أُمارِسُ الرِّياضة لَقَدْ كَتَنُ كَسلان إلى حَدٍّ ما. كُنتُ أُحِبُّ أَكلَ البِيتْزا فِي الـمَطعَم، وَكُنتُ أَقضِي مُعظَم وَقتِي فِي اللَّعِب بِالسَّيَّاراتِ الصَغِيرة. الآن لَدَيَّ الـمَزِيدُ مِنَ الدُّرُوسِ وآعمَلُ أَكثرَ مِن قَبل.
Celebration at an exchange school

Question 5

نـَحتَفِلُ اليَومَ مَعَكُم جَمِيعاً فِي هَذا التَّجَمُّعِ الأَخِيرِ لِلسَّنةِ الدِّراسِيَّةِ لـِمَدرَسَتِنا بِعِدَّةِ إنجازاتٍ حَقَّقَها طُلاَّبُنا الأَعِزّاءً.

مَبرُوك لـجَمِيعِ طَلَبةِ السَّنةِ النِّهائِيَّةِ، الَّذِينَ نـَجَحُوا بِتَفَوُّقٍ بَعدَ الكَثِيرِ مِنَ الـجُهدِ وَالعَمَلِ الـمُستَمِرّ، وَحَصَلُوا عَلى كَأسٍ بُطُولةِ ثانويَّاتِ تُنِس. وَأَخِيراً فِإِنَّ السَّفراتِ الَّتِي قامَت بِـها الـمَدرَسَةُ هَذِهِ السَّنةَ كانَتْ ناجِحةً جِدًّا، خاصَّةً سَفرةُ السَّنةِ التاسِعَةِ إلى لُندَن. نـَحنُ نَفخَرُ بِسُلُوكِ الطُّلاَّبِ الَّذِينَ قامُوا بِتَمثِيلِ مَدرَسَةِ أَهلكُم وَأَصدِقائِكُم.

Shamm Al-Naseem

Question 6

Example

أنا مصريّةٌ وَأَعِيشُ فِي مَدِينةِ القاهرة. فِي فَصلِ الرَّبِيعِ يـَحتَفِلُ شَعبُنا بـِمُناسَبةٍ مُهِمَّةٍ تُسَمَّى:

فِي جَهَدٍ وَرائِحةِ النَّسِيمِ الطَّيِّبةِ مَعَ شُرُوقِ الشَّمسِ يَومَ الـحتِّفالِ يـَخرُجُ الناسُ إلى الـحَدائِقِ وَشارِعِ النَّهرِ حامِلِينَ أَنواعاً مِنَ الأَطعِمةِ وَالـمأْكُولاتِ، بَعضُهُم يـَتَبادَلُ التَّهانـِيَ وَالـحَلَوِيَّات. بَعضُهُم يـَتَنَزَّهُ عَلى ضِفافِ نَـهرِ النِّيلِ لِيَتَمَتَّعُوا "بِشَمِّ النَّسِيم"، وَمِنهُم مَن يُسافِرُ إلى الـرِّيفِ، وَهَـي عاداتٍ يـُحتَفِظُ بِها المِصرِيُّونَ حَتَّى هَذَا اليَوم.

Question 7

فَلَمّا كُنْتُ طَفِلاً؟

بَدَأْتُ أَذهَبُ مَعَ أَبِي إلى مَصنَعِ السَّتائِرِ الَّذِي يـَملُكُهُ. لَدَيهِ عَمَلٌ تِـجارِيٌّ ناجِحٌ جِدًّا، وَأَنا كُنتُ دائِماً:

أَحلَمُ بِأَن أَكُونَ مِثلَه. وَالآن، بَعدَ أَن حَقَّقتُ نـَجاحاً كَبِيراً فِي امـتحاـناتِ الثَّانَوِيَّةِ العامَّة، أُرِيدُ أَن أَذهَبَ إلى الـجامِعةِ لِدِراسةِ الـهَندَسة.

أَيُّ فَرعٍ مِنَ الـهَندَسةِ وَلـِماذا؟

الـهَندَسةُ الـمِيكانِيكيَّةُ لِكَي أَستَطِيعَ أَن أَعتَنـِي بـِمَكائِنَ مَصنَعِ أَبِي. أَنا الآنَ أَشعُرُ بِأَنَّهُ طالَما هُناكَ الفُرصةُ وَالدَّعمُ مِنِ عائِلَتِي، يـُمكِنُنـِي السَّعيُ لِتَحقِيقِ أَحلامِي وَأُصبِحُ رَجُلَ أَعمالٍ ناجِحاً بِاعتِقادِك، مَتى سَيتَحَقَّقُ هَذا الطُّمُوح؟

لا أَعتَقِدُ بِأَنَّ هُناكَ حُدُوداً لِطُمُوحِ شَخصٍ ما. إِذا كانَت لَدَيكِ الرَّغبةُ وَالوَسائِلُ اللاَّزِمةُ لِلنَّجاح، فَإِنَّهُ سَيأْتِي بِدُونِ شَكّ. الدَّافِعُ وَالطُّمُوحُ هُـما شَرطانِ أَساسِيَّانِ لِتَنفِيذِ ذَلِك.
Ambitions

Question 7

ماذا كانَ حَلمُكَ عِندَما كنتَ طُفلاً؟

بين 17 و 13 بَدَأْتُ أَذْهَبُ مَعَ أَبِي إلى مَصْنَعِ السَّتائِرِ الَّذِي يَمْلِكُهُ. لَدَيْهِ عَمَلٌ تِجَارِيٌّ ناجِحٌ جَدّاً، وَأَنا كنتُ دَائِمًا أَحْلَمُ بَأن أَكُونُ مَثَلَهُ. وَالآن، بَعْدَ أَنْ حَقَقْتُ نَجَاحاً كَبِيرَاً فِي امَتحاناتِ الثانِوِيَّةِ العَامَّة، أُرِيدُ أَن أَذْهَبَ إلى الجَامِعَةِ لِدِراَسَتِهِ الْهَنْدَسِيَّةِ.

أْيُّ فَرعٍ مِن الْهَنْدَسِةِ وَلِمَاذا؟

الْهَنْدَسَةُ الْمِيْكَانِيَّةِ لِكِي أَسْتُطِيعَ أَنْ أَعْتَنِي بِمَكَانٍ مَصْنَعٍ أَبِي. أَنا الآنُ أُشْعُرُ بِأنَّهُ طَالَما هُناكُ الفَرصةُ وَالْدَعْمُ مِنْ عائِلَتِي، يُمْكِنُني السَّعِي لِتَحْقِيقِ أَحْلَامِي وَأَصْبُحُ رَجُلً مَهْنِئَةً نَاجِحاً.

بَعْدَ اسْتِطْعَمَك، مَتى سَيَتَحْقَقُ هَذَا الْطَءْوُحُ؟

لا أَعْقِدُ بَأَنَّ هُناكُ حُدُودًا لِطَءْوُحٍ شَخْصٍ مَا. إِذَا كَانَتِ لَدِيَكُ الرَّغْبَةُ وَالْوَسَائِلُ الْلَازِمَةُ لِلْنَجَاحِ، فَإِنَّهُ سَيَائِبُ يَدْعُونِ شَكّ. الدَّافِعُ وَالْطَءْوُحُ هُما شَرَائِطُ أسَاسِيَّةٍ لِتَنفِيذِ ذَلِكَ.
My trip to Beirut

Question 8

Example

اسمي جميل منصور. الزِّيارَةُ الوَحِيدةُ الَّتِي قُمْتُ بها إلى مَدِينةِ بَيْرُوت كانت في ربيع عام 2012.

Question 8 Part (a)

كان مُعي في السَّفرة رَوحتي وآبتي الصغير. كان أُول شيء فعلناه عند وصولنا بَيْرُوت هو النَّبضَ عن فندق مريح.

في اليوم الثانيُّ ذهَنا لزِيارة مَغارة "جعِيتا" وأُمي نَقْتُ على بُعد عشَرين كيلومترًا إلى الشمال من مَدِينة بَيْرُوت. يُعتبرها اللبنانيُّون من عجائب الطَّبيعة الخلابة التي تكوّنت داخل الجِبَل خلال آلاف السنين.

اشترينا تذكير الدخول. كان ثَـمنُ التَذكِرةِ عِشرِين دُولارًا للكِبار وِخَمسة دُولاراتِ للصِغار.

Question 8 Part (b)

عندما دُخَلنا المَغارة تَعجَّبنا بِشِباَرها وآثِرها المَثير. هي تَحتوي على مَغارة سَفلى داخلها جَدول ماء وَتَذهَب إلَيها بالقارب. وأُخرى عَليا تَصعدٌ إلَيها تُصعد على الأقدام.

علَمنا من المَرشِد السياحي بأنَ الآلاف من السياح يأتون لزيارَة المَغارة خاصَّةً في الصيف.

دامَت الزِّيارة نِصف يومٍ تقريبًا.

وَأَنتَ يا سَرمَد؟

رأيك في رَأيِكِ يا إيناس؟

أَعتِقِدُ بِأَنَّ السَّبَب الرَّئِيسِي لِتَلَوُّثِ البِيئةِ هُو الناسُ الَّذِينَ لا يَهتَمُّونَ بالعناية بِهَا. إنهم يُلقون الأَوْساخ في كلِّ مَكانٍ وَيَقطنون الأَشجار. الهواء كثير التلوّث والأسماك تموت.

أَنا أَظُنُّ بِأنَّ الصّناعة هِي السَّبَب الرَّئِيسِيُّ لِتَدمِيرِ البِيئة وأيضاً الحكومات التي لا يهتم بِالبيئة. إنَّ الغَازاتِ الَّتِي تُطلِقُها المصانِع تُلَوُّثُ الهَواء وَتُدَمِّرُ البِيئة. كَما أَنَّ دُخان السَّيَّارات يَضُرُّ بِالجَوِّ وَبِصِحَّةِ الإنسان.

رأيك في رَأيِكِ يا إيناس؟

أَعتقدُ بِأَنَّهُ يَجِبُ عَلى الناسِ أن يَتَثَقَّفُوا بالعناية بِالبِيئة وَعَدَمِ رَميِ الأَوْساخ عَلى الأَرض. عَلَينا أَن نَحفَظَ عَلى الأَشجار وَالنَّباتات، وَأَن نَساعِدَ في وَقفِ تَلوُثِ المِياهِ في الأَنهر وَالبِحار.

رأيك في رَأيِكِ يا إيناس؟

رأيي أَنَّهُ يَجِبُ عَلى الحكومات أَن تَفهَمَ حَجمَ الضَّرَرِ الَّذِي تُسَبِّبُهُ الصِّناعة لِلبِيئة وَالعَمَل عَلى وَقفِ أو تَقلِيلِ الغازات السَّامَّة الَّتِي تُعطِيها المصانِع إلى الجَوّ. عَلَيها الـمُساعَدةُ في تَنظِيفِ مِياهِ الأَنهاِر وَالبِحار. كَما يَجِبُ تَشجِيعُ الناس عَلى إعادةِ تَدوِيرِ المَواد المستعملة!
Question 9 Part (a)
ما رأيك في أسباب تلوث البيئة يا إيناس؟

أعتقد بأن السبب الرئيسي لتلوث البيئة هو الناس الذين لا يهتمون بالعناية بها. إنهم يلقون الالości والأشياء في كل مكان ويطعمون الأشجار. الهواء كثير التلوث والأسماك تموت.

وأنت يا سرمد؟

أنا أظن بأن الصناعة هي السبب الرئيسي لتدمير البيئة وأيضاً الحكومات التي لا تهتم بالبيئة. إن الغازات التي تطلقها المستشفيات تلوث الهواء وتدمير البيئة. كما أن دخان السيارات يضر بالجو وصحة الإنسان.

Question 9 Part (b)
ما هو الحل في رأيك يا إيناس؟

أعتقد يجب على الناس أن يتحمسوا على العناية بالبيئة وعقم الالości والتخلص من الأشجار والنباتات. وأن نساعد في وقف تلوث المياه في الأنهر والبحار.

وأنت يا سرمد؟

رأيي أن يجب على الحكومات أن تفهم ضرر الصناعة والعمل على وقف أو تقليل الغازات الصامتة التي تعطيها المصالح إلى الهواء. علينا المساهمة في تنفيذ مياه الأنهر والبحار. كما يجب تشجيع الناس على إعادة تدوير المواد المستعملة!
لقد بدأت عملي في مخيم اللاجئين في الأردن.

**Part (i)**

نحن ثلاثون متطوعاً لرعاية مائة وخمسين عائلة. وأنا على العناية بخمس عائلات.

أعمال خلال النهار في قسم روضة الأطفال التابعة لمدرسة المخييم. أقوم بتدريس الأطفال القراءة والكتابة باللغة العربية. الأطفال يحبون التعلم. في المساء أقوم بزيارة العائلات التي في رعايتى لعرفة ما يحتاجون إليه. وأنا أحاول أن أساعدهم بما استطع.

**Part (ii)**

إحدى الأمهات أسّسها زينب أصبحت صديقتي. هي تعمل على حمل أكياس المساعدات على مدار يومي للعائلات. أحياناً نجلس مع هذه العائلات وتبادل الأحاديث عن الأهل والوطن المستقبلك.

إن العمل التطوعي بالنسبة لي هو الخطوة الأولى نحو عمل عظيم في العالم. تعلمت ذلك في الجزائر. أنا ممتنٌ حقاً لأي وائي على إتاحة الفرصة لي للمحور إلى هذا البلد الحسني والقيام بما أقوم به لمساعدة الناس الذين هم في حاجة ماسة للمساعدة.
Volunteering

Example

لقد بدأت عملي في مخيم اللاجئين في الأردن:

Part (i).

نحن ثلاتون متطوعاً لرعاية مائة وخمسين عائلة. و أنا على العناية بخمس عائلات:

أعمل خلال النهار في قسم روضة الأطفال التابعة لمدرسة المخيم. أقوم بتدريس الأطفال القراءة والكتابة باللغة العربية. الأطفال يحبون التعلم. في المساء أقوم بزيارة العائلات التي في رعايتى لمعرفة ما يحتاجون إليه. وأنا أحاول أستطيع أن أساعدهم.

Part (ii).

إحدى الأمات اسمها زينب أصبحت صديقتى. هي تساعدني على حمل أكياس المساعدات عند زيارتي اليومية:

لعائلتي. أحيانا نجلس مع هذه العائلات ونتبادل الأحاديث عن الأهل والوطن والمستقبل.

إن العمل التطوعي بالنسبة لي هو الخطوة الأولى نحو عمل تغيير في العالم. تعلمت ذلك في مدرستي في الجزائر.

أنا ممتنّة حقاً لأمي وأبي على إتاحة الفرصة لي للحضور إلى هذا البلد الجميل ولقيام بما أقوم به لمساعدة الناس الذين هم في حاجة ماسة لمساعدة.

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Turn over
Answer ALL questions. Write your answers in the spaces provided.
Some questions must be answered with a cross in a box ☒. If you change your mind about an
answer, put a line through the box ☐ and then mark your new answer with a cross ☒.

SECTION A
مدرسة الثانوية
زينب تتحدث عن مدرستها الثانوية.

أكمل الجمل عن طريق اختيار كلمة أو عبارة من المربع. توجد كلمات لن تحتاجها

الألعاب كثيرة العربية ممتعة العلوم كتب النزهات كمبيوترات بعيدا عن قليلا

Example
مثال: هي تفضل العربية.

(1) الدروس (a)
(1) لا توجد (b)
(1) هي تحب المشاركة (c)
(1) ت قضى وقتا في عمل الواجبات المدرسية (d)
(1) هي تعيش (e)

(Total for Question 1 = 5 marks)

نموذج جديد للهاتف الذكي
أنت تسمع إعلاناً لـ هاتف ذكي جديد.

2. مجانًا/مجانًا، سريعًا/سريعة، غالًا/غالية، رخيصًا/رخيصة
ملأ الفراغات بكلمات تختارها من القائمة التالية: يمكن استعمال الكلمة أكثر من مرة واحدة.

Example
مثال: الهاتف القديم هو (1) (1) المحمول.
(1) تحميل الموسيقى في الهاتف الحديث (b)
(1) إرسال الرسائل النصية هو (c)
(1) البطاريات الهاتفنا الجديدة هي (d)
(1) خدمة الزبائنين الجديدة هي (e)

(Total for Question 2 = 5 marks)
تُمُوَّدَج جديد للهَاتِف الذَاكي

أنت تسمع إعلاناً لِّهَاتِف ذَاكي جديد. اماً الفراغات بِكلمات تختارها من القائمة التالية: مجَّاني/مجَّانية، سريع/سريع، غالي/غالب، عالية، رَخصَية/رَخصي.

يمكن استخدام الكلمة أكثر من مرة واحدة.

Example

مثال: الهاتف القديم هو رخصي.

(1)

(1)

(1)

(1)

(1)

(1)

Total for Question 2 = 5 marks

TOTAL FOR SECTION A = 10 MARKS

نَـمُوذَج جديد للهَاتِف الذَاكي

أنت تسمع إعلاناً لِّهَاتِف ذَاكي جديد. اماً الفراغات بِكلمات تختارها من القائمة التالية: مجَّاني/مجَّانية، سريع/سريع، غالي/غالب، عالية، رَخصَية/رَخصي.

يمكن استخدام الكلمة أكثر من مرة واحدة.

Example

مثال: الهاتف القديم هو رخصي.

(1)

(1)

(1)

(1)

(1)

(1)

Total for Question 2 = 5 marks

TOTAL FOR SECTION A = 10 MARKS
SECTION B

The importance of learning other languages

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

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

Example: Learning another language is…

☐ A interesting.
☐ B easy.
☒ C vital.
☐ D fun.

(i) Most school pupils…

☐ A avoid learning languages.
☐ B find their lessons boring.
☐ C think languages are not important.
☐ D prefer information technology.

(ii) Speaking another language will improve your…

☐ A grades at school.
☐ B future holidays.
☐ C planning for the future.
☐ D future salary.

(iii) Companies are looking for…

☐ A hard-working people.
☐ B workers who speak two languages.
☐ C school teachers.
☐ D people who want to learn languages.

(Total for Question 3 = 4 marks)
(iv) Speaking another language can help you to…

- A earn more money.
- B get better qualifications.
- C meet new people.
- D be more self-confident.

(Total for Question 3 = 4 marks)
**My primary school**

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

What does he talk about?

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

<table>
<thead>
<tr>
<th>Example</th>
<th>the size of his primary school</th>
<th>☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>where he used to live</td>
<td>☐</td>
</tr>
<tr>
<td>B</td>
<td>his primary school teachers</td>
<td>☐</td>
</tr>
<tr>
<td>C</td>
<td>how he used to get to school</td>
<td>☐</td>
</tr>
<tr>
<td>D</td>
<td>what he used to like eating</td>
<td>☐</td>
</tr>
<tr>
<td>E</td>
<td>his primary school friends</td>
<td>☐</td>
</tr>
<tr>
<td>F</td>
<td>the sports he used to do</td>
<td>☐</td>
</tr>
<tr>
<td>G</td>
<td>his favourite childhood toys</td>
<td>☐</td>
</tr>
</tbody>
</table>

*(Total for Question 4 = 3 marks)*
Celebration at an exchange school

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

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

Example: The headteacher is talking in…

- ☐ A classroom.
- ☒ B school assembly.
- ☐ C school football stadium.
- ☐ D school reception.

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

- ☐ A winning the Secondary Schools’ Trophy.
- ☐ B passing their exams.
- ☐ C getting university scholarships.
- ☐ D choosing to help the local community.

(ii) The school proved successful with…

- ☐ A providing healthy meals.
- ☐ B winning basketball tournaments.
- ☐ C carrying out trips.
- ☐ D building relationships.

(iii) Year 9 students were particularly praised for…

- ☐ A wearing school uniform.
- ☐ B academic results.
- ☐ C football achievements.
- ☐ D their behaviour.

(Total for Question 5 = 3 marks)
Shamm Al-Naseem

Ilham is being interviewed about a national holiday in Egypt.

What does she say?

Listen to her and answer the following questions in English.

(a) Why is the spring season ideal for the Shamm Al-Naseem Festival? (1)

(b) When do people start their celebrations on the day of the festival? (1)

(c) What foods do people take with them when they go out to celebrate the festival? Mention two types. (2)

(d) Why is the River Nile mentioned? (1)

(Total for Question 6 = 5 marks)
Ambitions

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

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

(a) What was his dream job when he was a little boy? (1)

..........................................................................................................................
..........................................................................................................................

(b) How did he do in his final secondary school exams? (1)

..........................................................................................................................
..........................................................................................................................

(c) Why does he want to study engineering at university? (1)

..........................................................................................................................
..........................................................................................................................

(d) What, in Ahmed’s point of view, are the two main conditions for success? (2)

..........................................................................................................................
..........................................................................................................................

(Total for Question 7 = 5 marks)
My trip to Beirut

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

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

Example: Jameel and his family visited Beirut…

☐ A many times.
☒ B once.
☐ C twice.
☐ D two years ago.

Part (a)

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

☐ A hire a taxi.
☐ B go to the bank.
☐ C visit the beach.
☐ D look for a hotel.

(ii) The family visited the Cave of Jeita because…

☐ A it has natural beauty.
☐ B it was value for money.
☐ C to meet friends.
☐ D it was recommended to them.

(iii) Lebanese people believe the cave was…

☐ A made by people over thousands of years.
☐ B built by clever engineers.
☐ C created by earthquakes.
☐ D formed by nature over thousands of years.
Part (a)

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

- A car.
- B cable car.
- C walking.
- D boat.

(ii) The family visited the Cave of Jeita because…

- A it has natural beauty.
- B it was value for money.
- C to meet friends.
- D it was recommended to them.

(iii) Lebanese people believe the cave was…

- A made by people over thousands of years.
- B built by clever engineers.
- C created by earthquakes.
- D formed by nature over thousands of years.

Part (b)

(i) You go to the upper part by…

- A car.
- B cable car.
- C walking.
- D boat.

(ii) The cave…

- A is open only in the summer.
- B has thousands of tour guides.
- C is spread across three levels.
- D is popular internationally.

(iii) The trip to Jeita lasted…

- A half a day.
- B two hours.
- C five hours.
- D a whole day.

(Total for Question 8 = 6 marks)
The Environment

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

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

Part (a)

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

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

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

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

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Part (b)

The debate continues.

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

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

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

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(Total for Question 9 = 10 marks)
Part (b)

The debate continues.

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

.......................................................................................................................... ...
.......................................................................................................................... ...
.......................................................................................................................... ...

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

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.......................................................................................................................... ...
.......................................................................................................................... ...

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

.......................................................................................................................... ...

(Total for Question 9 = 10 marks)
Volunteering

10 You hear Aisha talking about her volunteering job at one of the refugee camps. Put a cross ☑️ in each one of the two correct boxes for each question.

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Her main responsibility is to look after five families in the camp.</th>
<th>☐️</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>There are 30 families in the camp.</td>
<td>☐️</td>
</tr>
<tr>
<td>B</td>
<td>She is in charge of distributing school supplies to the children.</td>
<td>☐️</td>
</tr>
<tr>
<td>C</td>
<td>She works in the kindergarten section of the camp.</td>
<td>☐️</td>
</tr>
<tr>
<td>D</td>
<td>The children love learning Arabic reading and writing.</td>
<td>☐️</td>
</tr>
<tr>
<td>E</td>
<td>The volunteers are all Jordanians.</td>
<td>☐️</td>
</tr>
</tbody>
</table>

(ii) What else does Aisha say about volunteering?

| A       | She learned about volunteering from her school days.               | ☐️ |
| B       | She gets a small amount of money for helping children’s learning.  | ☐️ |
| C       | Her friend, Zainab, helps her to teach Arabic and English.         | ☐️ |
| D       | She receives support to carry out her work.                        | ☐️ |
| E       | The camp she works in is in Algeria.                               | ☐️ |

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS
There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied an Arabic word or name.

**SECTION A**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>مملة</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>كومبيوترات</td>
<td>(1)</td>
</tr>
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<td>1(c)</td>
<td>النزهات</td>
<td>(1)</td>
</tr>
<tr>
<td>1(d)</td>
<td>قليلاً</td>
<td>(1)</td>
</tr>
<tr>
<td>1(e)</td>
<td>بعيداً عن</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>سريع</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>مجاني</td>
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<td>2(c)</td>
<td>رخيص</td>
<td>(1)</td>
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<tr>
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<td>-----------------</td>
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</tr>
<tr>
<td>2(d)</td>
<td>غالية</td>
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<td>2(e)</td>
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### SECTION B

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<tr>
<td>3(i)</td>
<td>A</td>
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<tr>
<td>3(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iv)</td>
<td>C</td>
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</tr>
<tr>
<td>4</td>
<td>B, D, G</td>
<td>(3)</td>
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<tr>
<td>5(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>5(iii)</td>
<td>D</td>
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<td>Reject</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>6(a)</td>
<td>Any one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- symbolises new life/renewal of life (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- flowers, trees and plants grow (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- weather is moderate (1)</td>
<td></td>
</tr>
<tr>
<td>6(b)</td>
<td>at sunrise/early morning (on the day of the festival)</td>
<td>any other time of day</td>
</tr>
<tr>
<td>6(c)</td>
<td>Any two of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- boiled/coloured eggs (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- fish (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- vegetables (1)</td>
<td></td>
</tr>
<tr>
<td>6(d)</td>
<td>(Some) people walk there.</td>
<td></td>
</tr>
<tr>
<td>7(a)</td>
<td>Any one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- he always dreamt to be like his father (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- he dreamt of being a business man like his father (1)</td>
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</tr>
<tr>
<td></td>
<td>- working with his father (in the curtain factory) (1)</td>
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<tr>
<td>7(b)</td>
<td>Any one of the following:</td>
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</tr>
<tr>
<td></td>
<td>- he did very well (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- he succeeded (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- he passed his exams successfully (1)</td>
<td></td>
</tr>
<tr>
<td>7(c)</td>
<td>to look after his father’s (factory) machines</td>
<td></td>
</tr>
<tr>
<td>7(d)</td>
<td>motivation (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ambition (1)</td>
<td></td>
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<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8(a)(i)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(ii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(iii)</td>
<td>A</td>
<td>(1)</td>
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</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>9(a)(i)</td>
<td>• they throw litter (1) • cut down trees (1)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>9(a)(ii)</td>
<td>• fish are dying</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(iii)</td>
<td>• industry • governments (that do not care)</td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td>9(a)(iv)</td>
<td>• car fumes</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9(b)(i)</td>
<td>People can learn to care for the environment</td>
<td></td>
<td>(1)</td>
</tr>
</tbody>
</table>
| 9(b)(ii)        | • not to throw litter  
                 | • to care for trees and plants |        | (2)  |
| 9(b)(iii)       | to recycle (materials) |        | (1)  |
| 10(i)           | C, D   |        | (2)  |
| 10(ii)          | A, D   |        | (2)  |
General instructions to the teacher conducting the assessment

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

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.
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Task 1: Role play

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

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

Task 2: Picture-based task

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

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

• The conversation is in two parts, each covering a separate theme.
• For Part 1, the candidate will select one topic from one theme in advance.
• For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.
Task 3: Conversation

• The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.

• The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.

• An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

• This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.

• This topic must be selected by the candidate no later than two weeks before the date of assessment.

• To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

• The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

• For each candidate, there is a choice of two themes on the sequencing grid.

• Part 2 must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.

• This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.

• Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
  – answer questions freely, in turn allowing them to produce extended sequences of speech
  – develop conversations and discussions
  – give and justify own thoughts and opinions
  – refer to past, present and future events.
Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

**Candidate 1** Higher tier

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

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

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

For example:

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

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

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

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

**Themes:**
Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension
<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Candidate Selection*</th>
<th>Task 3</th>
<th>Teacher Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Allocated</td>
<td>Pearson Allocated</td>
<td>Conversation 1</td>
<td>Conversation 2</td>
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<td>Picture Based</td>
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<td><strong>Candidate 1</strong></td>
<td>HR6 (Theme 3)</td>
<td>HP1 (Theme 4)</td>
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<td></td>
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<td>Theme 4</td>
<td>Theme 2 OR Theme 5</td>
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<tr>
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<td>HP4 (Theme 4)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 5</td>
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<td>HP5 (Theme 1)</td>
<td>Theme 3</td>
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<td></td>
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<td></td>
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<td>Theme 1 OR Theme 3</td>
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<td>HP8 (Theme 5)</td>
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<td>Theme 1 OR Theme 4</td>
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<td>Theme 3</td>
<td>Theme 4 OR Theme 5</td>
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<td><strong>Candidate 5</strong></td>
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<td>HP5 (Theme 1)</td>
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<td>HP6 (Theme 2)</td>
<td>Theme 3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>HP10 (Theme 5)</td>
<td>Theme 3</td>
<td>Theme 2 OR Theme 4</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>HP3 (Theme 3)</td>
<td>Theme 4</td>
<td>Theme 2 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP6 (Theme 2)</td>
<td>Theme 5</td>
<td>Theme 3 OR Theme 4</td>
<td></td>
</tr>
<tr>
<td>Candidate 8</td>
<td>HR4 (Theme 4)</td>
<td>HP4 (Theme 2)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP7 (Theme 5)</td>
<td>Theme 2</td>
<td>Theme 1 OR Theme 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP8 (Theme 1)</td>
<td>Theme 3</td>
<td>Theme 2 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP9 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td>Candidate 9</td>
<td>HR8 (Theme 2)</td>
<td>HP3 (Theme 3)</td>
<td>Theme 1</td>
<td>Theme 4 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP2 (Theme 4)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP10 (Theme 5)</td>
<td>Theme 4</td>
<td>Theme 1 OR Theme 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP5 (Theme 1)</td>
<td>Theme 5</td>
<td>Theme 3 OR Theme 4</td>
<td></td>
</tr>
<tr>
<td>Candidate 10</td>
<td>HR10 (Theme 4)</td>
<td>HP6 (Theme 2)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP8 (Theme 1)</td>
<td>Theme 2</td>
<td>Theme 3 OR Theme 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP10 (Theme 5)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP3 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 2</td>
<td></td>
</tr>
</tbody>
</table>

* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, i.e. column ‘Candidate Selection.’
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.

• You have 12 minutes in total to prepare for the role play and the picture-based task.

• Do not make notes on this stimulus card.

• Dictionaries and other resources are not allowed at any time.

• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.

• You must hand in your notes before completing the final task (conversation).

• You may ask for questions to be repeated.

• You must not read out whole, prepared sentences in answer to questions.
Instructions

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

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

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

Task

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

1. حجز مائدة للغداء – عدد الأشخاص
2. عطلة في مصر – السبب
3. ؟!
4. وجبة الغداء – أوقات
5. ؟ المطعم – نصيحة
You are at the reception of a hotel in Egypt where you are staying with your family. The teacher will play the role of the receptionist and will speak first.

Use appropriate language for a formal conversation.

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

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

Task.

أنت في مكتب الاستقبال في فندق في مصر. أنت تتكلّم مع موظّف الاستقبال

1. حجز مائدة للغداء – عدد الأشخاص.
2. عُطلة في مصر - السبب.
3. !
4. وجبة الغداء - أوقات؟.
5. المطعم - نصيحة؟.

Instructions

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

You do not need any other materials.
### STIMULUS HR1

**Topic:** Travel and tourist transactions

**Instructions to teacher**

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

---

**Begin the role play with the following introduction.**

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Question in Arabic</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>كيف يمكنني مساعدتك؟</td>
<td>Allow the candidate to book a table for (number of people).</td>
</tr>
<tr>
<td>2</td>
<td>لماذا تقضي عطلتك في مصر؟</td>
<td>Allow the candidate to say why they are spending their holidays in Egypt.</td>
</tr>
<tr>
<td>3</td>
<td>ماذا فعلت منذ قدومك إلى مصر؟</td>
<td>Allow the candidate to say what they have done since their arrival in Egypt.</td>
</tr>
</tbody>
</table>
| 4   | ؟ | Allow the candidate to ask the timings for breakfast.  
   *Give an appropriate brief response.* |
| 5   | ؟ | Allow the candidate to ask you to recommend a restaurant.  
   *Give an appropriate brief response.* |
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR2

Topic: Work

Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

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

1. نوع العمل المطلوب
2. العمل في هذا المطعم - السبب
3. !
4. أيّام العمل - كم العدد
5. ؟ زيّ العمل - كيف
You are asking for a summer job in a Lebanese restaurant near where you live. The teacher will play the role of the restaurant manager and will speak first. Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

Task.
أنت في مطعم لبناني قريب من بيتك. أنت تكلّم مع مدير المطعم

1. نوع العمل الـمطلوب
2. السبب.
3. أيام العمل – كم العدد؟
4. زيّ العمل - كيف؟
5. *S54032A*

**Instructions to candidates**

You are asking for a summer job in a Lebanese restaurant near where you live. The teacher will play the role of the restaurant manager and will speak first. Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

**Task.**
أنت في مطعم لبناني قريب من بيتك. أنت تكلّم مع مدير المطعم

1. نوع العمل الـمطلوب
2. السبب.
3. أيام العمل – كم العدد؟
4. زيّ العمل - كيف؟
5. *S54032A*

**Instructions to the teacher**

1. You should open the role play with the introduction provided.
2. The role play is recommended to last between two to two-and-a-half minutes.
3. The set questions and comments must be asked as they are presented.
4. Candidates must **not** read out whole, prepared sentences in answer to questions.
5. There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR2

Topic: Work

Instructions to teacher

• Use appropriate language for a formal conversation.

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | كيف يمكنني مساعدتك؟
|   | Allow the candidate to say what type of job they are looking for.
| 2 | لماذا تريد العمل في هذا المطعم؟
|   | Allow the candidate to say why they want to work in this restaurant.
| 3 | أخبرني عن عمل قمت به سابقاً
|   | Allow the candidate to say what work they have done before.
| 4 |  ؟
|   | Allow the candidate to ask you how many days the work is for.
|   | *Give an appropriate brief response.*
| 5 | ؟
|   | Allow the candidate to ask you about the dress code.
|   | *Give an appropriate brief response.*
### Instructions

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

---

### Task 1: Role play

**Instructions to the candidate**

You are in a Lebanese restaurant near your house. You talk to the restaurant manager. What can you help me with? Why do you want to work in this restaurant? Tell me about the work you have done before. Ask me how many days of work there are. Give an appropriate brief response. Ask me about the dress code. Give an appropriate brief response.

<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allow the candidate to say what type of job they are looking for.</td>
</tr>
<tr>
<td>2</td>
<td>Allow the candidate to say why they want to work in this restaurant.</td>
</tr>
<tr>
<td>3</td>
<td>Allow the candidate to say what work they have done before.</td>
</tr>
<tr>
<td>4</td>
<td>Allow the candidate to ask you how many days the work is for. Give an appropriate brief response.</td>
</tr>
<tr>
<td>5</td>
<td>Allow the candidate to ask you about the dress code. Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
STIMULUS HR3

Topic: Cultural life

Instructions to candidates

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

Use appropriate language for a formal conversation.

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

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

Task

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

1. الحفل الموسيقي - الحجز
2. هذا الحفل - السبب
3. ـ!
4. الحفل الموسيقي - الاتصالات
5. ؟ الحفل الموسيقي - طول الحفل
You are at an Arabic tourist office buying tickets for a concert in Jordan whilst on holiday with your family. You are talking to the employee. The teacher will play the role of the employee and will speak first.

Use appropriate language for a formal conversation.

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

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

Task
أنت في مكتب للسياحة في الأردن حيث تقضي عُطلة مع عائلتك. أنت تقوم بشراء تذاكر لـحفل موسيقي. أنت تكلّم مع الـموظّف.

1. حفل موسيقي - الحجز.
2. حفل موسيقي - السبب.
3. حفل موسيقي - الـمواصلات؟
4. حفل موسيقي - طول الـحفل؟
5. *S54032A*
Instructions to teacher

• Use appropriate language for a formal conversation.

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

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

1. كيف يمكنك مساعدتي؟
   Allow the candidate to say that they want to book seats for a concert.

2. لماذا تريد الذهاب إلى هذا الحفل الموسيقي؟
   Allow the candidate to tell you why they want to go to this concert.

3. كيف كان آخر حفل موسيقي ذهبت لمشاهدته؟
   Allow the candidate to tell you what the last concert they went to was like.

4. ؟
   Allow the candidate to ask you about transport to the concert.
   Give an appropriate brief response.

5. ؟
   Allow the candidate to ask you about the length of the concert.
   Give an appropriate brief response.
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
you are working in the restaurant of a hotel near where you live during the summer. you speak to an Arab tourist. your teacher will play the role of the tourist and will speak first. use appropriate language for a formal conversation. you will talk to the teacher using the five prompts below.

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

Task

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

1. رأي
2. نشاط عطلة نهاية الأسبوع - نصيحة
3. !
4. ؟ وجبة الفطور - عادةً
5. ؟ العطلة - مدة البقاء
You are working in the restaurant of a hotel near where you live during the summer. You speak to an Arab tourist. Your teacher will play the role of the tourist and will speak first.

Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

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

1. نشاط عطلة نهاية الأسبوع – نصيحة.
2. وجبة الفطور – عادةً؟
3. العطلة – مدّة البقاء؟
4. أنت تعمل في مطعم فندق قريب من بيتك. أنت تتكلّم مع سائح عربي.

You do not need any other materials.

Instructions
• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
   The statements/questions may be repeated but no more than twice.
**STIMULUS HR4**

**Topic: Using languages beyond the classroom**

**Instructions to teacher**

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

**Begin the role play with the following introduction.**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | ما رأيك في المنطقة؟
Allow the candidate to say what they think of their region. |
| 2 | ما النشاط الذي تنصحتي به لعطلة نهاية الأسبوع؟
Allow the candidate to recommend an activity for the weekend. |
| 3 | لماذا فعلت خلال عطلتك الصيفية الماضية؟
Allow the candidate to say what they did during their last summer holidays. |
| 4 | اخبرني ماذا تتناوله في الصباح؟
Give an appropriate brief response. |
| 5 | أين ستستقلي؟
Give an appropriate brief response. |
Instructions

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

**Topic:** Who am I?

**Instructions to candidates**

You are talking about friends and family with your Arab penfriend. The teacher will play the part of the penfriend and will speak first.

Use appropriate language for an informal conversation.

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

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

**Task**

أنت تتكلّم عن أصدقائك وعائلتك مع صديقك بالمراسلة العربي.

1. العائلة – علاقات جيّدة (مع مَن)
2. شخصية صديقك المفضّل - وصف
3. !
4. ؟ العائلة أم الأصدقاء – من الأفضل
5. ؟ الأصدقاء – أهمّيتهم
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic

Paper 2: Speaking in Arabic

Task 1: Role play

Instructions to the teacher

<table>
<thead>
<tr>
<th>Higher Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>You do not need any other materials.</td>
</tr>
</tbody>
</table>

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR5

Topic: Who am I?

Instructions to teacher

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

Begin the role play with the following introduction.

أنت تتكلّم عن أصدقائك وعائلتك مع صديقك العربي بالمراسلة.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | من الأقرب إليك من أفراد عائلتك؟  / Which family member do you get on with?  Allow the candidate to say which family member they get on with.  
| 2 | صِف شخصية صديقك المفضّل.  / Describe your best friend’s personality.  Allow candidate to describe their best friend’s personality.  
| 3 | ماذا فعلت مؤخرًا مع أصدقائك؟  / What have you recently done with your friends?  Allow the candidate to say what they have recently done with their friends.  حسناً.  
| 4 |  / Allow the candidate to ask if you prefer family or friends.  Give an appropriate brief response.  
| 5 |  / Allow the candidate to ask you about the importance of friends.  Give an appropriate brief response.  

Arabic Paper 2: Speaking in Arabic
Task 1: Role play

Instructions to the candidate

Higher Tier
Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR6

Topic: What school is like

Instructions to candidates

You are spending the day with a young Arab student visiting your school. You are comparing life at school. Your teacher will play the role of the young Arab visitor and will speak first.

Use appropriate language for an informal conversation.

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

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

Task

أنت تتكلّم عن الحياة المدرسية مع طالب عربـي يزور مدرستك حاليّاً.

المدرسة - الشيء المفضّل

الزي الرسمي - رأي

! 3

سلوك الطلبة - رأي

؟ وقت الغداء - نشاط

؟
Task 1: Role play

Instructions to the teacher

You are spending the day with a young Arab student visiting your school. You are comparing life at school. Your teacher will play the role of the young Arab visitor and will speak first.

Use appropriate language for an informal conversation.

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

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

Task.

أنت تتكلّم عن الحياة المدرسية مع طالب عربـي يزور مدرستك حاليّاً.

1. الزّي الرسمي - رأي.
2. السوـوكل الطلبة - رأي؟
3. وقت الغداء - نشاط؟

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
STIMULUS HR6

Topic: What school is like

Instructions to teacher

• Use appropriate language for an informal conversation.

• The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

أنت تتكلم عن الحياة المدرسية مع طالب عربي يزور مدرستك حاليًا.

|   | ما هو أكثر شيء تفضله في مدرستك؟
|---|---
| 1 | Allow the candidate to say what they like most about their school.

|   | ما رأيك بالزي المدرسي؟
|---|---
| 2 | Allow the candidate to say what they think of wearing a school uniform.

|   | أخبرني عن آخر رحلة مدرسية قمت بها.
|---|---
| 3 | Allow the candidate to describe the last school trip they went on.

|   | ؟
|---|---
| 4 | Allow the candidate to ask a question about student behaviour.
|   | Give an appropriate brief response.

|   | ؟
|---|---
| 5 | Allow the candidate to ask you what you do at lunchtime.
|   | Give an appropriate brief response.
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR7

Topic: School activities

Instructions to candidates

You are talking to your Arab exchange partner about extra-curricular activities in each of your schools. The teacher will play the role of the exchange partner and will speak first.

Use appropriate language for a formal conversation.

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

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

Task

أنت تتكلم مع صديقك العربي عن الأنشطة اللاّصفية:

1. النشاط اللّاصفيّة - عادةً
2. النشاط اللّاصفيّ المفضّل - السبب
3. !
4. التبادل المدرسي - رأي
5. ؟ أندية الأنشطة اللّاصفيّة - الحدود الزمنيّ
You are talking to your Arab exchange partner about extra-curricular activities in each of your schools. The teacher will play the role of the exchange partner and will speak first. Use appropriate language for a formal conversation. You will talk to the teacher using the five prompts below.

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

Task.
أنت تكلّم مع صديقك العربـي عن الأنشطة اللّصفّية
الأنشطة اللاّصفّية - عادةً.

1 النشاط اللاّصفّي الـمفضّل - السبب
2

3 التوّاـء الـمدرسي – رأي؟
4 أندية الأنشطة اللاّصفّية – الـجدول الزمنـي؟
5

* Turn over

Arabic
Paper 2: Speaking in Arabic
Task 1: Role play
Instructions to the teacher

Higher Tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• You should open the role play with the introduction provided.
• The role play is recommended to last between two to two-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
### STIMULUS HR7

**Topic:** School activities

**Instructions to teacher**

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

### Begin the role play with the following introduction.

أنت تتكلم مع صديقك العربي عن الأنشطة اللاأصفيّة.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | 1 | ما هو النشاط اللاأصفيّ المفضّل لديك ولماذا؟  
Allow the candidate to say what their extracurricular activity is and why.|
| 2 | 2 | أيّ من الأنشطة اللاأصفيّة تعملها عادةً؟  
Allow the candidate to say what they usually do for extracurricular activities.|
| 3 | 3 | أخبرني عن رحلة مدرسية قُمت بها خلال هذا التبادل.  
Allow the candidate to describe a trip they have taken during the exchange.|
| 4 | 4 | ؟  
Allow the candidate to ask your opinion on school exchanges. *Give an appropriate brief response.*|
| 5 | 5 | ؟  
Allow the candidate to ask you about the times for extra-curricular clubs. *Give an appropriate brief response.*|
**Pearson Edexcel Level 1/Level 2 GCSE (9–1)**

**Arabic**

**Paper 2: Speaking in Arabic**

**Task 1: Role play**

**Instructions to the candidate**

- **Higher Tier**

Sample assessment material for first teaching September 2017

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

You do not need any other materials.

**Instructions**

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play and the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play and the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
STIMULUS HR8

Topic: Travel and tourist transactions

Instructions to candidates

You are on holiday in Dubai with your family. You are in a department store returning an article of clothing. The teacher will play the part of the shop attendant and will speak first.

Use appropriate language for a formal conversation.

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

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

Task

أنت في محل كبير خلال عطلة في دبي وتريد إعادة قطعة ملابس. وأنت تتكلّم الآن مع مساعد المحل.

1. قطعة الملابس - إعادة
2. شرح المشكلة
3. ؟ قطعة الملابس - تبديل
4. ؟ غرفة القياس - أين
You are on holiday in Dubai with your family. You are in a department store returning an article of clothing. The teacher will play the part of the shop attendant and will speak first.

Use appropriate language for a formal conversation.

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

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

Task
أنت في مـحلّ كبير خلل عُطلة في دُبَي وتريد إعادة قطعة ملبس. وأنت تتكلّم الآن مع مساعد الـمحلّ.

1. شرح الـمشكلة.
2. قطعة الـملابس - إعادة تبديل؟
3. غرفة القياس - أين؟

Instructions

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

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

### Begin the role play with the following introduction.

أنت في محلّ كبير خلال عطلة في دبي وترغب إعادة قطعة ملابس. وأنت تتكلم الآن مع مساعد المحل.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>كيف يمكنك مساعدتك؟&lt;br&gt;Allow the candidate to say they wish to return an item of clothing.</td>
</tr>
<tr>
<td>2</td>
<td>ما هي المشكلة؟&lt;br&gt;Allow the candidate to say what the problem is.</td>
</tr>
<tr>
<td>3</td>
<td>لحظة من فضلك. أرى بأنك في عطلة هنا. ماذا فعلت في دبي لحد الآن؟&lt;br&gt;Allow the candidate to say what they have done in Dubai.</td>
</tr>
<tr>
<td>4</td>
<td>؟&lt;br&gt;Allow the candidate to ask you about the possibility of changing the item. Give an appropriate brief response.</td>
</tr>
<tr>
<td>5</td>
<td>؟&lt;br&gt;Allow the candidate to ask you where the changing rooms are. Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
Arabic
Paper 2: Speaking in Arabic
Task 1: Role play
Instructions to the candidate

You do not need any other materials.

Instructions
• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
**STIMULUS HR9**

**Topic:** What school is like

**Instructions to candidates**

You are at home talking to your Arab friend about school life. The teacher will play the role of your Arab friend and will speak first.

Use appropriate language for an informal conversation.

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

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

**Task**

أنت في البيت مع صديقك العربي. أنتما تتكلّمان عن المدرسة.

1. الطعام في المدرسة - رأي
2. الواجبات المدرسية المنزلية - فوائد
3. ! أصدقاء المدرسة - أهمية
4. أصدقاؤنا المدرسة - أهمية
5. الرياضة - المدرسة
You are at home talking to your Arab friend about school life. The teacher will play the role of your Arab friend and will speak first. Use appropriate language for an informal conversation. You will talk to the teacher using the five prompts below.

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

Task:
أنت في البيت مع صديقك العربي. أنتما تتكلّمان عن المدرسة.

อาหาร المدرسة - رأي.

1. الواجبات المنزلية المدرسية - فوائد.
2. الأصدقاء المدرسيين - أهمية.
3. الرياضة - المدرسة.
4. الواجبات المدرسية - أهمية.
5. الاعمال المدرسية - فوائد.

Instructions
- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
**STIMULUS HR9**

**Topic:** What school is like

**Instructions to teacher**

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

**Begin the role play with the following introduction.**

أنت في البيت مع صديقك العربي. أنتما تتكلمان عن المدرسة.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | ما رأيك في الطعام في المدرسة؟
  | Allow the candidate to give their opinion about school food. |
| 2 | ما هي فوائد الواجبات المنزلية في رأيك؟
  | Allow the candidate to say what they think the advantages of homework are. |
| 3 | !
  | ماذا فعلت بعد المدرسة يوم أمس؟
  | Allow the candidate to say what they did after school yesterday. |
| 4 | ؟
  | Allow the candidate to ask your opinion on the importance of school friends.
  | *Give an appropriate brief response.* |
| 5 | ؟
  | Allow the candidate to ask you about sport at your school.
  | *Give an appropriate brief response.* |
Instructions to the candidate

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the role play and the picture-based task.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
• You must hand in your notes before completing the final task (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
STIMULUS HR10

Topic: Ambitions

Instructions to candidates

You want to volunteer at an Arab cultural centre to help organise a cultural day. The teacher will play the part of the organiser and will speak first.

Use appropriate language for a formal conversation.

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

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

Task

أنت ترغب في أن تتطوع في مركز ثقافي عربي. أنت تتحدث مع الموظف المسئول.

1. زيارة المركز - لماذا
2. العمل التطوعي - السبب
3. ؟ التدريب
4. ؟ الابتداء - التاريخ
You want to volunteer at an Arab cultural centre to help organise a cultural day. The teacher will play the part of the organiser and will speak first.

Use appropriate language for a formal conversation.

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

• Where you see – you must ask a question.
• Where you see – you must respond to something you have not prepared.

Task.
أنت ترغب في أن تتطوّع في مركز ثقافي عربي. أنت تتحدّث مع الموظّف المسؤول
زيارة الـمركز – لـماذا
1. العمل التطوّعي - السبب
2. !
3. التدريب
؟
4. الابتداء – التاريخ
؟
5. *S54032A*
**STIMULUS HR10**

**Topic:** Ambitions

**Instructions to teacher**

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

**Begin the role play with the following introduction.**

<table>
<thead>
<tr>
<th>Step</th>
<th>Arabic</th>
</tr>
</thead>
</table>
| 1    | كيف يمكنك مساعدتي؟  
   | Allow the candidate to say why they are at the centre. |
| 2    | لماذا أنت مهتم بالعمل التطوعي؟  
   | Allow the candidate to say why they are interested in voluntary work. |
| 3    | اشرح لي عن أي عمل تطوعي قمت به سابقاً.  
   | Allow the candidate to say what voluntary work they have already done. |
| 4    |  
   | Allow the candidate to ask you about the training provided.  
   | *Give an appropriate brief response.* |
| 5    |  
   | Allow the candidate to ask you when they can start.  
   | *Give an appropriate brief response.* |
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic
Paper 2: Speaking in Arabic
Task 2: Picture-based task
Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017
Time: 22 to 24 minutes (total), which
includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• The examination is made up of three tasks: one role play, one picture-based task and a conversation.
• You have 12 minutes in total to prepare for the picture-based task and the role play.
• Do not make notes on this stimulus card.
• Dictionaries and other resources are not allowed at any time.
• You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
• You must hand in your notes before completing Task 3 (conversation).
• You may ask for questions to be repeated.
• You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

• وصف الصورة
• رأيك في العمل مع الزبائن
• عمل قُمت به سابقاً
• نوع العمل الذي تريد فعله في المستقبل

المحتوى التعليمي (اللغة العربية)
Instructions

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

2. أنا أعتقد بأن العمل مع الزبائن ممتع جدًا. وأنت ماذا تعتقد؟ [لماذا؟ لَمَ لا؟/أي شيء آخر؟]

3. هل قمت بعمل سابقًا؟ أخبرني عن ذلك. [أي شيء آخر؟]

4. ما نوع العمل الذي تريد عمله في المستقبل؟ [أي شيء آخر؟]

5. ماذا يميز الموظف الجيد؟ [لماذا؟ لَمَ لا؟/أي شيء آخر؟]
Arabic
Paper 2: Speaking in Arabic
Task 2: Picture-based task
Instructions to the candidate

Higher Tier
Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

وصف الصورة

• أهمّية ارتداء ملابس مناسبة للمقابلة
• أصعب عمل قُمت به سابقاً (في المدرسة أو في البيت أو في مكان عمل)
• العمل الذي ستقوم به في المستقبل
•
Instructions

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

2. اعتقد بأنه من المهم أن يكون اللباس جيدًا عند المقابلة. وأنت ماذا تعتقد؟
   [لماذا؟ لمَ لا؟/أيّ شيء آخر؟]

3. أخبرني عن أصعب عمل قمت به سابقًا في المدرسة أو في البيت أو في مكان عمل.
   [أيّ شيء آخر؟]

4. ما العمل الذي تريد عمله في المستقبل؟
   [أيّ شيء آخر؟]

5. هل تعتقد بأنه من المهم أن يحصل الشخص على وظيفة جزئية عندما يكون طالبًا في المدرسة؟
   [لماذا؟ لمَ لا؟/أيّ شيء آخر؟]
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في اليوم المدرسي من الثامنة صباحاً وحتى الواحدة بعد الظهر
- أكبر نجاحاتك في المدرسة لحد الآن
- لماذا ستفعل في المدرسة العام القادم
- !
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Arabic
Paper 2: Speaking in Arabic
Task 2: Picture-based task
Instructions to the teacher

Higher Tier

Sample assessment material for first teaching September 2017
Time: 22 to 24 minutes (total), which includes 12 minutes’ preparation time

You do not need any other materials.

Instructions

• You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
• You should ask the questions in the order given.
• The picture-based task is recommended to last between three- to three-and-a-half minutes.
• The set questions and comments must be asked as they are presented.
• Candidates must not read out whole, prepared sentences in answer to questions.
• There must be no supplementary questions and no rephrasing.
  The statements/questions may be repeated but no more than twice.
• The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP3

Topic: What school is like

صِف لـي هذه الصورة.

1. [أيّ شيء آخر؟]

في رأيي، أنّ اليوم المدرسي من الثامنة صباحاً وحتي الواحدة بعد الظهر هو قصير جدّاً. وأنت ماذا تعتقد؟

[لماذا؟ لِمّا لا؟/أيّ شيء آخر؟]

ما هي أكبر نجاحاتك التي حقّقتها في المدرسة؟ أخبرني عنها.

2. [أيّ شيء آخر؟]

ماذا ستفعل في المدرسة العام القادم؟

[أيّ شيء آخر؟]

3. [أيّ شيء آخر؟]

ما رأيك بالمعليمين في مدرستك؟

[لماذا؟ لِمّا لا؟/أيّ شيء آخر؟]
The examination is made up of three tasks: one role play, one picture-based task and a conversation.

- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
النظرية على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في طول العطلات الصيفية
- أفضل العطلات التي قضيتها حديثًا
- أنشطة ستقوم بها عندما تذهب في عطلة مع أصدقائك
  !
Instructions

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

[أيّ شيء آخر؟]

أعتقد بأنّ العُطلة الصيفية هي طويلة جدًا. وأنت ما رأيك؟

[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

أخبرني عن أفضل عُطلة قضيتها حديثًا.

[أيّ شيء آخر؟]

ماذا ستفعل عندما تذهب في عُطلة مع أصدقاءك؟

[أيّ شيء آخر؟]

هل تفضّل السفر إلى الخارج أم البقاء في المنزل عندما تكون في عُطلة؟

[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- أهمية قضاء وقت مع العائلة
- آخر مرة اكلت فيها في المطعم
- ماذا ستفعل في عطلة نهاية الأسبوع لتساعد في المنزل

(Source: © MBI/Alamy Stock Photo)
Instructions

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

2. أنا أحبّ قضاء وقت مع العائلة، وأنت؟ [لماذا؟ لمَ لا؟/أيّ شيء آخر؟]

3. أخبرني عن آخر مرة أكلت فيها في المطعم. [أيّ شيء آخر؟]

4. ماذا ستفعل في عطلة نهاية الأسبوع لتساعد في المنزل؟ [أيّ شيء آخر؟]

5. هل تفضّل التسوق مع العائلة؟ [لماذا؟ لمَ لا؟/أيّ شيء آخر؟]
You do not need any other materials.

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- المدينة أم الريف - أيهما تفضّل
- مكان قُمت بزيارته مؤخرًا
- المكان الذي تريد أن تعيش فيه مُستقبلاً!
Instructions

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

2. هل تفضّل المدينة أم الريف؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟

3. أخبرني عن مكان قُمت بزيارة مؤخرًا.
[أيّ شيء آخر؟

4. أين تريد أن تعيش في المُستقبل؟
[أيّ شيء آخر؟

5. ما فوائِد العيش في منطقتك للشباب؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
STIMULUS HP7

Topic: Bringing the world together

Describe the photo and prepare to answer the following questions:

• Describe the photo
• Your opinion on musical events
• An event you participated in
• Your plans to watch a special event in the future

(The image shows a group of people in traditional clothing performing music.)

(Source: © Cernan Elias/Alamy Stock Photo)
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP7
Topic: Bringing the world together

(Source: © Cernan Elias/Alamy Stock Photo)
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

• وصف الصورة
• رأيك في الهواتف النقالة
• مناسبة كانت فيها التكنولوجيا مفيدة لك جدًا.
• ما سيكون الناس قادرين على القيام به بفضل التكنولوجيا في المستقبل
• !
Arabic
Paper 2: Speaking in Arabic
Task 2: Picture-based task
Instructions to the teacher

You do not need any other materials.

Instructions

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

2. اعتقد بأن الـهواتف النقّالة لا يُمكن العمل بدونها. هل توافق؟ [لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. أخبرني عن وقت كانت فيه التكنولوجيا مفيدة لك جدًا. [أيّ شيء آخر؟]

4. في المستقبل، ماذا سوف نستطيع أن نفعل بفضل التكنولوجيا الحديثة في رأيك؟ [أيّ شيء آخر؟]

5. في رأيك ما هي مساوِئ شبكة الإنترنت؟ [لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- رأيك في اليوم الدراسي من الساعة الثامنة صباحاً وحتى الواحدة بعد الظهر
- أعظم نجاح لك في المدرسة لحد الآن
- ماذا ستفعل في المدرسة في العام الدراسي المُقبل؟!
Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three- to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts are given for each question. Only these exact prompts may be used. There must be no other supplementary questions.
STIMULUS HP9

Topic: What school is like

1. صِف لي هذه الصورة.
   [أيّ شيء آخر؟]

2. أنا أعتقد بأنّ اليوم الدراسي من الساعة الثامنة صباحاً وحتى الواحدة بعد الظهر هو قصير جدًا.
   وانت ما رأيك؟
   [لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. ما هو أعظم نجاح لك في المدرسة؟ أخبرني عن ذلك.
   [أيّ شيء آخر؟]

4. ماذا ستفعل في المدرسة العام المقبل؟
   [أيّ شيء آخر؟]

5. ما رأيك بالملحمة المعلمين في مدرستك؟
   [لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

(Source: © Ton Koene/Alamy Stock Photo)
Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task and the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.
ألقِ نظرة على الصورة المرفقة واستعدّ للإجابة عن الأسئلة التالية:

- وصف الصورة
- أهمية إعادة التدوير
- ما فعلته تجاه الحفاظ على البيئة
- ما يجب فعله للمساعدة في تنظيف المدرسة في المستقبل!

الصورة (من المصدر: © Image Source Plus / Alamy Stock Photo)
Instructions

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

2. أنا لا أعتقد بأنّ إعادة التدوير هو مهمّ. وأنت ما رأيك؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]

3. ماذا فعلت للمساعدة في الحفاظ على البيئة؟
[أيّ شيء آخر؟]

4. ماذا ستعمل في المستقبل لكي تساعد في نظافة مدرستك؟
[أيّ شيء آخر؟]

5. هل تعتقد بأنّ على الجميع المشي إلى المدرسة؟
[لماذا؟ لِمَ لا؟/أيّ شيء آخر؟]
GCSE Arabic Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication.</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.</td>
</tr>
</tbody>
</table>

Additional guidance on the mark scheme

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

**Informal register:** includes language that students would use with friends and people of a similar age such as endearments and informal greetings and forms of address where appropriate.

**Formal register:** includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate.

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

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Higher role play 1 (HR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.
### Higher card (HR1)

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

الغرفة المطلوبة – عدد الأشخاص هل لي أن أساعدك؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>أريد حجز غرفة. غرفة. No rewardable communication. No detail of the room required is given. Highly ambiguous. Lack of number of people does not communicate the message.</td>
</tr>
<tr>
<td>1</td>
<td>أنا أحجز غرفة. غرفة محجوزة يا أخي. Communication is ambiguous. The use of the singular, ‘one’ linked with the plural, ‘people’ makes it unclear how many people the room is for. Communication is only partially appropriate because of the use of يَا أَخِي (brother) which is normally used in informal contexts. However, the use of غرفة (room) and محجوزة (reserved) merits a mark.</td>
</tr>
<tr>
<td>2</td>
<td>أريد غرفة لشخصين من فضلك. هل لديككم غرفة لشخصين رجاء. Clearly communicated.</td>
</tr>
</tbody>
</table>
Prompt 2:

2. عطلة في مصر - السبب

Question 2:

ماذا أتى بك إلي مصر؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>الجو بارد بالطائرة.</td>
</tr>
<tr>
<td></td>
<td>Highly ambiguous. It is not clear what the candidate is trying to communicate about the weather.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. Candidate has misunderstood the question, thinking it is to do with transport (what brings you here). No need to mention transport in the answer to the above question.</td>
</tr>
<tr>
<td>1</td>
<td>السبب مصر جيدة.</td>
</tr>
<tr>
<td></td>
<td>Ambiguous; pronunciation affects clarity of communication. The word أتعلم (learn) is pronounced أتألم (I am in pain).</td>
</tr>
<tr>
<td></td>
<td>Partially clear. Lack of verb makes the response imprecise but the wording gives the statement some meaning in the context of the question.</td>
</tr>
<tr>
<td>2</td>
<td>يعجبني الشعب المصري وتاريخه.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated and unambiguous. Precise answer to the question.</td>
</tr>
</tbody>
</table>
### Prompt 3: 🎼

#### Question 3:

ماذا فعلت منذ قدومك إلى مصر؟

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>الأهرامات عالية وجميلة. وسط المدينة كبير.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. Question has not been answered.</td>
</tr>
<tr>
<td>1</td>
<td>نهر النيل طويل وأزرق. لدي تسوق في الاسكندرية.</td>
</tr>
<tr>
<td></td>
<td>Ambiguous and only partially appropriate within the context of the role play. Answer mentions long and Blue Nile river but does not specify going on or to the river.</td>
</tr>
<tr>
<td></td>
<td>Ambiguous. The wording does not clearly express that the candidate has been shopping in Alexandria but could suggest that the candidate has left some shopping in Alexandria. However including الاسكندريّة linked to, ‘shopping,’ gives some meaning in the context of the question.</td>
</tr>
<tr>
<td>2</td>
<td>ذهبت إلى الاسكندرية مع أصدقاء. زرت أهرامات.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated. The use of the past tense verb زرت makes the answer very clear and unambiguous.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated response.</td>
</tr>
</tbody>
</table>
### Prompt 4: ？

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication. Key detail missing, we do not know what they want to know about, ‘nice breakfast’.</td>
</tr>
<tr>
<td>1</td>
<td>Communication is only partially clear due to the incorrect use of ‘أين’ (where) which asks about the place. The correct question should start with the word ‘متى’ (when). The mention of ‘وجبة الفطور’ (breakfast meal) merits one mark.</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated despite the use of plural for, ‘times’.</td>
</tr>
</tbody>
</table>

No rewardable communication. Key detail missing, we do not know what they want to know about, ‘nice breakfast’.

Highly ambiguous. Response asks what breakfast is, not what time it is.

Communication is ambiguous as the word for breakfast has been mispronounced as (coldness).

However, the mention of the words for, ‘time,’ ‘وقت’ and ‘meal,’ ‘وجبة’ relate to the context and merits one mark.

Clearly communicated despite not using a question form.
<table>
<thead>
<tr>
<th>ميزة</th>
<th>وصف</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>المطعمة قريبة؟&lt;br&gt;No rewardable communication.&lt;br&gt;The mispronunciation of قريب (near) for قارب (boat) causes ambiguity; it is not clear whether the person is asking for a restaurant in a boat or one that is nearby.</td>
</tr>
<tr>
<td></td>
<td>عاهم المطعمة الجيدة&lt;br&gt;Highly ambiguous. Candidate has not asked an appropriate question but is making a statement about their love for good restaurants.</td>
</tr>
<tr>
<td>1</td>
<td>أنا أريد مطعماً جيداً&lt;br&gt;Communication is ambiguous; the candidate does not actually pose a question but makes a statement. The listener would have to infer what they wanted.</td>
</tr>
<tr>
<td></td>
<td>هل لديك مطعم جيد يأخي؟&lt;br&gt;Communication is ambiguous; doubt as to whether candidate is asking whether the restaurant in the hotel is good or whether they can recommend a hotel in the area where the hotel is located. Moreover, the addition of يأخي (brother) is not appropriate in a formal conversation.</td>
</tr>
<tr>
<td>2</td>
<td>هل هناك مطعم جيد قريب من هنا؟&lt;br&gt;Clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>هل يوجد مطعم جيد قريب من هنا؟&lt;br&gt;Clearly communicated and precise question.</td>
</tr>
</tbody>
</table>
Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:
- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary.  
     | - Some effective adaptation of language to describe, narrate and inform in response to the set questions.  
     | - Expresses opinions with occasional, brief justification.  
     | - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.  
     | - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.  
     | - Expresses opinions and gives justification with some development.  
     | - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.  
     | - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.  
     | - Expresses opinions effectively and gives justification which is mostly developed.  
     | - Pronunciation and intonation are intelligible and predominantly accurate. |
| 13–16| - Responds to the set questions with consistently fluent and developed responses.  
    | - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.  
    | - Expresses opinions with ease and gives fully-developed justification.  
    | - Pronunciation and intonation are consistently accurate and intelligible. |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
Picture-based task: linguistic knowledge and accuracy – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–2</td>
<td>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. • Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</td>
</tr>
<tr>
<td>5–6</td>
<td>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions. • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.</td>
</tr>
<tr>
<td>7–8</td>
<td>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions. • Responses are coherent, any errors do not hinder the clarity of the communication.</td>
</tr>
</tbody>
</table>

Additional guidance

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

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

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

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

**NB**: these are examples only and do not constitute a finite list.
# Assessment criteria for the Higher tier – Part 3

## Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:
- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

### Conversation: communication and content – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</td>
</tr>
<tr>
<td></td>
<td>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</td>
</tr>
<tr>
<td>4–6</td>
<td>Communicates information relevant to the topics and questions, with some extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</td>
</tr>
<tr>
<td></td>
<td>Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</td>
</tr>
<tr>
<td>7–9</td>
<td>Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.</td>
</tr>
<tr>
<td></td>
<td>Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible and predominantly accurate.</td>
</tr>
<tr>
<td>10–12</td>
<td>Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</td>
</tr>
<tr>
<td></td>
<td>Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</td>
</tr>
<tr>
<td></td>
<td>Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are consistently accurate and intelligible.</td>
</tr>
</tbody>
</table>

---

Additional guidance

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

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

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

Uses language creatively: examples of creative language use are:

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

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

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.
## Conversation: interaction and spontaneity – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.  
- Occasionally able to initiate and develop responses independently but regular prompting needed.  
- Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 4–6  | - Responds spontaneously to some questions, interacting naturally for parts of the conversation.  
- Sometimes able to initiate and develop the conversation independently, some prompting needed.  
- Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |
| 7–9  | - Responds to most questions spontaneously, resulting in mostly natural interaction.  
- Mostly able to initiate and develop the conversation independently.  
- Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation. |
| 10–12| - Responds spontaneously and with ease to questions, resulting in natural interaction.  
- Consistently able to initiate and develop the conversation independently.  
- Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow. |

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</td>
</tr>
<tr>
<td></td>
<td>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</td>
</tr>
<tr>
<td></td>
<td>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>4–6</td>
<td>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</td>
</tr>
<tr>
<td></td>
<td>• Generally accurate grammatical structures, generally successful references to past, present and future events.</td>
</tr>
<tr>
<td></td>
<td>• Generally coherent speech although errors occur that sometimes hinder clarity of communication.</td>
</tr>
<tr>
<td>7–9</td>
<td>• Manipulates a variety of grammatical structures, some variety of complex structures.</td>
</tr>
<tr>
<td></td>
<td>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events.</td>
</tr>
<tr>
<td></td>
<td>• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.</td>
</tr>
<tr>
<td>10–12</td>
<td>• Manipulates a wide variety of grammatical structures, frequent use of complex structures.</td>
</tr>
<tr>
<td></td>
<td>• Consistently accurate grammatical structures, consistently successful references to past, present and future events.</td>
</tr>
<tr>
<td></td>
<td>• Fully coherent speech; any errors do not hinder the clarity of the communication.</td>
</tr>
</tbody>
</table>

Additional guidance

Complex grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
**Errors**: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

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

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

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:

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

Errors that hinder clarity:

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

Errors that prevent meaning being conveyed:

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

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

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

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

A new shop opens

1 Read the advert below about a new shop.

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

للنَّتَزدِ من المعلومات قوموا بزيارة موقعنا على الإنترنت: البيت الأنيق، يمكنكم أيضاً التسوق على الإنترنت من نفس الموقع.

(a) Where is the shop located? (1)

(b) As well as helping the environment, why would you shop here? (1)

(c) How can you find out more information about the shop? (1)

(Total for Question 1 = 3 marks)
2 Read the extract from the text about a traditional Arabic puppet show.

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

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

(b) Where does the man put his box?

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

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

(Total for Question 2 = 4 marks)
An internet forum

3 Read the following comments by young people discussing the ways they prefer to travel.

كيف تُسافر لزيارة الأهل والأقارب؟

ليلى: كنّا نسافر في إجازة الصيف من كل عام إلى اليمن لزيارة جدّي وجدّتي. نسافر بالطائرة والرحلة طويلة ومنتعبة جدًّا. لا نستمتع بالقراءة في الطائرة أثناء السفر ونفضل أن نشاهد أفلامًا بوليسية.

نادر: يعيش بعض أفراد عائلتي في شرق فرنسا. نحن نذهب لزيارتهم كل عطلة. نذهب بالقطار لأنّ أمي لا يُعجبها السفر بالطائرة. نقضي معظم الرحلة باللعب على الألعاب الإلكترونية وبالتحدث مع بعضنا، حيث نخطّط لإجازتنا في فرنسا.

سلوى: يبعد بيت عمّتي حوالي ثلاث ساعات فقط ولذا نحن نسافر لزيارتهم كل شهر. عادةً نسافر بالقطار وأنا أفصله لأنه أتعزّف فيه على أصدقاء جدد، ولكننا سوف نسافر بالسيرة مع أبي في العطلة المقبلة.

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

(a) Why doesn't Leyla like the trip to Yemen?

(b) Whose mother does not like travelling by plane?

(c) Mention one activity Nader does during his journey.

(d) Why, according to the text, does Salwa visit her auntie every month?

(e) Why, according to the text, does Salwa prefer to travel by train?

(Total for Question 3 = 5 marks)
An internet forum

Read the following comments by young people discussing the ways they prefer to travel.

(a) Why doesn't Leyla like the trip to Yemen?

(b) Whose mother does not like travelling by plane?

(c) Mention one activity Nader does during his journey.

(d) Why, according to the text, does Salwa visit her auntie every month?

(e) Why, according to the text, does Salwa prefer to travel by train?

Total for Question 3 = 5 marks
**4 Read the extract from the literary text. This is a story about Joha.**

جُـحا والثروة

جاء رَجل من مدينة بعيدة، وزار جُحا وأخبره بأن جدّه قد مات، وترك له ثروة كبيرة. طلب منه أن يسافر معه فوراً، ليستلم ثروته. رغم حزنه عندما سمع بخبر موت جدّه، إلاّ أنّه فرح أكثر لهذه الثروة التي نزلت عليه.

أخبر جُحا زوجته بـموت جدّه، وقال لها إنّه سيستلم الثروة التي تركها جدّه، فطلبت منه أن يذهب بسرعة ويُحضرها لأنّه لا يوجد طعام في البيت. سافر جُحا مع الرَّجل إلى بيت جدّه واستلم الثروة، وكانت مالاً وذهبًا كثيراً، وضع جُحا الثروة في كيس واتّجه إلى مدينته.

في الطريق أخذ جُحا يفكّر، أين يضع هذه الثروة، وقال لنفسه: إذا رأت زوجته هذا المال، فسوف تصرفه بسرعة. وعندما وصل جُحا إلى وسط الصحراء حفر حُفرة عميقة تحت سحابة كبيرة، ودفن فيها الكيس، وهكذا فقدّ ثروته.

---

### (i) The man told Joha that he will receive...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>a letter.</td>
</tr>
<tr>
<td>□</td>
<td>money.</td>
</tr>
<tr>
<td>□</td>
<td>furniture.</td>
</tr>
<tr>
<td>□</td>
<td>clothes.</td>
</tr>
</tbody>
</table>

### (ii) How did Joha feel in the end after hearing the news?*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>angry</td>
</tr>
<tr>
<td>□</td>
<td>happy</td>
</tr>
<tr>
<td>□</td>
<td>shocked</td>
</tr>
<tr>
<td>□</td>
<td>surprised</td>
</tr>
</tbody>
</table>

### (iii) Joha’s wife asked him to rush back because...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>she would miss him.</td>
</tr>
<tr>
<td>□</td>
<td>he had work to do.</td>
</tr>
<tr>
<td>□</td>
<td>they had nothing to eat.</td>
</tr>
<tr>
<td>□</td>
<td>he was unwell.</td>
</tr>
</tbody>
</table>

### (iv) Joha buried the bag he received because...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>he wanted to hide it from his wife.</td>
</tr>
<tr>
<td>□</td>
<td>he wanted to hide it from his neighbour.</td>
</tr>
<tr>
<td>□</td>
<td>his wife asked him to.</td>
</tr>
<tr>
<td>□</td>
<td>he was worried it would be stolen.</td>
</tr>
</tbody>
</table>

### (v) Why did Joha lose the bag?*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>he forgot where he put it</td>
</tr>
<tr>
<td>□</td>
<td>someone stole it</td>
</tr>
<tr>
<td>□</td>
<td>he dropped it in the desert</td>
</tr>
<tr>
<td>□</td>
<td>his wife took it</td>
</tr>
</tbody>
</table>

---

*Total for Question 4 = 5 marks*
(ii) How did Joha feel in the end after hearing the news?

- [ ] A angry
- [ ] B happy
- [ ] C shocked
- [ ] D surprised

(iii) Joha's wife asked him to rush back because...

- [ ] A she would miss him.
- [ ] B he had work to do.
- [ ] C they had nothing to eat.
- [ ] D he was unwell.

(iv) Joha buried the bag he received because...

- [ ] A he wanted to hide it from his wife.
- [ ] B he wanted to hide it from his neighbour.
- [ ] C his wife asked him to.
- [ ] D he was worried it would be stolen.

(v) Why did Joha lose the bag?

- [ ] A he forgot where he put it
- [ ] B someone stole it
- [ ] C he dropped it in the desert
- [ ] D his wife took it

(Total for Question 4 = 5 marks)
Education in Yemen

System of study in Yemen

Ibrahim met with his friends on Friday evening and they started discussing their studies. Ibrahim said:

Here are the details of the study system at the Knowledge School in Yemen. Every student studies 11 subjects in both the first and second semester. Therefore, the first year of secondary school is the hardest year in Yemen.

Sawsan added:

The reason is that the school management wants the student to study scientific and literary subjects in this grade so that he can decide the division he wants to study by the end of the year.

Taoufiq said:

I think it is better to specialize at the beginning of the first year of secondary school, as the years of age cannot be wasted in studying what does not benefit us in the future. For example, the history and geography subjects, the same programs have been taught in primary and preparatory stages, and there is no benefit from repeating them, especially for the student who will enter medicine.

Lamees continued saying:

In my opinion, studying scientific and literary subjects will give the student the opportunity to study a diverse set of subjects, so it will not waste time, as the student will use them in his daily life.

Choose the correct answer from either Ibrahim, Sawsan, Taoufiq or Lamees.

(a) ....................................................... says studying all subjects is not a waste of time. (1)

(b) ....................................................... thinks that the first year of secondary school is the hardest of all years. (1)

(c) ....................................................... says students should not study subjects they have already studied. (1)

(d) ....................................................... says that studying all subjects is useful. (1)

(e) Who decides which subjects students can study? (1)

(f) Why does Taoufiq believe that students should choose their options in the first year of secondary school? Give one reason. (1)
Answer the following questions **in English**.

(e) Who decides which subjects students can study?

(f) Why does Taoufiq believe that students should choose their options in the first year of secondary school? Give **one** reason.

(Total for Question 5 = 6 marks)
6 قراءة هذا المقال الصحفى عن الملابس التقليدية في الأردن.

الملبس التقليدية في الأردن

الملابس التقليدية الأردنية هو جزء مهم من ثقافة الشعب الأردني وحضارته عبر التاريخ. وبالرغم من صغر مساحة الأردن، إلا أن الأزياء الأردنية تتميز بتنوعها الكبير وهي تتغير من منطقة إلى أخرى ويوجد لكل منطقة تصاميم وألوان خاصة بها. ويُعدّ لباس الرأس عند الأردنيين من أهم مكونات الزي الأردني التقليدي سواء عند الرجل أو المرأة.

تتميز الأزياء الأردنية بصناعتها اليَدَوية الجميلة. وهذه الصناعة فن من أهم الفنون الجميلة، ومن خلالها استطاع الشعب الأردني أن يعبر عن عادات وتقاليد أجداده. وُسمّى الثوب الأردني بـ"المَدرَقة"، وأخذ الإنسان الأردني تصاميمه من دينه وتاريخه ومن الطبيعة المحيطة به، مثل الزهور وأوراق الأشجار وسنابل القمح وأشكال الطبور.

كانت العائلات الغنية في الأردن تستعمل الخيوط الذهبية والفضّية في حين كانت العائلات الفقيرة تستعمل الخيوط المغلفة والقصيفة في ثيابها. أما ألوان الثوب الأردني التقليدي فهي تعبر أيضا عن عمر المرأة، فحزام الرأس الأحمر ترديده المرأة الشابة وحزام الرأس الأسود ترديده المرأة المتقدمة في السن.

ولألفسيّة الأعراس مكانة خاصة ومواصفات معينة حيث هناك الألوان الملونة بخيوط ذهبية والثوب الأبيض بألوان الزاهية التي تعبر عن الحب والوفاء.
(a) What does this article say?

Put a cross ☒ in each one of the three correct boxes.

<table>
<thead>
<tr>
<th>Example</th>
<th>Jordanian costume reflects its history.</th>
<th>☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Jordanian traditional clothes lack variety.</td>
<td>☐</td>
</tr>
<tr>
<td>B</td>
<td>Traditional Jordanian costumes change from one region to another.</td>
<td>☐</td>
</tr>
<tr>
<td>C</td>
<td>Designs of traditional costumes are influenced by nature.</td>
<td>☐</td>
</tr>
<tr>
<td>D</td>
<td>New technology and machinery are used in the making of traditional costumes today.</td>
<td>☐</td>
</tr>
<tr>
<td>E</td>
<td>Some traditional costumes show whether women are married or single.</td>
<td>☐</td>
</tr>
<tr>
<td>F</td>
<td>Poor families use cotton strings in their clothing.</td>
<td>☐</td>
</tr>
<tr>
<td>G</td>
<td>Red traditional wedding dresses express love and faithfulness.</td>
<td>☐</td>
</tr>
</tbody>
</table>

Answer the following questions in English.

(b) Why is the word religion used in the text?

(c) How would you tell the age of women from their clothing?

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS
اقرأ الإعلان التالي المنشور في صحيفة عربية، ثمّ أجب عن الأسئلة التي تليه:

مدينة مراكش المغربية

**المثال: مسجد “الكُتُبِية” من أبرز الأماكن في المغرب في المدينة دون دفع تكاليف مرتفعة. وأيضاً يُمكن للسائحين الاستمتاع بمحلّات الأحذية المغربية الجميلة، والأطباق الملونة والسجاد القديم. كما يُعتبر حمام البخار المغربي جزءًا من الحياة اليومية لكل المغاربة نساءً وأطفالاً ورجالاً، فهو يساعد على تنشيط العضلات والراحة للهروب من ضجيج المدينة السياحية. ومن أهم القصور قصر البادي، الذي يتميز بالغرف البناء في القبو، والملحق الحديم. وهناك أيضاً قصر “المأمونية” الذي استضاف أشخاصاً معروفين مثل "شارلي شابلي" و"ويستون تشرشل".**

<table>
<thead>
<tr>
<th>الأسئلة</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td></td>
<td></td>
<td></td>
<td>♦</td>
</tr>
</tbody>
</table>

(Total for Question 7 = 5 marks)
لا يوجد أي نص يمكن قراءته بشكل طبيعي من الصورة المقدمة. يُرجى تقديم نصاً قوياً يمكن قراءته بشكل طبيعي لمساعدتي في إنشاء نسخة متناسبة.
**إعلانات لرحلات سفر**

اقرأ هذه الإعلانات من بعض مكاتب السفر عن رحلات متوفرة لديهم.

<table>
<thead>
<tr>
<th>الطّبّ للسّياحة والسفر</th>
<th>مكتب السّعادة للسفر</th>
<th>سفريّات الأحلام</th>
<th>مكتب الأمان للسّياحة</th>
</tr>
</thead>
<tbody>
<tr>
<td>عندنا رحلات لِعطلة الصيف المُقبل لزيارة أهمّ الأماكن السياحية في القاهرة مثل الأهرامات. رحلتنا تتضمن إقامة في فندق خمس نجوم في وسط العاصمة.</td>
<td>إلى مُحطّيّ الريف والمُعابدات، لدينا سفرات شمّية لزيارة لبنان. تستطيعون المشي في الحقول وتسلّق الجبال ومشاهدة المناطير الرائعة.</td>
<td>تُوفّر لدينا رحلات لزيارة تونس. رحلتنا على الشاطئ، حيث يُمكنكم الاستمتاع بالطقس الجميل. رحلتنا تتضمن وجبة الفطور فقط.</td>
<td>تُوجد لدينا رحلات في عّطلة الربيع القادم إلى شرم الشيخ في مصر. رحلاتنا تشمل وجبات الطعام الكاملة لمدة خمسة أيام. لدينا أيضاً نوادي رياضية للأطفال.</td>
</tr>
</tbody>
</table>

ما هو مكتب السفر المناسب؟ اختر من بين هذه المكاتب: الطّبّ للسّياحة والسفر، مكتب السّعادة للسفر، سفريّات الأحلام، مكتب الأمان للسّياحة. يُمكنك استخدام الأجابة أكثر من مرة.

مثال: الإقامة في فندق خمس نجوم متوفرة من الطّبّ للسّياحة والسفر........ (1)

1. هناك أسرة تبحث عن رحلة فيها نشاطات للأولاد................................. (a)
2. إذا كنت تحب السّياحة في البحر عليك أن تعتبر................................. (b)
3. الأشخاص الذين يحبون زيارة الأماكن الأثرية يمكنهم الذهاب مع................................. (c)
4. لديها رحلات للاستمتاع بِطيبة الطبيعة............................................... (d)
5. تُوفّر وجبة طعام واحدة كل يوم................................................... (e)

(Total for Question 8 = 5 marks)
عبّاس بن فرناس

اقرأ هذا المقال عن "عبّاس بن فرناس"، ثمّ أجب عن الأسئلة التي تليه:

 الشخصية اليوم هي "عبّاس بن فرناس" الأندلسي. إنه مهندس وفيزيائي وكيميائي وعالم رياضيات. كان عبّاس عربياً، وعاش في القرن التاسع الميلادي في "قُرطُبة" في الأندلس، المعروفة بـ"إسبانيا" الآن. أبدع عبّاس في مجالات ع طبية متعددة كان ناجحاً تقديم بعض من أهم الابتكارات في تاريخ الإنسانية، والتي ما زالت تلعب دوراً هاماً في حياة البشر حتى يومنا هذا.

بدأ عبّاس بدراسة الطيور عندما تطير، وأضاف مهاراته في الرياضيات ثم قرر أن يصنع لباساً حول الأكمام يشبه الطيور ليكون موقعاً للجناح. قام بعد ذلك بالقفز من مكان مرتفع ونجح في الطيران لفترة من الزمن، ولكنه لم يعرف أهميّة الذيل في عملية الهبوط، وهذا أدى إلى وقوعه وإصابة ظهره غير أنّه تحسّن بعد شهور من العلاج واراحة الناقة.

وقد صنع عبّاس أوّل قلم حبر في التاريخ، حيث صنع أسطوانة على شكل قلم ثمّ وصل الحبر إليه، وبهذا يسمع الحبر من خلاله عند استعماله. كما تعمّق في دراسة الزجاج وتمكّن من صنعه لخدمة الناس، فصنع أوّل نسخة من عدسات البصر، والزجاج الشفاف. كان عبّاس الأوّل في مجالات كثيرة، وتجربته أعطت دروساً وخبرات لمَن أتى بعده.

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(1) اذكر أحد المجالات التي تخصص بها "عبّاس بن فرناس".

(2) ما الذي ساعد عبّاس في صناعة أنثمة الطيران؟

(3) ما الذي تسبب في إصابة عبّاس؟

(4) كيف ساهم عبّاس في مجال الكتابة؟

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
SECTION C
Translation

10 Translate this passage into English.

فُورمُولا واحد

بدأ سباق السيارات مباشرةً بعد اختراع السيارات التي تعمل على البنزين. ونظمّت البحرين سباق الـ "فورمولا واحد" الأول في العالم العربي بعد منافسة قوية بينها وبين دول كثيرة. اكتسبت البحرين خبرة كبيرة في هذا المجال لأنّها تستضيف دولًا عالمية كل ربيع. غيرّ أنّ البحرين لم تشارك بهذه السباقات في السنوات القليلة الماضية.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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فُورمُولا واحد

بدأ سباق السيارات مباشرةً بعد اختراع السيارات التي تعمل على البنزين. ونظّمت البحرين سباق الأَوّل في العالم العربي بعد منافسة قوية بينها وبين دول كثيرة. اكتسبت البحرين خبرة كبيرة في هذا المجال لأنّها تستضيف دولاً عالمية كل ربيع. غيرَ أنّ البحرين لـم تشترك بـهذه السباقات في السنوات القليلة الماضية.
There are no marks for quality of language or spelling in this paper, therefore errors in the Arabic script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Arabic word or name.

SECTION A

Question number Answer Mark

1(a) in the outskirts of town (1)

1(b) discounts/natural products (1)

1(c) by visiting the website (1)

2(a) Any one of the following:
• very happy (1)
• they scream (1)

2(b) on a (beautiful) rug (1)

2(c) to watch stories (1)

2(d) to pay money (1)

3(a) Any one of the following:
• because it is tiring (1)
• because the trip is long (1)
## GCSE Arabic Higher tier

### Paper 3 Mark scheme

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

### SECTION A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>in the outskirts of town</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>discounts/natural products</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>by visiting the website/shop’s website</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>Any one of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• very happy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• they scream</td>
<td></td>
</tr>
<tr>
<td>2(b)</td>
<td>on a (beautiful) rug</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>to watch stories</td>
<td>(1)</td>
</tr>
<tr>
<td>2(d)</td>
<td>to pay money</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)</td>
<td>Any one of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• because it is tiring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• because the trip is long</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3(b)</td>
<td>Nader’s mother</td>
<td>(1)</td>
</tr>
<tr>
<td>3(c)</td>
<td>Any one of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• he plays electronic games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• chats with the rest of the family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• plan the trip to France</td>
<td></td>
</tr>
<tr>
<td>3(d)</td>
<td>because she lives (only) three hours away</td>
<td>(1)</td>
</tr>
<tr>
<td>3(e)</td>
<td>because she meets new friends in the train</td>
<td>(1)</td>
</tr>
<tr>
<td>4(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>5(a)</td>
<td>Lamees</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>Ibrahim</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>Taoufiq</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answers</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5(d)</td>
<td>Lamees</td>
<td>(1)</td>
</tr>
<tr>
<td>5(e)</td>
<td>the school management</td>
<td>(1)</td>
</tr>
<tr>
<td>5(f)</td>
<td>Any one of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• students will not have to study unimportant subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• to not waste students’ time</td>
<td></td>
</tr>
<tr>
<td>6(a)</td>
<td>B, C, F</td>
<td>(1)</td>
</tr>
<tr>
<td>6(b)</td>
<td>designs of traditional Jordanian clothes are inspired by religion</td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>the colour of their headscarf determines their age</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>7(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>7(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>7(v)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)</td>
<td>مكتب الأمان للسياحة</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)</td>
<td>سفرىات الأحلام</td>
<td>(1)</td>
</tr>
<tr>
<td>8(c)</td>
<td>الطيب السياحة والسفر</td>
<td>(1)</td>
</tr>
<tr>
<td>8(d)</td>
<td>مكتب السعادة للسفر</td>
<td>(1)</td>
</tr>
<tr>
<td>8(e)</td>
<td>سفرىات الأحلام</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9(a)</td>
<td>الهندسة، الفيزياء، الكيمياء، الرياضيات.</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)</td>
<td>درس حركة أجنحة الطيور مهاراته في الحساب</td>
<td>(2)</td>
</tr>
<tr>
<td>9(c)</td>
<td>لم يكن يعرف أهمية الذيل للطيتان والذي سبب سقوطه.</td>
<td>(1)</td>
</tr>
<tr>
<td>9(d)</td>
<td>اخترع أول قلم في التاريخ.</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Motor racing began immediately after the invention of petrol cars/cars that run on gasoline. Bahrain organised the first Formula One race in the Arab world after strong competition from a lot of countries. Bahrain has gained a lot of experience in this field as it hosts international competitions every spring. However, Bahrain did not hold these races in the last few years.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication.</td>
</tr>
<tr>
<td>1–3</td>
<td>The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.</td>
</tr>
<tr>
<td>4–6</td>
<td>The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.</td>
</tr>
<tr>
<td>7</td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.</td>
</tr>
</tbody>
</table>
Motor racing began immediately after the invention of petrol cars/cars that run on gasoline. Bahrain organised the first Formula One race in the Arab world after strong competition from a lot of countries. Bahrain has gained a lot of experience in this field as it hosts international competitions every spring. However, Bahrain did not hold these races in the last few years.
Choose either Question 1(a) or Question 1(b).

حدث رياضي عالمي

وصلتك رسالة إلكترونية من صديقك العربي سليمان يسألك عن الحدث الرياضي العالمي الذي ذهب إليه.

اكتب ردًا غير رسمي إلى سليمان.

يجب أن يحتوي هذا الرد على النقاط التالية:

• كيف عرفت عن الحدث
• الرياضة المفضلة لدى الناس في بلدك
• أهمية الرياضة في حياة الشباب
• نشاط رياضي تريد أن تشارك فيه في المستقبل.

اكتب ما بين 80-90 كلمة باللغة العربية.

(20)
وصلتك رسالة إلكترونية من صديقك العربي سُليمان يسألك عن الحدث الرياضي العالمي الذي ذهبت إليه.

• كيف عرفت عن الحدث؟
• نشاط رياضي تريد أن تشارك فيه في المستقبل.
• أهمية الرياضة في حياة الشباب.
طموحات الشباب

(ب) يسعى موقع عربي على الإنترنت إلى معرفة رأيك في طموحات الشباب.

أكتب مقالاً غير رسمي للشباب وأرسله إلى هذا الموقع.

يجب أن يحتوي مقالك على النقاط التالية:

• أي نوع من الأشخاص أنت

• العمل الذي قمت به سابقاً

• أهمية أن يكون لدى الشباب طموح أو لا

• خططك في المستقبل.

أكتب ما بين 80-90 كلمة باللغة العربية.

(20)
يسعى موقع عربي على الإنترنت إلى معرفة رأيك في طموحات الشباب.

اكتب مقالاً غير رسمي للشباب وأرسلهُ إلى هذا الموقع.

أهمية أن يكون لدى الشباب طموح أو لا

انحتوي مقالك على النقاط التالية:
• يجب
• أن يكون في مقالك
• أي نوع من الأشخاص أنت
• العمل الذي قمتُ به سابقاً

(Total for Question 1 = 20 marks)
Choose either Question 2(a) or Question 2(b).

مطلوب تحسينات!

أنت ترغب في أن تكون المنطقة التي تسكن فيها في أفضل حال.

أكتب رسالة رسمية إلى مركز البلدية تُندمجه فيها بالاهتمام بالمنطقة.

يجب أن تحتوي هذه الرسالة على النقاط التالية:

• حال المنطقة الآن

• الأنشطة الممتعة التي قُمّت بها مؤخرًا هنا.

• سبب زيارة السياح لمنطقةك

• فائدة التحسينات لسكان المنطقة في المستقبل.

• بزر أفكارك وأرائك.

أكتب ما بين 130-150 كلمة باللغة العربية.

السيد مدير مركز البلدية
اكتب رسالة رسمية إلى مركز البلدية تقنعهم فيها بالاهتمام بالمنطقة التي ترغب في أن تكون الـمنطقة التي تسكن فيها في أفضل حال. مطلوبة تحسينات! فائدة التحسينات لسكان المنطقة في المستقبل.

أن تحتوي هذه الرسالة على النقاط التالية:

• الأنشطة الممتعة التي قمت بها مؤخراً هناك.
• حال المنطقة الآن - برر أفكارك وآرائك.

Turn over

لا يمكنني قراءة النص الكامل من الصورة. إذا كنت بحاجة إلى مساعدة بخصوص محتوى آخر في الصورة، فأخبرني بذلك.
مع الشكر الجزيل

المجلة العربية تبحث عن مقالات حول الرحلات المدرسية لموقعها على شبكة الإنترنت.

اكتب مقالاً رسميًا لفائدة القُرّاء عن رحلة مدرسية قُمتَ بها مؤخّراً.

الرحلات المدرسية

يجب أن يحتوي هذا المقال على النقاط التالية:

- لماذا نظّمَت مدرستك هذه الرحلة
- أهمّية الرحلات المدرسية
- النشاطات التي تفضّلها

1. بّرر أفكارك وآراءك.
2. اكتب ما بين TURN OVER

b)

ب)
الرحلات المدرسية

(ب) مجلة عربية تبحث عن مقالات حول الرحلات المدرسية لموقعها على شبكة الإنترنت.

أكتب مقالاً رسمياً لفائدة القراء عن رحلة مدرسية قمت بها مؤخرًا.

يجب أن يحتوي هذا المقال على النقاط التالية:

• لماذا نظمت مدرستك هذه الرحلة

• النشاطات التي تفضّلها

• أهمية الرحلات المدرسية

• رحلة أخرى ترغب في أن تقوم بها في المستقبل.

بُرز أفكارك وآراءك.

أكتب ما بين 130-150 كلمة باللغة العربية.
امريكتي

ترجم القطعة التالية إلى اللغة العربية:

Nadia lives in Tunisia and we call each other every day. She doesn't like school; she has found geography difficult, but she's good at languages. However, for her, they are both important, as she wants to travel and get a good job when she's older. She thinks that by working hard, she will succeed.
GCSE Arabic Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a ‘best fit’ approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

Question 1: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Communicates brief information relevant to the task with little development  
|      | • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification  
|      | • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition  
|      | • Variable use of appropriate register and style |
| 4–6  | • Communicates information relevant to the task, with development of the occasional key point and idea  
|      | • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful  
|      | • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language  
|      | • Appropriate use of register and style is evident but with inconsistencies |
Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

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

- Communication and content
- Linguistic knowledge and accuracy.

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

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

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

**Question 1: Communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 7–9  | • Communicates information relevant to the task, with development of some key points and ideas  
      • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions  
      • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language  
      • Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12| • Communicates information relevant to the task with expansion of key points and ideas  
         • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions  
         • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language  
         • Appropriate use of register and style throughout, with minimal inconsistency |

**Additional guidance**

**Creative language use:** examples of creative language use are:

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

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

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

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.
### Question 1: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses straightforward grammatical structures, some repetition</td>
</tr>
<tr>
<td></td>
<td>• Produces brief, simple sentences, limited linking of sentences</td>
</tr>
<tr>
<td></td>
<td>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses mostly straightforward grammatical structures, occasional repetition</td>
</tr>
<tr>
<td></td>
<td>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</td>
</tr>
<tr>
<td></td>
<td>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</td>
</tr>
<tr>
<td>5–6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Different examples of straightforward grammatical structures are evident</td>
</tr>
<tr>
<td></td>
<td>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</td>
</tr>
<tr>
<td></td>
<td>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</td>
</tr>
<tr>
<td>7–8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some variation of grammatical structures, occasional complex structure</td>
</tr>
<tr>
<td></td>
<td>• Produces frequently extended sentences, well linked together</td>
</tr>
<tr>
<td></td>
<td>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</td>
</tr>
</tbody>
</table>

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.
Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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

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

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

NB: these are examples only and do not constitute a finite list.
**Question 2 – Higher tier (28 marks)**

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

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
      - Some effective adaptation of language to narrate, inform, interest/convince  
      - Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
      - Appropriate use of register and style with the occasional inconsistency |
| 5–8  | - Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
      - Frequently effective adaptation of language to narrate, inform, interest/convince  
      - Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
      - Appropriate use of register and style with few inconsistencies |
| 9–12 | - Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
      - Mostly effective adaptation of language, to narrate, inform, interest/convince  
      - Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
      - Predominantly appropriate use of register and style |
Question 2: communication and content mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 13–16 | - Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
| | - Consistently effective adaptation of language to narrate, inform, interest/convince  
| | - Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
| | - Consistent use of appropriate register and style throughout |

Additional guidance

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

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

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

Register and style definition: formal register and style includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments, and writing in a conversational style.
### Question 2: linguistic knowledge and accuracy mark grid – Higher tier

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
     • Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
     • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | • Some variation of grammatical structures, including some repetitive instances of complex language  
     • Prolonged sequences of fluent writing, some extended, well-linked sentences  
     • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | • Uses a variety of grammatical structures, including some different examples of complex language  
     • Predominantly fluent response; frequent extended sentences, mostly well linked  
     • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12| • Uses a wide variety of grammatical structures, including complex language  
     • Fluent response throughout with extended, well-linked sentences  
     • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:
- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.
Errors that **do not hinder clarity:**
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

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

Errors that **prevent meaning being conveyed:**
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.
**Question 3 – Higher tier (12 marks)**

**Translation mark grid and example response**

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student’s response across the whole paragraph should be considered.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3   | • Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference  
• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6   | • The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated  
• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9   | • The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated  
• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12 | • The meaning of the passage is fully communicated  
• Consistently accurate language and structures, any errors do not hinder clarity |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>تعشي نادية في تونس وتحدث باللهافت يومياً. هي لا تحب المدرسة. فهي تجد الجغرافيا صعبة لكنها جيدة في اللغات. ومع ذلك، كتبتاها مهمتين/جميعها مهمة بالنسبة لها، لأنها تريد أن تسافر وأن تحصل على وظيفة جيدة عندما تكون. هي تعتقد بأنها ستنجح من خلال العمل الجاد.</td>
</tr>
</tbody>
</table>
**Additional guidance**

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

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

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

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

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