This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0). Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in 2018.

Specification
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic (1AA0)
First teaching from September 2017
First certification from June 2019
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic Specification

Issue 3 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
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</thead>
<tbody>
<tr>
<td>Amendment to the administration of the speaking component (Paper 2):</td>
<td>14</td>
</tr>
<tr>
<td>The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold):</td>
<td></td>
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<tr>
<td>‘The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises’.</td>
<td></td>
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 Introduction

Why choose Edexcel GCSE Arabic?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics
Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content
Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus
The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

Straightforward assessments that are accessible to all students
Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts
We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria
Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression
Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.
Supporting you in planning and implementing this qualification

Planning
- To support you in delivering this specification, our Getting Started Guide, available on our website, gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable course planner and scheme of work that you can adapt to suit your department.
- Our mapping documents highlight key differences between the new and 2009 qualification.

Teaching and learning
There are lots of free teaching and learning support to help you deliver the new qualification, including:
- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams
We also provide a range of resources to help you prepare your students for the assessments, including:
- marked exemplars of student work with examiner commentaries

ResultsPlus
ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support
Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.
Learn more at qualifications.pearson.com
Qualification at a glance

Content and assessment overview
The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic consists of four externally-examined papers based on the following skills: listening, speaking, reading and writing.
Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.
Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Vocalisation
Vocalisation has been used in the questions and rubrics of the reading, listening, speaking and writing papers only where it is necessary for ease of reading and to clarify meaning. Students are not expected to use vocalisation in their writing.

| Paper 1: Listening and understanding in Arabic (*Paper code: 1AA0/1F and 1H) |
| Written examination |
| **Foundation tier**: 35 minutes, including 5 minutes’ reading time; 50 marks |
| **Higher tier**: 45 minutes, including 5 minutes’ reading time; 50 marks |
| **25% of the total qualification** |

Content overview
This paper draws on vocabulary and structures across all the themes and topics.

Assessment overview
Students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Arabic speakers.
Students must answer all questions in both sections.
There is no requirement for students to produce written responses in Arabic.

Foundation tier
- Section A is set in English. The instructions to students are in English.
- Section B is set in Arabic. The instructions to students are in Arabic.

Higher tier
- Section A is set in Arabic. The instructions to students are in Arabic.
- Section B is set in English. The instructions to students are in English.
The listening audio files are available on our website.
### Paper 2: Speaking in Arabic (*Paper code: 1AA0/2F and 2H*)

**Internally conducted and externally assessed**

*Foundation tier*: 7–9 minutes plus 12 minutes’ preparation time; 70 marks  
*Higher tier*: 10–12 minutes plus 12 minutes’ preparation time; 70 marks  

25% of the total qualification

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings.

- There are three tasks, which must be conducted in the following order:
  - Task 1 – a role play based on one topic that is allocated by Pearson
  - Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

### Paper 3: Reading and understanding in Arabic (*Paper code: 1AA0/3F and 3H*)

**Written examination**

*Foundation tier*: 50 minutes; 50 marks.  
*Higher tier*: 1 hour 5 minutes; 50 marks  

25% of the total qualification

**Content overview**
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**
Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- **Section A** is set in English. The instructions to students are in English.
- **Section B** is set in Arabic. The instructions to students are in Arabic.
- **Section C** includes a translation passage from Arabic into English with instructions in English.
**Paper 4: Writing in Arabic (*Paper code: 1AA0/4F and 4H)**

**Written examination**  
*Foundation tier: 1 hour 15 minutes; 60 marks*  
*Higher tier: 1 hour 25 minutes; 60 marks*  
25% of the total qualification

**Content overview**  
This paper draws on vocabulary and structures across all the themes and topics.

**Assessment overview**  
Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question. Students must answer all questions.  
*Foundation tier* – three open-response questions and one translation into Arabic.  
*Higher tier* – two open-response questions and one translation into Arabic.

*See Appendix 6: Codes for a description of this code and all codes related to this qualification.*
2 Subject content

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic allows students to develop their ability to communicate with Arabic native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Arabic-speaking communities and countries. These contexts are listed under Themes and topics.

Students will need to develop and use their knowledge and understanding of Arabic grammar progressively through their course of study. Grammar requirements are given in the grammar list (see Appendix 2: Grammar list).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see Appendix 3: Vocabulary list). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.
Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:
1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

All themes and topics must be studied in the context of both the students’ home country and that of countries and communities where Arabic is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Arabic-speaking countries throughout the course.
Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students’ home country and that of countries and communities where Arabic is spoken.**

**Theme 1: Identity and culture**
- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**
- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

**Theme 3: School**
- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

**Theme 4: Future aspirations, study and work**
- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

**Theme 5: International and global dimension**
- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being ‘green’; access to natural resources
Paper 1: Listening and understanding in Arabic

Content

Students are assessed on their understanding of standard spoken Arabic in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources and are based on the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Arabic language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.
Assessment information

- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Arabic-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.

Foundation tier
- 35 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Section B contains two questions set in Arabic. The question type is multiple response. The instructions to students are in Arabic.

Higher tier
- 45 minutes is given for the assessment, including 5 minutes’ reading time.
- Section A contains two questions set in Arabic. The question type is multiple response. The instructions to students are in Arabic.
- Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Arabic.
- The use of dictionaries is not permitted.

Sample assessment materials
A sample paper and mark scheme for this paper can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs) document.
Paper 2: Speaking in Arabic

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes.

Students will need to:
- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however they will be able to access the highest marks available for each task without a ‘perfect’ command of Arabic.

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers (see definition of registers beneath the Role play mark grid within the marking guidance section of the specification). The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal language relevant to the scenario. Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

All role plays are marked for communication only.

The role plays are set and provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Arabic, General instructions to the teacher section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from themes 1 to 4 (listed on page 9), i.e. not on the theme International and global dimension as this theme lends itself better to the picture-based task and the conversation.

Task 2 – Picture-based task

The assessment scenario is based on any of the topics (listed on page 9). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Arabic, General instructions to the teacher section.

This assessment allows students to:
- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different timeframes.
Task 3 – Conversation

The conversation allows students to cover all of the requirements outlined in the Content section on page 12, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (see Themes and topics) and is in two parts. For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Arabic, General instructions to the teacher section.

This part of the conversation may focus on one or more topics from within the selected theme (see page 9).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.
Assessment information

General information
- The entire assessment must be conducted in Arabic.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example please see the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs) document – Paper 2: Speaking in Arabic, General instructions to the teacher, section.

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.
- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the UK Information Manual at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Arabic for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes’ preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the Candidate speaking examination record form (CS2) (see Appendix 1). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.
**Foundation tier assessment time and marks**
- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

**Higher tier assessment time and marks**
- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes’ preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
  - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.
Preparation time

Students are allocated 12 minutes’ preparation time, under supervised conditions, immediately prior to the assessment for Tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both Tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing Task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

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

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 – Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher cards

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

Candidate cards

The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by the symbol ‘?’), and where an unpredictable question is posed to them by the teacher (indicated by the symbol ‘!’).

Students have access to this during their preparation time to help in preparing for the assessment.

Each candidate card contains instructions in English and the task is in Arabic. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding of each bullet point.

At Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense for four of the prompts or they may use a familiar conditional tense where it is more natural to do so.

At Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable question. Students are required to speak in the present tense for four of the prompts or they may also use a conditional tense if it is more natural to do so and respond to one question set in a past tense.
Task 2 – Picture-based task
Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards
The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question, which is based on the picture. The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate cards
At Foundation tier, students are provided with a picture and five bullets in Arabic to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At Higher tier, students are provided with a picture and five bullets in Arabic to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 – Conversation
The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic What school is like may:

● choose to focus on ‘school types’ and ‘rules and pressures’, or
● choose to focus only on ‘rules and pressures’.

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

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that an equal amount of time is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students 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.
Administration and general information about the conduct of the speaking assessment

**Preparation time and notes for Tasks 1 and 2 only**
- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time must be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

**Sample assessment materials**
Sample candidate and teacher cards for the role-play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs)* document.
Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 2: Speaking in Arabic

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band
- The examiner will 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 they will 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 they will 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 they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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 role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs) document.

Additional guidance

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

Exemplification of how to apply the role-play mark grid can be found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic Sample Assessment Materials (SAMs) document.

Additional guidance

**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.
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>
<tr>
<td>1–4</td>
<td>Responds to set questions with some development, some hesitation and some prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions with occasional, brief justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</td>
</tr>
<tr>
<td>5–8</td>
<td>Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions and gives justification with some development</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>9–12</td>
<td>Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</td>
</tr>
<tr>
<td></td>
<td>Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions effectively and gives justification which is mostly developed</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are intelligible and predominantly accurate</td>
</tr>
<tr>
<td>13–16</td>
<td>Responds to the set questions with consistently fluent and developed responses</td>
</tr>
<tr>
<td></td>
<td>Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</td>
</tr>
<tr>
<td></td>
<td>Expresses opinions with ease and gives fully-developed justification</td>
</tr>
<tr>
<td></td>
<td>Pronunciation and intonation are consistently accurate and intelligible</td>
</tr>
</tbody>
</table>

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>
</tbody>
</table>
| 1–2  | • Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity  
      • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3–4  | • Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity  
      • Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 5–6  | • Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions  
      • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication |
| 7–8  | • Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions  
      • Responses are coherent, any errors do not hinder the clarity of the communication |

**Additional guidance**

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

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

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

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

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

Conversation – Higher tier (36 marks)
There are three mark grids to be applied to this task:
• 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>
</tbody>
</table>
| 1–3  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
      - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
      - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
      - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 4–6  | - Communicates information relevant to the topics and questions, with some extended sequences of speech  
      - Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
      - Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
      - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–9  | - Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech  
      - Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions  
      - Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes  
      - Pronunciation and intonation are intelligible and predominantly accurate |
| 10–12| - Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
      - Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
      - Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
      - Pronunciation and intonation are consistently accurate and intelligible |
Additional guidance

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

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

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

<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>
</tbody>
</table>
| 1–3  | - Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures  
- Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity  
- Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed |
| 4–6  | - Manipulates grammatical structures with occasional variation, complex structures used but repetitive  
- Generally accurate grammatical structures, generally successful references to past, present and future events  
- Generally coherent speech although errors occur that sometimes hinder clarity of communication |
| 7–9  | - Manipulates a variety of grammatical structures, some variety of complex structures  
- Predominantly accurate grammatical structures, mostly successful references to past, present and future events  
- Predominantly coherent speech; errors occur but they rarely hinder clarity of communication |
| 10–12| - Manipulates a wide variety of grammatical structures, frequent use of complex structures  
- Consistently accurate grammatical structures, consistently successful references to past, present and future events  
- Fully coherent speech; any errors do not hinder the clarity of the communication |

### Additional guidance

**Complex** grammatical structures are considered to be:
- all grammar and structures included in the grammar list that 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.
Paper 3: Reading and understanding in Arabic

Content

Students are assessed on their understanding of written Arabic across a range of different types of texts.

Students need to:
- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to extract information and answer questions.

This paper draws on vocabulary and structures across all the themes (see Themes and topics).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short- and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:
- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Arabic into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Arabic into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in an Arabic-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Arabic language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.
**Assessment information**

- The assessment time is:
  - Foundation tier – 50 minutes in length
  - Higher tier – 1 hour 5 minutes in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Arabic. The instructions to students are in Arabic:
  - for the Foundation tier there are three multiple-response questions
  - for the Higher tier, there are two multiple-response questions and one short-answer open-response question.
- Section C contains one translation passage from Arabic into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

**Sample assessment materials**

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs)* document.
Paper 4: Writing in Arabic

Content

Students are assessed on their ability to communicate effectively through writing in Arabic. Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are not expected to use vocalisation in their writing.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Arabic.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Arabic.
- All assessments are marked against assessment criteria, please see Marking guidance for Paper 4: Writing in Arabic.
- The instructions to students are all in Arabic.
- The use of dictionaries is not permitted.
● **Foundation tier**
  o The assessment time is 1 hour and 15 minutes in length.
  o The paper consists of three open questions and one translation from English into Arabic.
  o Students must answer all questions.
  o Question 1 assesses students on their ability to write to describe and to express opinions.
  o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Arabic*.
  o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Arabic*. This question is common to the Higher tier.
  o Question 4 is the translation question. Students are required to translate five sentences from English to Arabic. The sentences are ordered by increasing level of difficulty.

● **Higher tier**
  o The assessment time is 1 hour and 25 minutes in length.
  o The paper consists of two questions and one translation from English into Arabic.
  o Students must answer all questions.
  o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register, please see the definition in *Marking guidance for Paper 4: Writing in Arabic*. This question is common to the Foundation tier.
  o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Arabic*.
  o Question 3 is the translation question. Students are required to translate a short paragraph from English into Arabic. The individual sentences are ordered by increasing level of difficulty.

**Sample assessment materials**

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.
Marking guidance for Paper 4: Writing in Arabic

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

**Step 1 Decide on a band**

- The examiner will 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 they will 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 they will 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 they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves 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>
</tbody>
</table>
| 1–2  | - Some relevant, basic information without development  
      - Uses language to inform, give short descriptions and express opinions with limited success  
      - Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4  | - Mostly relevant information, minimal extra detail  
      - Uses language to give short descriptions, simple information and opinions with variable success  
      - Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6  | - Relevant information with occasional extra detail  
      - Uses language to give short descriptions, simple information and opinions with some success  
      - Uses small selection of common, familiar vocabulary and expression with little repetition |
**Question 1: linguistic knowledge and accuracy mark grid – Foundation tier**

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

Mark grid for sentences (d) and (e), which are worth 3 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>● 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&lt;br&gt;● 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&lt;br&gt;● Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</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
● 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.
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. 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 |
| 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>
</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:
- all grammar and structures included in the grammar list that 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/convoy 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>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
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</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 |
| 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>
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<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 included in the grammar list that 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 3 – Higher tier (12 marks)

**Translation mark grid and example response**

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 |

**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.
Assessment Objectives

Students must:

<table>
<thead>
<tr>
<th>AO</th>
<th>Description</th>
<th>% in GCSE</th>
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<tbody>
<tr>
<td>AO1</td>
<td>Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td>AO2</td>
<td>Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td>AO3</td>
<td>Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td>AO4</td>
<td>Writing – communicate in writing</td>
<td>25</td>
</tr>
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</table>

Total 100%

Breakdown of Assessment Objectives

<table>
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<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>AO1 %</td>
<td>AO2 %</td>
</tr>
<tr>
<td>Paper 1: Listening and understanding in Arabic</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Paper 2: Speaking in Arabic</td>
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<td>25</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Arabic</td>
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<td>0</td>
</tr>
<tr>
<td>Paper 4: Writing in Arabic</td>
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<td>0</td>
</tr>
<tr>
<td>Total for GCSE</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK Information Manual. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Discount code and performance tables

Students taking the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see Appendix 6: Codes). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Arabic. For listening and reading, all student work must follow the instruction provided for the individual question.
Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

Special consideration

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and Higher tier

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
<th>Raw marks</th>
<th>Scaling factor</th>
<th>Scaling mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>50</td>
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<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
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<td>70</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>50</td>
<td>1.400</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>60</td>
<td>1.167</td>
<td>70</td>
</tr>
</tbody>
</table>

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.
The first certification opportunity for this qualification will be 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Student recruitment and progression**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:
- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources. Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Arabic. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual’s employability profile. Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Arabic-speaking countries and their cultures.
Appendices

Appendix 1: Candidate speaking examination record form (CS2) 69
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## Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

<table>
<thead>
<tr>
<th>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic</th>
<th>1AA0: 2F/2H*</th>
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<tr>
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<td>Centre number:</td>
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<table>
<thead>
<tr>
<th>Candidate name and number</th>
<th>Declaration and permissions signature and date*</th>
<th>Role play</th>
<th>Picture-based discussion</th>
<th>Conversation (1)</th>
<th>Conversation (2)</th>
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<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
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</table>

*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.

**Please photocopy and continue on a separate sheet as necessary.** Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A ‘Word’ version of this form is available on our website to facilitate administration in centres.
Appendix 2: Grammar list

GCSE students will be expected to have acquired knowledge and understanding of Arabic grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R) only receptive knowledge is required.

Arabic (Foundation tier)

The case system (nouns and adjectives)
- nominative
- accusative
- genitive

The vocalisation system (R) (for ease of listening and reading and to clarify meaning):
- short vowels, nunation, sukun, madda, shadda and hamza
- sun and moon letters
- transliteration of loan words in Arabic script

Nouns:
- gender
- singular, dual and plural forms
- common broken (مﺪارس، ﻴﻜﺐ، ﻴﻤﺎد) and collective plurals (مَﻮز، ﺷﺠﺮ، ورق)
- common weak nouns (نادِ، ﻳﻐﻦ، كرَاسِ، ﺳَﺘﺸﻔﻲ)
- simple Idafa (the construct state)

Nominal sentences:
- equational sentences and negation with (ليس)
- kana and its common sisters
- inna and its common sisters

Articles:
- definite, omission of the indefinite article, generic use of the definite article

Adjectives:
- agreement
- position
- comparative and superlative
- demonstrative (هذا، هذه، هؤلاء، ذلك، تلك)
- common weak (عاليًا، غالبًا، ماضٍ)

Adverbs:
- comparative and superlative
- interrogative (كيف، متي)
- adverbs of time and place (اليوم، غداً، هنا، هناك)
- common adverbial phrases

Quantifiers/Intensifiers:
- جدًا، كثيراً، قليلاً
Pronouns:
- personal: all subjects, including one ( مـن )
- possessive
- relative (الذي، الذين، التي )
- and omission of it in the indefinite
- pronoun objects
- emphatic
- demonstrative
- interrogatives

Verbs:
- strong (forms I-X) and common weak triliteral verbs ( وقال، نام، كان، زار، مشى )
- some common quadriliteral verbs (ترجم)
- common hamzated verbs ( قرأ، أكل، سأل)
- impersonal verbs ( يَجِب أن )
- all persons of the verb, singular, dual and plural
- perfect and imperfect (indicative & subjunctive) ( الماضي، المضارع المفعول والمنصوب )
- negative forms and negation using ( ما)
- tenses and time frames
- future
- basic imperative and its negation
- basic conditional
- subjunctive: after common constructions ( أن، حتى) ( R )
- verbal nouns
- passive voice - common basic structures in the imperfect (يَعْتَبِر، يَجِد، يُعْتَبِر، يُرجِح) ( and the perfect ( ولد) ( R ))
- active participle
- common passive participles ( مكتوب، مفتوح، مقفول ) ( R )

Verbal sentences:
- word order of verb, subject, object and pronoun suffixes

Prepositions:
- common prepositions ( في، إلى، على، عند، من، بعده، قبل، خلال، داخل، أمام، وراء، )
- passive voice - common basic structures in the imperfect (يَعْتَبِر، يَجِد، يُعْتَبِر، يُرجِح) ( and the perfect ( ولد) ( R ))

Conjunctions:
- common coordinating conjunctions ( فـ، لكن، أو، أم، و )
- common subordinating conjunctions ( إذا، لو، عندما، لأن، بسبب، حيث، مثل، كـ )

Particles:
- interrogatives ( كـ)
- vocative
Number, quantity, dates and time:

- cardinal and ordinal numbers
- exception (إلاً)
- agreement of numbers with nouns (R)
- months of the year using the international standard calendar (يناير، فبراير، مارس)
Arabic (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Nouns:
- weak nouns
- common diptotes
- non-human plurals
- complex dafa (the construct state)

Adjectives:
- comparative and superlative
- non-human plural agreement
- negation using غير

Adverbs:
- cognate accusative - المفعول المطلق (R)
- Hal (R)
- simple Tamyiz (specification) (R)
- comparative and superlative

Pronouns:
- object: direct and indirect
- relative (ما، مَن)

Verbs:
- basic jussive - المضارع المجزوم (R)
- and negation with (لم)
- commands in the negative (R)
- essential hamzated verbs (رجاء)
- essential doubled verbs (شن)
- the use of kana with the imperfect (R)
- pluperfect (R)
- common passive participles (مكتوب، مفتوح، مفقوف)
- passive voice - common basic structures in the perfect and imperfect (يُعَتِّر، يُوجَد، يُسْمِي، يُبْجِي، يُمْكِن، ولاد)

Number and time:
- agreement of numbers with nouns
- use of منذ with the imperfect
Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation-tier assessments.

Word lists

Section 1: High-frequency language
Common verbs
Common adjectives
Common adverbs
Prepositions
Colours
Numbers
Ordinal numbers
Quantities and measures
Some useful connecting words
Time expressions
Times of day
Days of the week
Months and seasons of the year
Question words
Other useful expressions
Other high-frequency words
Countries
Continents
Nationalities
Areas/mountains/seas
Useful acronyms
Social conventions
Language used in dialogue and messages
**Section 2: Topic-specific language**

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed in only one theme. Many common verbs are given in the verb list, with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the student’s home country and that of countries and communities where Arabic is spoken.**

**Theme 1: Identity and culture**

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

**Theme 2: Local area, holiday and travel**

- **Holidays:** preferences, experiences and destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

**Theme 3: School**

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

**Theme 4: Future aspirations, study and work**

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

**Theme 5: International and global dimension**

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being ‘green’; access to natural resources
Section 1: High-frequency language

Common verbs

to accept

قارف / صاحب

to accompany

نُصْح

to advise

قَادَم / طَوْر

to advance

ظُهْر

to appear

عَيْن

to appoint

افتَرَب مِن

to approach

عَلَى

to approve/agree

خَطَب

to attach

خَتَم

to avoid

قَدَر

to bake

ضَرَب

to be able to

بَدَا

to beat

اعْتَقد / طَنْ

to begin

نَفْح

to believe

عَسَعَاء / عَسَلَف

to blow

كُسَّر

to borrow

خَزَق

to break

خَسَب

to burn

خَل

to calculate

خَدَع / عَشَّ

to carry

خَفَق
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to choose</td>
<td>اخْتَار</td>
</tr>
<tr>
<td>to clean</td>
<td>نَظِف</td>
</tr>
<tr>
<td>to click (ICT)</td>
<td>ضغط على لوحة مفاتيح الحاسوب / نقر على</td>
</tr>
<tr>
<td>to climb</td>
<td>سَلَق</td>
</tr>
<tr>
<td>to close</td>
<td>أَغْلَق</td>
</tr>
<tr>
<td>to come</td>
<td>أَتَى / جاء</td>
</tr>
<tr>
<td>to consist of</td>
<td>تكوَّن من</td>
</tr>
<tr>
<td>to contact</td>
<td>اتصل بـ</td>
</tr>
<tr>
<td>to contain</td>
<td>الحَتْوى على</td>
</tr>
<tr>
<td>to continue/carry on</td>
<td>استمرَ</td>
</tr>
<tr>
<td>to convince</td>
<td>افتحوا / فتحوا</td>
</tr>
<tr>
<td>to copy</td>
<td>نسخ</td>
</tr>
<tr>
<td>to cost</td>
<td>كُلَف</td>
</tr>
<tr>
<td>to count,</td>
<td>أَحْصِي / عدّ</td>
</tr>
<tr>
<td>to count on (someone)</td>
<td>اعتمدت على (شخصٍ ما)</td>
</tr>
<tr>
<td>to cross, go across</td>
<td>عبر، اجتاز</td>
</tr>
<tr>
<td>to cry</td>
<td>بَكَى / صَرَخ</td>
</tr>
<tr>
<td>to cut</td>
<td>قَطَع</td>
</tr>
<tr>
<td>to dance</td>
<td>رِقص</td>
</tr>
<tr>
<td>to decide</td>
<td>فَتَر</td>
</tr>
<tr>
<td>to deliver</td>
<td>نَقِل / وَصَل / سَلم / وَلَد (وضعت الأشي)</td>
</tr>
<tr>
<td>to depart/leave</td>
<td>غَادر / ترك</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to describe

وَصَفَ

to deserve

اشتَحقَّ

to desire

رغبَ في

to die

مَات

to dig

خَفَر

to discount

خَفَضَ (المَتَع/الثَّمن)

to discuss

نَاقِش

to dislike

كَرِه

to draw

رسمَ / سَحب

to drink

شَرب

to drive

قَاد (سيارة)

to earn

كَسب

to eat

أَكل

to economise

اقتَصد

to empty

أَفْرَغ

to encourage

شَجَع

to end/come to an end

انْهَى / وَصَلِّ (النهاية)

to enjoy oneself

قَضَى وقتاً طيباً / أُسْتمَع

to enter/go in

دُخِل

to escape

هَزْب

to exchange

تَبَادَل

to explain

شَرح

to fail

فَشَل

to fall

سقطَ / وقَع
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to fall asleep</td>
<td>نَامَ</td>
</tr>
<tr>
<td>to feed, nourish</td>
<td>أَطْعَمْ / عَدْيٍ</td>
</tr>
<tr>
<td>to feel</td>
<td>شَغَر</td>
</tr>
<tr>
<td>to fill (in)</td>
<td>مَلَأْ</td>
</tr>
<tr>
<td>to find</td>
<td>وَجَد</td>
</tr>
<tr>
<td>to finish</td>
<td>أَنْهَى / انتهى</td>
</tr>
<tr>
<td>to fly</td>
<td>طَار</td>
</tr>
<tr>
<td>to follow</td>
<td>اْتَبَع</td>
</tr>
<tr>
<td>to forge</td>
<td>رَوَّر / زِيْف</td>
</tr>
<tr>
<td>to forget</td>
<td>نَسي</td>
</tr>
<tr>
<td>to forgive</td>
<td>سَامح</td>
</tr>
<tr>
<td>to forsake</td>
<td>هَجر / تَلَّى عَن</td>
</tr>
<tr>
<td>to get</td>
<td>نَال / حَصَل عَلَى</td>
</tr>
<tr>
<td>to get angry</td>
<td>عُضْب</td>
</tr>
<tr>
<td>to get dressed</td>
<td>اْتَرْدَى مَلابسِه / تَسِيس</td>
</tr>
<tr>
<td>to get in/on (bus, car, train)</td>
<td>رَكِب (حَافَلَة، سِيَارَة، قَطَار)</td>
</tr>
<tr>
<td>to get out/off of (bus, car, train)</td>
<td>نَزِل من (حَافَلَة، سيارة، قطار)</td>
</tr>
<tr>
<td>to get undressed</td>
<td>خَلَع (مَلابسِه)</td>
</tr>
<tr>
<td>to get up</td>
<td>اْتَسَبَّط</td>
</tr>
<tr>
<td>to give</td>
<td>أُعْطِى</td>
</tr>
<tr>
<td>to give back</td>
<td>رَجَع</td>
</tr>
<tr>
<td>to give (a gift)</td>
<td>قُدَّم (هَدَايَة)</td>
</tr>
<tr>
<td>to go</td>
<td>دُهِب</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to go (in a car)

to go down/come down

to go for a walk

to go out

to go to bed

to go up

to grind

to guard

to harm/damage

to hate/despise

to have

to have to/must

to hear

to help

to hit

to hold

to hold tight

to hope

to hurry

to hurt (oneself)

to improve

to inform

to introduce (an item, an idea)

to introduce (a person)
Common verbs (cont)

to invite

dَعَّا

to joke

مَزَح

to jump

قَفَّر

to justify

بَتَر

to kill

قَلْл

to kneel

رُكَع

to knock, hit

قَرَعَ / ضَرَبَ / طَرَق

أَشْفَطَ / قَلَب

أَدْرَكَ (خَيْقَة)

to know (a fact)

عَرَفَ (شَخْصَةً، مَكَانًا)

هَبَطَ عَلَى الأَرْض

نَقَيَ / أَسْتَنْقَعَ / أَسْتَمَرَ ضَحْكٌ

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to know (person, place)

عَرَفَ (شَخْصًا، مَكَانًا)

نَقَيَ / أَسْتَنْقَعَ / أَسْتَمَرَ ضَحْكٌ

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to land

هَبَطَ عَلَى الأَرْض

نَقَيَ / أَسْتَنْقَعَ / أَسْتَمَرَ ضَحْكٌ

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to last

نَقَيَ / أَسْتَنْقَعَ / أَسْتَمَرَ ضَحْكٌ

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to laugh

ضَحْكٌ

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to lay the table

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to lead

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to leap

ضَحْكٌ

أَعْدَدَ (رَتَّبَ) المَائَة

قَاد

وَقَّرَ / قَفَّر

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to learn

تَعْلَم

تَرَكَ / غَادَر

هَجَرَ (مَكَانًا ما، شَخْصًا ما)

to leave; depart

تَرَكَ وَراءَ طَهْرٍ (ضَيْيَاً ما)

أَغَارَ / أَفْرَض

تَرَكَ / وَدَعَ

استَنْتَأَخَ شَغْطٌ
Common verbs (cont)

to lie

to light, turn/switch on

to like

to listen

to live (inhabit)

to live

to look/appear/seem

to look after

to look for

to look like, resemble

to lose

to love

to make

to manage (business)

to mean (do)

to mean/signify

to meet

to miss; be lacking

to miss (train, bus etc)

to need

to note

to observe

to obtain
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to open</td>
<td>فَتْحَ</td>
</tr>
<tr>
<td>to order</td>
<td>طَلْبَ</td>
</tr>
<tr>
<td>to organise</td>
<td>نَظَمَ</td>
</tr>
<tr>
<td>to own</td>
<td>اِمْتَلَكَ</td>
</tr>
<tr>
<td>to park</td>
<td>أُوقَفَ / صَفَّ سِبَارَةَ</td>
</tr>
<tr>
<td>to participate/ take part</td>
<td>شَارَكَ</td>
</tr>
<tr>
<td>to pass</td>
<td>اِجْتِنَازَ</td>
</tr>
<tr>
<td>to pass by</td>
<td>مَرَّ وَ دَفْعَ</td>
</tr>
<tr>
<td>to pay</td>
<td>أَذَنَ / سَمِحَ</td>
</tr>
<tr>
<td>to permit</td>
<td>هَانُفَ / أَتُّصِلُ هَانِئِيَّةً</td>
</tr>
<tr>
<td>to phone</td>
<td>وَضَعَ سَرَ / أَنْهَجَ</td>
</tr>
<tr>
<td>to place</td>
<td>زَرَعَ</td>
</tr>
<tr>
<td>to please</td>
<td>أَعْبَدَ صَلَّ</td>
</tr>
<tr>
<td>to plant</td>
<td>فَضَّلَ قَدَمَ</td>
</tr>
<tr>
<td>to play</td>
<td>مَنْعَ أَنْتَجَ</td>
</tr>
<tr>
<td>to pray</td>
<td>وَعَدَ سَخَبَ</td>
</tr>
<tr>
<td>to prefer</td>
<td>دَفْعَ (البَاب مِثْلًا)</td>
</tr>
<tr>
<td>to present</td>
<td>وَضَعَ أَعْدَ / أَرْجَعَ</td>
</tr>
<tr>
<td>to prevent</td>
<td>أَنْتَجَ وَعَدَ</td>
</tr>
<tr>
<td>to produce</td>
<td>أَنْتَجَ سَخَبَ</td>
</tr>
<tr>
<td>to promise</td>
<td>وَعَدَ دَفْعَ</td>
</tr>
<tr>
<td>to pull</td>
<td>أَعْدَ / أَرْجَعَ</td>
</tr>
<tr>
<td>to push</td>
<td>وَضَعَ دَفْعَ</td>
</tr>
<tr>
<td>to put</td>
<td>أَعْدَ / أَرْجَعَ</td>
</tr>
</tbody>
</table>
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to reach</td>
<td>وَصِلَ إِلَى/بَلْغَ الشيء</td>
</tr>
<tr>
<td>to read</td>
<td>قَرأ</td>
</tr>
<tr>
<td>to receive</td>
<td>اسْتَلم/تَسْلم/اشْتقَبُل/رَجَب</td>
</tr>
<tr>
<td>to recommend</td>
<td>وَصَّى</td>
</tr>
<tr>
<td>to reckon</td>
<td>خَمَن/خَيْب</td>
</tr>
<tr>
<td>to refund</td>
<td>رَدَّ مَالاً</td>
</tr>
<tr>
<td>to refuse</td>
<td>رَفَض</td>
</tr>
<tr>
<td>to regret, be sorry</td>
<td>نَذيّم/تَأْسَف</td>
</tr>
<tr>
<td>to remember</td>
<td>نَذَكّر</td>
</tr>
<tr>
<td>to rent/hire</td>
<td>أُجِرّ/اِسْتَأجرّ</td>
</tr>
<tr>
<td>to request</td>
<td>طَلب</td>
</tr>
<tr>
<td>to repair</td>
<td>صَلِح</td>
</tr>
<tr>
<td>to repeat</td>
<td>كَرَر</td>
</tr>
<tr>
<td>to replace</td>
<td>اسْتَبْدِل</td>
</tr>
<tr>
<td>to reply</td>
<td>أَجَابّ/رَدّ</td>
</tr>
<tr>
<td>to research</td>
<td>بَحْث</td>
</tr>
<tr>
<td>to reserve</td>
<td>خَجَز</td>
</tr>
<tr>
<td>to rest</td>
<td>اِسْتَراح</td>
</tr>
<tr>
<td>to return; go back</td>
<td>عَادّ/رَجَع إِلَى</td>
</tr>
<tr>
<td>to revolt</td>
<td>تَآَمّ /تَمَرَّد</td>
</tr>
<tr>
<td>to ride</td>
<td>رَكْب</td>
</tr>
<tr>
<td>to ring (a bell)</td>
<td>قَرع/دَقّ/رَنّ (حَجْرِسَاً)</td>
</tr>
<tr>
<td>to rise</td>
<td>نَهْضّ/اِرْتقَع</td>
</tr>
<tr>
<td>to rule</td>
<td>حَكّم</td>
</tr>
<tr>
<td>to run</td>
<td>رَكْضّ/جَرى</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to save money

اَدْخَر

أَنْقُذ مِنّ الْخَطْر

to save from danger

قَال

فَرَح

بِحُث

رَأَى

فُتْش / بِحُث غَنٍّ / سَعِى

bَا

تَبَأٍّ

أَرْسَل

خَدَم

فُقَع

غُيَّق

قَعَد / جَلَس

ذَنَح / نَخَر

نَام

ابْتَسَم

عَطْس

تَكَلَّم / تَخْدَث

أَنْقَف (مَالًا)

قَضَى (وَقْتًا)

to sell

تَبَأٍّ

أَرْسَل

خَدَم

فُقَع

غُيَّق

قَعَد / جَلَس

ذَنَح / نَخَر

نَام

ابْتَسَم

عَطْس

تَكَلَّم / تَخْدَث

أَنْقَف (مَالًا)

قَضَى (وَقْتًا)

to search

بِحُث

رَأَى

فُتْش / بِحُث غَنٍّ / سَعِى

bَا

تَبَأٍّ

أَرْسَل

خَدَم

فُقَع

غُيَّق

قَعَد / جَلَس

ذَنَح / نَخَر

نَام

ابْتَسَم

عَطْس

تَكَلَّم / تَخْدَث

أَنْقَف (مَالًا)

قَضَى (وَقْتًا)

to see

رَأَى

شَرَأٍّ

زَنْتَر / زَرَع

عَصْر

وَقَف
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to stay</td>
<td>مَكَثُ / بَقِيَ مُكَثَ / بَقِ <strong>مُكَثَ / بَقِيَ</strong></td>
</tr>
<tr>
<td>to steal</td>
<td>سُرَقُ سُرَقُ <strong>سُرَقُ</strong></td>
</tr>
<tr>
<td>to stick</td>
<td>أَلْصَقُ أَلْصَقُ <strong>أَلْصَقُ</strong></td>
</tr>
<tr>
<td>to stop</td>
<td>تَوَقَّفُ تَوَقَّفُ <strong>تَوَقَّفُ</strong></td>
</tr>
<tr>
<td>to strike/to hit</td>
<td>ضَرَبُ / أَضْرَب ضَرَبُ / أَضْرَب <strong>ضَرَبُ / أَضْرَب</strong></td>
</tr>
<tr>
<td>to study</td>
<td>دُرُسُ دُرُسُ <strong>دُرُسُ</strong></td>
</tr>
<tr>
<td>to succeed</td>
<td>يَجْتَحُ يَجْتَحُ <strong>يَجْتَحُ</strong></td>
</tr>
<tr>
<td>to swear an oath</td>
<td>خَلَفُ (اليمين) / أَقْسَمُ خَلَفُ (اليمين) / أَقْسَمُ <strong>خَلَفُ (اليمين) / أَقْسَمُ</strong></td>
</tr>
<tr>
<td>to swear at someone</td>
<td>سَبَّ / شَتَمُ سَبَّ / شَتَمُ <strong>سَبَّ / شَتَمُ</strong></td>
</tr>
<tr>
<td>to swim</td>
<td>سَبْحُ سَبْحُ <strong>سَبْحُ</strong></td>
</tr>
<tr>
<td>to switch off</td>
<td>أَطْلَقْ (النور - الكهرباء) أَطْلَقْ (الطائرة) <strong>أَطْلَقْ (الطائرة)</strong></td>
</tr>
<tr>
<td>to take</td>
<td>أَخْذُ أَخْذُ <strong>أَخْذُ</strong></td>
</tr>
<tr>
<td>to take off (plane)</td>
<td>أَقْلَعْ (طائرة) أَقْلَعْ (طائرة) <strong>أَقْلَعْ (طائرة)</strong></td>
</tr>
<tr>
<td>to take off (clothes etc)</td>
<td>أَخْفِلْ (ملابس، إلخ) أَخْفِلْ (ملابس، إلخ) <strong>أَخْفِلْ (ملابس، إلخ)</strong></td>
</tr>
<tr>
<td>to tell/recount</td>
<td>أَخْبَرُ / رَوِيُ / خَكْيَ أَخْبَرُ / رَوِيُ / خَكْيَ <strong>أَخْبَرُ / رَوِيُ / خَكْيَ</strong></td>
</tr>
<tr>
<td>to tell/say</td>
<td>قَالُ قَالُ <strong>قَالُ</strong></td>
</tr>
<tr>
<td>to thank</td>
<td>شَكُرُ شَكُرُ <strong>شَكُرُ</strong></td>
</tr>
<tr>
<td>to think (about)</td>
<td>فَكَرَ (في) فَكَرَ (في) <strong>فَكَرَ (في)</strong></td>
</tr>
<tr>
<td>to think, believe</td>
<td>عَتَقَدْ عَتَقَدْ <strong>عَتَقَدْ</strong></td>
</tr>
<tr>
<td>to throw</td>
<td>رَتَى رَتَى <strong>رَتَى</strong></td>
</tr>
<tr>
<td>to touch</td>
<td>لَمس لَمس <strong>لَمس</strong></td>
</tr>
<tr>
<td>to translate</td>
<td>تُرِجمُ تُرِجمُ <strong>تُرِجمُ</strong></td>
</tr>
<tr>
<td>to travel</td>
<td>سَافَر سَافَر <strong>سَافَر</strong></td>
</tr>
<tr>
<td>to try</td>
<td>حَاوَل حَاوَل <strong>حَاوَل</strong></td>
</tr>
<tr>
<td>to understand</td>
<td>فَهْم فَهْم <strong>فَهْم</strong></td>
</tr>
</tbody>
</table>
Common verbs (cont)

- to use
- to visit (person)
- to visit (place)
- to wait for
- to wake up
- to walk
- to want
- to warn
- to wash
- to watch
- to wear
- to weigh
- to win
- to wish
- to work
- to worry
- to write

Common adjectives

- able
- active
- alike; the same
- alone
- amusing
- angry
Common adjectives (cont)

awake

bad

beautiful

bent

best

big

bitter

boiling

boring

brief

bright

brilliant/shiny

brilliant/wonderful

broken

charming

cheap

cheerful

clean

clear

clever

closed

cold

comfortable

commercial

common
### Common adjectives (cont)

- **complete**
  - كامِل
- **complex**
  - مُعَقد
- **cruel**
  - قاسِي
- **dark**
  - مَظلم / مُعتَم
- **dead**
  - مِيت
- **deep**
  - عميق
- **depressed**
  - مُكْتَئِب
- **different**
  - مُخْتَلِف
- **difficult**
  - صعُب
- **dirty**
  - وَسِخ / قَذر
- **disgusting**
  - مُقرِف / خَفير
- **dry**
  - جافّ
- **early**
  - مُبَكِر
- **easy**
  - سَهِيل
- **electric**
  - كِهْرَائِيٌّ
- **equal**
  - مُتساوٍ
- **exciting**
  - مُثير
- **exhausted**
  - مُرهِق / مَتعب
- **exhausting**
  - مُرهِق / مَتعب
- **expensive**
  - غاْلى الثّمن / تَمِين / غَاْلي
- **fair**
  - مُنصِف / عَادِل
- **false**
  - زَائف / مُزِيف
- **famous**
  - مشَهور
- **fantastic**
  - رائِع
- **Fascinating**
  - جَميل / خَلَاب
Common adjectives (cont)

fashionable

fast

fat

favourite

female

first

former

free (at no cost)

free (unoccupied, available)

friendly

frightening

full

fun; amusing

funny (comical)

general

generous

good

good (well-behaved)

grateful

great (fantastic)

great (marvellous)

happy

hard (difficult)

hard (stiff)

hardworking
Common adjectives (cont)

harmful

healthy (food/way of life)

heavy

high; tall (building)

homeless

honest

hot

ideal

ill

Impatient

impolite

important

in a good mood

in a hurry

independent

intelligent; clever

kind

large

last

late

lazy

least

light

little
Common adjectives (cont)

locked  ﻣَﻐْﻠَﻖ
long  طَﻮﻴﻞ
lost  ضائع / مفقود
loving  ﻣُﺤِﺐ
low  ﻣُﺘَﺨْﻒ
magnificent  ﻋَﻈﻴﻢ
male  ذَﻛَﺮ
married  ﻣَﺘَﺰَوﱢج
marvellous  ﻋَﺠﻴﺐ
mature  ﻁَﺒﻴﻌﻲ
medical  ﻁِＢّﻲ
mixed  ﻣَﺨْﺘَﻠِﻂ
modern  ﻣَﺤْﺚ
narrow  ﻗَﺾِﻖ
natural  ﻣَﺴْتَقِمِّي/مَﺸْاغِﺐ
naughty  ﻣَﺸْاغِﺐ
necessary  ﻣَﺴْلِّمٌ/جَـﺪِيﺪ
negative  ضروري
new  جَـﺪِيﺪ
new (brand new)  جَـﺪِيﺪ (كاملًا)
next  اﻟْﻨَﺎﺋِلِي
nice; likeable  ﻟِﻄَﻴﻒ؛ ﻣَﺤْبوب
nice; pretty, beautiful  ﺗْمَاﻣِي
noisy  ﺱَـﺎﺧِﺐ/مُﺰْﻋِﺞ
Common adjectives (cont)

normal
numerous
old
old (former)
old fashioned
open
optimistic
other
patient
peaceful
perfect
pessimistic
pleased
pleasant
polite
poor
popular
positive
practical
pretty
private
professional
proud

عادٍ / طَبِيعٍ
كَبِيرٌ / مُتَعَدَّدٌ / عَدِيد
عَجوزٌ / كَبِيرُ السَّنَة
قَديمٌ (سَابِق)
عَتيقٌ الطَّراز / مَوْضَعَةٌ قَديمة
مُفْتحٌ
mُتَفائلٌ
آخَر
صَبُورٌ
سَلِيمٌ
كَاملٌ / مُتَفَقَّنٌ / مَتَمَنَّاز
مُتَشَيَّمٌ
مَسْرورٌ
مُرْضٌ / مَتَمَنَّبٌ
قَديرٌ
شَغَفي / مَغْنوب
إِيحَابيٌ
عمَليٌ
جميلٌ / خَمْسِن الشَّكْل
خاصٌ
مُحْتَرِفٌ / ماهِرِ
فَحُورٌ
Common adjectives (cont)

- public
- punctual
- quick
- quiet
- ready
- real
- regular
- reasonable
- recent
- recognised/well known
- responsible
- rich
- ridiculous
- ripe
- right
- rotten
- rough
- round
- sad
- safe
- same
- same thing
- satisfied
- selfish
Common adjectives (cont)

sensational
敏感
sensitive
حساس
separate
مُتفَصِّل
serious
حادّ / جَدّي
sharp
قَصير
short
قَصير
shy
خجول
silent
صامت
silly
تَافِه
similar
مُمَاثِل / مُتَشَابِه
simple/easy
سَهِيل
situated
واقِع / كَائِن
slim
تَحْيِيل
slow
تَطْلِيء
small; short (person)
صَغير (شَخْص) قَصير الْقَامَة
soft
نَاعِم
sorry
آسِف
sour
حَامِض
special
خَاصّ
strange
غَريب
strict
صارِم
strong
قَوي
stupid
غَبي
sudden
مُفاجَيء
Common adjectives (cont)

- superb: باهر / رائع
- surprised: مثيره / مثيرة
- suitable: مناسب
- sweet/delicious: حلو بالمذاق / لذيذ
- talkative: سريع
- tall: طويل
- the best: الأفضل
- the greatest: الأعظم
- the least: الأقل
- the worst: الأسوأ
- thick: سميك
- thin, narrow: رقيق، ضيق
- tidy: مظموم / مرتب / نظيف
- tired: متعب
- tiring: تعجذب
- traditional: تقليدي
- true: حقيقي / صحيح
- typical: نموذجي
- ugly: قبيح
- unbelievable: لا يصدق / غير مقبول
- unfair: غير متساوٍ / غير عادل
- unhappy: غير سعيد
- unhealthy: غير صحي
- unpleasant: غير مريح / كريهة
Common adjectives (cont)

useful

useless

valid

valuable

warm

weak

ewell

wet

wide

wise

witty

wonderful

worried

wrong

young

Common adverbs

again

almost

already

always

approximately/ about

before/earlier

cheaply

during

especially
Common adverbs (cont)

everywhere
in every place
fairly; quite
ألفًا / close!
for a long time
لأ موطنًا طويلة
fortunately
لحسن الحظ
hardly
几乎没有
here
هنا
however
غير أن / موظ / ولكن
immediately
فوريًا / حالًا
loud(ly)
بصوت عالي
never
أبدًا
not yet
ليس بعد
now
لهن
nowhere
ليس في أي مكان
often
غالبًا
only
فقط
over there
هناك
perhaps
ربما
quickly
بسرعة
rarely
نادرًا
rather
الأخرى
really
حقيًا / بالحقيقية
recently
مؤثرًا
sometimes
أخيًا / بعض الأحيان
somewhere
في مكان ما
soon
قريبًا
Common adverbs (cont)

still لا يزال
straight away حالاً
then ثم
there هناك
then سوياً / معاً
there أيضاً
unfortunately لسوء الحظ
up there إلى هناك
usually عادةً
very جدًا
well خصناً
yesterday أمس

Prepositions

above فوق/أعلى
about على وشيك / تقريبًا / حوالي
according to بالنسبة إلى / طبقًا ل
after بعد
against ضد
among بين (ثلاثة أشخاص أو أكثر)
around (surrounding) حول
at (someone’s house) في منزل شخص ما
at the end of في نهاية
at, to في، إلى
before قبل
behind خلف
Prepositions (cont)

between

concerning - about

during

far from

for (price)

from

in (inside)

in/by means of (Plane – a Car)

in front of; in the front

in the background; at the back

in the foreground

in the middle (of)

inside (of)

near (to)

next to

nowhere

on (on top of)

opposite

outside (of)

over/above

through

to/for/of

towards

under/below

up to/as far as
Conjunctions

after بعد
and و
as if كان
because (of) لأن / يسبب
before قبل
but لكن
but, rather بل
except ماعدا / إلا
if إن / لو
in order that كي / لكني / ل
just as مثلما / كما
or أو
since مثلا
that إن / أن
until حتى
when متي / لما / عندما
where حيث / أين

Colours

black أسود
blue أزرق
brown بني
chestnut brown كستنائي بني
colour لون
dark داكن
dark colour لون غامق
Colours (cont)

green
أَخْضَر

grey
رَمَادِيّ

light
فَاتِح

light colour
لَوْن ﻓَاتِح

orange
بُرتَقَيٌّ

pink
وَرْدِيٌّ / زَﻫْرَيٌّ/مَيِّي

purple
أَرجَوَيٍّ

red
أَحْمَر

violet
بَنْسَحِي

white
أَبْيَض

yellow
أَصْفَر

Numbers

0
صِفْر

1
واَحِد

2
اثَان

3
ثَلَاثَة

4
 أَرْبَعَة

5
كُمْسَة

6
سِتَّة

7
سَبْعَة

8
ثَمَانِيَة

9
تِسْعَة

10
عَشَرَة

11
أَخْدَ عَشَر

12
أَثَنَا عَشَر
Numbers (cont)

13 ûlãlãta u‰r‰r
14 ãrãbãra u‰r‰r
15 xâmûna u‰r‰r
16 sîmãta u‰r‰r
17 sîbu‰ta u‰r‰r
18 tãmãna‰ta u‰r‰r
19 ûsãta u‰r‰r
20 u‰ron
21 waãjîd wu‰ron
22 anãn wu‰ron
23 ûlãlãta wu‰ron
24 ãrãbãra wu‰ron
25 xâmûna wu‰ron
26 sîmãta wu‰ron
27 sîbu‰ta wu‰ron
28 tãmãna‰ta wu‰ron
29 ûsãta wu‰ron
30 ûlãlãna
31 waãjîd wûlãlãna
32 anãn wûlãlãna
33 ûlãlãna wûlãlãna
34 ãrãbãra wûlãlãna
35 xâmûna wûlãlãna
36 sîmãta wûlãlãna
37 sîbu‰ta wûlãlãna
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ثَمانِينَة وَثَلاثِونَ</td>
<td>Eighty-eight</td>
</tr>
<tr>
<td>تِسْعَة وَثلاثِونَ</td>
<td>Ninety-three</td>
</tr>
<tr>
<td>أَربعَون</td>
<td>Forty</td>
</tr>
<tr>
<td>وَاحِد وأَربعِون</td>
<td>Forty-one</td>
</tr>
<tr>
<td>خَمسون</td>
<td>Fifty</td>
</tr>
<tr>
<td>إِثْناَن وَخمسِون</td>
<td>Sixty-two</td>
</tr>
<tr>
<td>سِتّون</td>
<td>Seventy</td>
</tr>
<tr>
<td>تَلْثِيم وَسِتّون</td>
<td>Seventy-one</td>
</tr>
<tr>
<td>سِبعون</td>
<td>Seventy</td>
</tr>
<tr>
<td>أَراِبِعَة وَسبْعِون</td>
<td>Eighty-four</td>
</tr>
<tr>
<td>تُمَانِين</td>
<td>Ninety</td>
</tr>
<tr>
<td>خَمْسِينة وَتُمَانِين</td>
<td>Ninety-five</td>
</tr>
<tr>
<td>تِسعون</td>
<td>Ninety</td>
</tr>
<tr>
<td>سِتّة وَتسِعون</td>
<td>Ninety-six</td>
</tr>
<tr>
<td>مَايَاة</td>
<td>One hundred</td>
</tr>
<tr>
<td>مَايَاة وَوَاحِد</td>
<td>One hundred one</td>
</tr>
<tr>
<td>مَايَاة وَعِشْرِين</td>
<td>One hundred twenty</td>
</tr>
<tr>
<td>مَائِتَان</td>
<td>Two hundred</td>
</tr>
<tr>
<td>مِلْلَان</td>
<td>Two hundred</td>
</tr>
<tr>
<td>أَلف وَمَايَاة</td>
<td>One thousand</td>
</tr>
<tr>
<td>أَلف</td>
<td>One thousand</td>
</tr>
<tr>
<td>مِلْلِيون</td>
<td>One million</td>
</tr>
<tr>
<td>مِلْلِيون</td>
<td>One million</td>
</tr>
</tbody>
</table>
### Ordinal numbers

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>الأَوَّل</td>
</tr>
<tr>
<td>second</td>
<td>الثَاني</td>
</tr>
<tr>
<td>third</td>
<td>الثَالِث</td>
</tr>
<tr>
<td>fourth</td>
<td>الْثَالِث</td>
</tr>
<tr>
<td>fifth</td>
<td>الْخَامِس</td>
</tr>
<tr>
<td>sixth</td>
<td>الْسَادِس</td>
</tr>
<tr>
<td>seventh</td>
<td>السَابِع</td>
</tr>
<tr>
<td>eighth</td>
<td>الثَامِن</td>
</tr>
<tr>
<td>ninth</td>
<td>التَاسِع</td>
</tr>
<tr>
<td>tenth</td>
<td>العَشَر</td>
</tr>
<tr>
<td>eleventh</td>
<td>الحَادِي عَشَر</td>
</tr>
<tr>
<td>twelfth</td>
<td>الثَاني عَشَر</td>
</tr>
<tr>
<td>thirteenth</td>
<td>الثَالِث عَشَر</td>
</tr>
<tr>
<td>fourteenth</td>
<td>الْثَالِث عَشَر</td>
</tr>
<tr>
<td>fifteenth</td>
<td>الْخَامِس عَشَر</td>
</tr>
<tr>
<td>sixteenth</td>
<td>السَادِس عَشَر</td>
</tr>
<tr>
<td>seventeenth</td>
<td>السَابِع عَشَر</td>
</tr>
<tr>
<td>eighteenth</td>
<td>الثَامِن عَشَر</td>
</tr>
<tr>
<td>nineteenth</td>
<td>التَاسِع عَشَر</td>
</tr>
<tr>
<td>twentieth</td>
<td>العِشْرَون</td>
</tr>
<tr>
<td>twenty first</td>
<td>الحَادِي والعشْرَون</td>
</tr>
<tr>
<td>thirtieth</td>
<td>الْثَلَاثَون</td>
</tr>
<tr>
<td>fortieth</td>
<td>الأَربعَون</td>
</tr>
<tr>
<td>fiftieth</td>
<td>الخَمسُون</td>
</tr>
<tr>
<td>sixtieth</td>
<td>السَتُون</td>
</tr>
</tbody>
</table>
Ordinal numbers (cont)

seventieth

eightieth

ninetieth

hundredth

Quantities and measures

a bottle (of)

about twenty

about a hundred

a dozen

a jar (of)

a kilo (of)

a little of/few

a litre (of)

a lot (of)

a little (of)

a packet (of)

a piece (of)

a quarter (of)

a slice (of)

a tin, box (of)

centilitre

centimetre

double

enough

exactly
Quantities and measures (cont)

gramme
half
kilometre
less
metre
maximum
minimum
more
(some) more
many
only
quantity
quarter
quite a few
several
some
third
too much; too many
weight

غرام/جرام
نصف
킬ومتر
أقل
متر
حد أقصى
حد أدنى
أكثر
أكثر (قليلًا)
عديد من
فقط
كمية
ربع
عدد أقل
بضع
بعض
ثالث
كثير جدًا/ العديد جدًا
وزن
Some useful connecting words

according to
also
and
because
because of
but
even if
finally
first of all
however
if
in order to
or
perhaps
so
then
therefore

Time expressions

after
afternoon
already
always
as soon as
at the start
Time expressions (cont)

at the same time

before

day

day (a whole day)

during/for

early

evening

evening (a whole evening)
every day

fortnight

from

from time to time

just now, in a little while

immediately

later

last night (yesterday evening)

last night (during the night)

midday

midnight

minute

morning

morning (the whole morning)

night

now
Time expressions (cont)

once

on time

punctual

since

soon

the day after tomorrow

the day before yesterday

the next day; following day

the night before/evening

time

today

tomorrow

twice

week

weekend

Times of day

(at) 1 a.m.

1 p.m.

nine o'clock in the evening

13.00

at exactly 2 o'clock

at about ……. o’clock

it is five past three

five to three

half past ten
Times of day (cont)

ten past four
الساعة العشرون دقيقة

ten to four
الساعة والأشرار دقات

quarter to six
الساعة وسبع دقات

quarter past seven
الساعة والسبع

Days of the week

Monday
الأثنين

Tuesday
الثلاثاء

Wednesday
الأربعاء

Thursday
الخميس

Friday
الجمعة

Saturday
الأحد

(on) Monday
في يوم الاثنين

(on) Monday morning
في صباح يوم الاثنين

(on) Monday evening
في مساء يوم الاثنين

on Mondays
في أيام الاثنين

every Monday
كل يوم الاثنين

Months and seasons of the year

month

January
يناير/ كانون الثاني

February
فبراير/ شباط

March
مارس/ آذار

April
أبريل/ نيسان

May
مايو/ أيار

June
يونيو/ حزيران
Months and seasons of the year (cont)

July

يوليو / تموز

August

أغسطس / آب

September

سبتمبر / أيلول

October

أكتوبر / تشرين الأول

November

نوفمبر / تشرين الثاني

December

ديسمبر / كانون الأول

season

فصل / موسم

(in) autumn

في فصل الخريف

(in) spring

في فصل الربيع

(in) summer

في فصل الصيف

(in) winter

في فصل الشتاء

Question words

how?

كيف؟

how far?

كم المسافة؟

how long?

كم الطول؟

how much?

كم مره؟

how many?

كم عدد؟

how often?

كم عدد؟

how old (are you)?

ماذا?

what?

ما؟ (بالنسبة لمشتريه ما)

what? (as subject)

ماذا؟ (بالنسبة لمشتريه ما)

what? (as object)

ما لون؟

what colour?

في أي وقت؟

what/which?

ماذا / أي؟
Question words (cont)

when?

where?

which one (s)?

who?

whose?

why?

Other useful expressions

call the better

good luck

here is/are

how do you spell that?

I don’t know

I don’t mind

I don’t understand

I have

interest

I’m fine; it’s OK

I’ve had enough

I like it

in my opinion

it annoys me

it depends

it doesn’t matter

it’s all the same to me

it makes me laugh
Other useful expressions (cont)

it's not worth it
let's go
personally
of course
okay (in agreement)
one again
so, so
so much the better
that doesn't interest/appeal to me
that's enough
there is/are
to be about to
to be in the process of
too bad, what a shame
you are not allowed to
you must (one must)
what does that mean?
with pleasure

Other high-frequency words

as, like
end
everybody
except
figure (number)
for example
Other high-frequency words (cont)

importance

knowledge

Miss

Mr (also Sir)

Mrs (also Madam)

number

number (e.g. phone number)

pleasure

reason

reply/answer

someone

something

that

ting

time (occasion)

type (kind of)

use/benefit

way (manner)

with

without

work/hard work
<table>
<thead>
<tr>
<th>Countries</th>
<th>تُنَوَّعُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria</td>
<td>الجزائر</td>
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<td>النمسا</td>
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<td>Bahrain</td>
<td>البحرين</td>
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<td>بلجيكا</td>
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<td>Canada</td>
<td>كندا</td>
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<td>China</td>
<td>الصين</td>
</tr>
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<td>Denmark</td>
<td>الدنمارك</td>
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<td>Egypt</td>
<td>مصر</td>
</tr>
<tr>
<td>England</td>
<td>إنجلترا</td>
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<tr>
<td>France</td>
<td>فرنسا</td>
</tr>
<tr>
<td>Germany</td>
<td>ألمانيا</td>
</tr>
<tr>
<td>Great Britain</td>
<td>بريطانياعظمى</td>
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<td>Greece</td>
<td>اليونان</td>
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<tr>
<td>Holland/Netherlands</td>
<td>هولندا / الأراضي المنخفضة</td>
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<td>India</td>
<td>الهند</td>
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<tr>
<td>Iraq</td>
<td>العراق</td>
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<td>Iran</td>
<td>إيران</td>
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<tr>
<td>Ireland</td>
<td>أيرلندا</td>
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<td>Italy</td>
<td>إيطاليا</td>
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<tr>
<td>Jordan</td>
<td>الأردن</td>
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<td>Kuwait</td>
<td>الكويت</td>
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<td>Lebanon</td>
<td>لبنان</td>
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<td>Libya</td>
<td>ليبيا</td>
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<tr>
<td>Morocco</td>
<td>المغرب</td>
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</table>
Countries (cont)

Nigeria
Oman
Pakistan
Palestine
Qatar
Russia
Saudi Arabia
Scotland
Spain
Sudan
Switzerland
Syria
Tunisia
Turkey
United Arab Emirates
United Kingdom
United States
Wales
Yemen

Continents

Africa
Asia
Australia
Europe
Continents (cont)
North America
South America

Nationalities
Algerian
American
Austrian
Belgian
British
Canadian
Chinese
Corsican
Danish
Dutch
Egyptian
English
European
French
German
Greek
Indian
Iraqi

أمريكا الشمالية
أمريكا الجنوبية
جزائري
أمريكي
نمساوي
بلجيكي
بريطاني
كندي
صيني
كورسيكي
دنماركي
هولندي
مصري
إنجليزي
أسيوي
فرنسي
ألماني
يوناني
هندي
عراقي
<table>
<thead>
<tr>
<th>Nationalities (cont)</th>
<th>Arabic</th>
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<tbody>
<tr>
<td>Irish</td>
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<td>باكستاني</td>
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<td>Palestinian</td>
<td>فلسطيني</td>
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<td>Russian</td>
<td>روسي</td>
</tr>
<tr>
<td>Saudi</td>
<td>سعودي</td>
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<td>Scottish</td>
<td>إسكتلندي</td>
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<td>Spanish</td>
<td>أسباني</td>
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<td>سويسري</td>
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<td>Syrian</td>
<td>سوري</td>
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<td>Tunisian</td>
<td>تونسي</td>
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<td>Turkish</td>
<td>تركي</td>
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<tr>
<td>Welsh</td>
<td>ويلزي</td>
</tr>
<tr>
<td>Yemeni</td>
<td>يمني</td>
</tr>
</tbody>
</table>
**Areas/mountains/seas**

- Arabian Gulf
- Atlantic ocean
- The Alps
- The Dead Sea
- East
- The English Channel
- The Mediterranean sea
- The Indian Ocean
- North
- The Red Sea
- Region
- Sinai Desert
- South
- West

**Social conventions**

- best wishes
- don’t mention it
- enjoy yourself/yourselves!
- goodbye
- good evening
- good morning
- goodnight
- have a good journey
- have a good day/evening
hello (on the telephone)

مرحبا (عند التحدث في الهاتف)

hello; good morning

مرحبا؛ صباح الخير

help!

اللخدة!

hi

مرحبا

I beg your pardon? Pardon?

أنت من دواعي سوءي / يكن سوءي

It's a pleasure

إنه من دواعي السعادة

meeting; meeting place

لقاء؛ مكان اللقاء

meet you at 6 o'clock

التقى بك في تمام الساعة السادسة

no thank you

لا، شكرا لك

of course

بالتأكيد

please (request - formal/informal)

رجاء (طلب - رسمي / غير رسمي) / من فضلك

see you later

أراك لاحقا

see you soon

أراك قريبا

see you tomorrow/on Friday

أراك غدا / في يوم الجمعة

sorry

آسف

(I'm) sorry (informal/formal)

أنا متسامف (غير رسمي / رسمي)

thank you (very much)

شكرا (جزيلا)

Language used in dialogues and messages

address

gالعنوان

area code

رقم أو الرقم الهاتفي لمنطقة ما

call me (informal/formal)

اتصل بي (غير رسمي / رسمي)

dial the number

أطلب الرقم

call me (informal/formal)

تريد إلكتروني

delay

الإمالة / لإمالة

for the attention of

بالإضافة إلى / عطفا على ما سبق

further to/following

على ما سبق
Language used in dialogues and messages (cont)

I will put you through

 سوف أوصلك عبر الهاتف يمن تريد

I’ll be right back

 سناعود حالاً

I’m listening

 أنا أشمتع

message

 رسالة

mobile phone

 هاتف جوال / تلف

moment

 لحظة

on line

 على الخط

on the line/speaking

 على الخط / يتحدث

please repeat that

 الرجاء التكرار / كرّر ذلك رجاءً

postcode

 الرمز البريدي

receiver (telephone)

 السماعة (هاتف)

sent by

 مُرسَل من قبل

stay on the line

 انتظر على الخط

telephone

 هاتف

text message

 رسالة نصية

tone

 نغمة

voice mail

 البريد الصوتي

wait

 انتظر

wrong number

 الرقم غير صحيح
### Section 2 – Topic-specific vocabulary

**Identity and culture: Daily life, food and drink, including eating out**

**Foundation tier**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>appetite</td>
<td>شهية</td>
</tr>
<tr>
<td>apple</td>
<td>تفاحة</td>
</tr>
<tr>
<td>apricot</td>
<td>ممشيش</td>
</tr>
<tr>
<td>banana</td>
<td>موز</td>
</tr>
<tr>
<td>bean</td>
<td>فاصوليا</td>
</tr>
<tr>
<td>beer</td>
<td>بيرة</td>
</tr>
<tr>
<td>beef</td>
<td>لحم بقر</td>
</tr>
<tr>
<td>bill</td>
<td>فاتورة حساب</td>
</tr>
<tr>
<td>biscuit</td>
<td>بشكويت</td>
</tr>
<tr>
<td>boiled</td>
<td>مشلوق</td>
</tr>
<tr>
<td>bottle</td>
<td>قنينة / زجاجة</td>
</tr>
<tr>
<td>bread</td>
<td>خبز</td>
</tr>
<tr>
<td>breakfast</td>
<td>إفطار / فطور</td>
</tr>
<tr>
<td>butter</td>
<td>زبدة</td>
</tr>
<tr>
<td>cabbage</td>
<td>ملفوف / كربب</td>
</tr>
<tr>
<td>café</td>
<td>مثهى</td>
</tr>
<tr>
<td>cake</td>
<td>كعكة</td>
</tr>
<tr>
<td>carrot</td>
<td>جزر</td>
</tr>
<tr>
<td>cauliflower</td>
<td>قرنبيط</td>
</tr>
<tr>
<td>cereals</td>
<td>حبوب (كرون فليكس)</td>
</tr>
<tr>
<td>cheese</td>
<td>جبن</td>
</tr>
<tr>
<td>cherry</td>
<td>كرزي</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

chicken
dَﺟﺎج

chips
رقائق البطاطس المقلية

chocolate
شوكولاته

choice
اختيار

closed (on Mondays)
مغلق (في أيام الاثنين)

cocoa
كاكاو

coffee
قهوة

cold sliced meat
شرائح لحم بارد

cooked
مصبوخ

cream
قِﺸْﻄَﺔ

crisps
رقائق البطاطس الجافة

cucumber
بِجْر

cup
كوب / كأس

customer
زبون

delicious
لذيذ

dessert
خَلْوَى

dining room
غرفة الطعام

dish of the day
طبق اليوم

drink(s)
شراب / مشروب(ات)

egg
بَﻴْﻀَﺔ

enjoy your meal!
تمتع يوجبة شهية!

evening meal, dinner
وجبة المساء، العشاء

fish
سَمَمَك
Foundation tier (cont)

fixed price menu

food

food shopping

fork

fruit

fruit juice

glass

grapes

green beans

ham

hamburger

hot chocolate

hypermarket

ice cream

ice cream parlour

inn

jar

jam

juice

kebab

knife

lamb

lemon

lemonade
Foundation tier (cont)

lettuce, salad

lunch

main course

margarine

meal

meat

melon

menu

milk

mince

mineral water

mixed

money

mushroom

mustard

napkin

oil

onion

omelette

orange

packet

pasta

pastries

خسّ، سلطة
وجبة الغداء
الطّبق الرئيسي
سمّى نباتي
وجبة
لحوم
سمّام
قائمة طعام ومشروبات
 لبن / خليب
لحوم مغروّم
مياه معدنية
مختلط / خليط
نقود / فلوس
فطر
خردل
متدبل
زبّت
بصل
عجّة/نبض مخفوق ومقلى
برتقال
جرّة
مكرونة
معجّنات
Foundation tier (cont)

peas

khūf

kūmīyā / ʾāḥās

bībīтра

fūlīl

fūlīl (khūṣrahot)

bēsālāh

peach

ḵōx"u

pear

kūm / ājaṣ

pizza

bītūzā

pepper

fℓūf

fℓūf (kūmtās)

Anānas

pepper (vegetable)

pineapple

pizzeria, pizza restaurant

place setting

plate

plum

pork

portion

pot of coffee

pot of tea

potato

prepared food/ready meal

radish

restaurant

rice

roast

roll (bread)

salt

salty
sandwich
sausage
self-service
service
slice
snack
snack bar
soup
spoon
strawberry
steak
sweet
sweet (tasting)
sugar
table
table cloth
tasty
tea
tea room
tea spoon
tip (money)
to order
to pay

شَﻄِيرَة / ساندوتش
سُجُق
خِدْمَة ذاتيَّة
خِدْمَة
شَرِيحَة
وجِبة خفيفة
مطعَم ومَجَٔبات خفيفة
جِّيئة / سمَّرتَة
ملعقة
قَوَأْلة
شَرِيحَة خَمْم
خَلْوى
حَلْوى (مَذَاق)
سُكَّر
طاولَة / منضدة
غطاء طاولة
طِبْب المَذَاق / شهي
شَاي
غَرْفة / قاعة الشَّاي
ملعقة الشَاي
بَقَشيش (مبلغ من مال)
طَّلِب
ذَفْع
Foundation tier (cont)

to serve

to taste

to wait at table, to serve

tomato

tuna

vegetable

vegetarian

vinegar

waiter/waitress

water

wine

yoghurt

Identity and culture: Daily life, food and drink, including eating out

Higher tier

appetising

bitter

boiled egg; hard-boiled egg

drink before meal

duck

fried egg

fruit tea

full fat milk
Higher tier (cont)

garlic

goat's cheese

goose

gravy

homemade

honey

leeks

lettuce

loaf

medium steak

organic food

pistachio

rare steak

raw

salmon

saucer

scrambled egg

sea food

skimmed milk

(semi) skimmed milk

smoked

spicy

spinach
Higher tier (cont)

steamed (boiled) مطبوخ على البخار (مسلوق)

supper وجهة الغداء

tasty طيب المذاق

tray صينية

tROUT سمك السلمون المقرط

tURKEY ديك رومي

veal لحم العجل الصغير

well-cooked مطبوخ جيداً

Identity and culture: Words relating to dress and style

Foundation tier

belt حزام

pair of boots زوج من الأحذية

shorts سروال

bra خمالية صدر

bracelet سوار

casual jacket سترة عادية

changing room غرفة تغيير الملابس

clothes ملابس

clothes shop متجر لبيع الملابس

cOAT/OVERCOAT مطرز

cotton قطن

cotton (made of cotton) قماش قطني (مصنوع من القطن)
dress فستان
Foundation tier (cont)

- earring
- fashion
- fashionable
- fitting room
- glove
- handbag
- hat
- it fits/suits you
- jacket
- jeans
- jeweller's (shop);
- jewellery (craft)
- jewels
- leather/made of leather
- linen (made of linen)
- lipstick
- make, brand
- medium (size)
- necklace
- nightdress
- old fashioned
- pants, briefs
- perfume
Foundation tier (cont)

- pyjamas
- ring
- scarf
- shirt
- shoe
- shoe shop
- shorts
- size (general)
- shoe size
- skirt
- slipper
- small
- smart
- sock
- sports shirt
- suit
- swimming costume/trunks
- tie
- tracksuit
- trainers
- trousers
- umbrella
- watch
- wool (woollen)

- لباس نوم / المنامة
- خاتم
- وشاح
- قميص
- حذاء
- مَتْجَر أَحْذِيَّة
- سراويل قَصِيرة
- مقاس (عام)
- مقاس الحذاء
- تَنُّورة
- نِعَال
- صغير
- أنيق
- جُوَّاب
- قميص رياضة
- بَدْلَة
- لباس السباحة / سراويل (البحر) السباحة
- نِظَالة عَنْق
- بَدْلَة رِياضَة
- حذاء رياضة
- بنطلون / بنطل
- مِظَالَة
- ساعة
- مَلَايِس صَوْف (مُصنوعة من الصوف)
Identity and culture: Words relating to dress and style

Higher tier

- cap
- cardigan
- dressing gown
- dyed
- makeup
- model
- polo shirt
- silk (made of silk)
- slippers
- sports kit
- spotted
- straw hat
- striped
- sweater, jumper
- sweatshirt
- tattoo
- tight
- tights
- to have one’s hair cut
- to have one’s hair done
- to put on makeup
- velvet (made of velvet)
- loose
Identity and culture: Words on relations, relationships, personal and physical characteristics

Foundation tier

armchair

at home; at my/our house

aunt

baby

bald

bathroom

beard; bearded

beautiful

bedroom

(date of) birth

birthday

birthplace

block (of flats)

born

bossy

body piercing

boy

brother(s)

brother-in-law

cat

celebrity

chair
**Foundation tier (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>character</td>
<td>سلوك</td>
</tr>
<tr>
<td>character, personality</td>
<td>شخصية</td>
</tr>
<tr>
<td>charming</td>
<td>جذاب</td>
</tr>
<tr>
<td>chatty</td>
<td>نشط</td>
</tr>
<tr>
<td>child</td>
<td>طفل</td>
</tr>
<tr>
<td>clothes</td>
<td>ملابس</td>
</tr>
<tr>
<td>comfortable (house, furniture)</td>
<td>مريح (منزل، أثاث)</td>
</tr>
<tr>
<td>cousin</td>
<td>ابن العمي أو الأخال</td>
</tr>
<tr>
<td>curly</td>
<td>مختالد</td>
</tr>
<tr>
<td>dad</td>
<td>أب</td>
</tr>
<tr>
<td>daughter</td>
<td>ابنة</td>
</tr>
<tr>
<td>dead</td>
<td>ميت / مائع</td>
</tr>
<tr>
<td>dining room</td>
<td>غرفة الطعام</td>
</tr>
<tr>
<td>divorced</td>
<td>مطلق</td>
</tr>
<tr>
<td>dog</td>
<td>كلب</td>
</tr>
<tr>
<td>engaged</td>
<td>مخطوب (ة)</td>
</tr>
<tr>
<td>eyes</td>
<td>عيون</td>
</tr>
<tr>
<td>face</td>
<td>وجه</td>
</tr>
<tr>
<td>family</td>
<td>عائلة / أسرة</td>
</tr>
<tr>
<td>famous</td>
<td>مشهور</td>
</tr>
<tr>
<td>father</td>
<td>والد</td>
</tr>
<tr>
<td>feeling</td>
<td>شعور</td>
</tr>
<tr>
<td>first name</td>
<td>الاسم الأول</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

flat; apartment
friend
friend (also boyfriend, girlfriend)
friendly
friendship
furniture
garden
garage
girl
glasses
goldfish
granddad
grandchild
grandfather
grandma, granny
grandmother
grandparents
hair
honest
house
husband
ideal
in a good/bad mood

شَقَّة؛ مَسْكِن
صديق
صديق (أيضا خليل، خليفة)
لطيف / ودود
صداقه
أناث
حدقة
خراج / كراج
فتاة
نظارات / عيونات
سمك ذهبي
جد
خفيذ
جد
جدة، جدّة من ناحية الأم
جدّة، جدّة من ناحية الأم
أجداد
شعر
أمين
 منزل
زوج
مثالي
في حالة مزاجية جيدة / سيئة
Foundation tier (cont)

in love
in love

intelligent
دُكِيم جدًا / غُنَفري

invitation
dُعْوَة

kitchen/cuisine
مَطْبَخ

kiss
ﻗـُﺒـْﻠَﺔ

lazy
كسول

life
حياة

lively
ذِكيًا جدًا

living room, front room
غُرْفة انتظار

lounge
غرفة معيشة، غرفة جلوس

man
رَجُل

married
مُتزوج

mean, nasty
خَقير، شِرير

member of the family
عُضو في العائلة

mood
حالة مزاجية

mother (mum)
أُم

moustache(s)
(شَورِب )شَوارِب

mouth
فَم

multicultural
مُتَعَدّد الثقافات

naughty
شَقِيّ

neighbour(s)
(جِرْان) جار

nephew
ابن الأخ أو الأخت

nice, kind
لطيف، طيب القلب
Foundation tier (cont)
nice, likeable
nickname
niece
normal
old
old fashioned
older
oldest (brother/sister)
only child
optimistic
parents
party
pen friend
people
person
pessimistic
pet
place of residence
present; gift
rabbit
reason
reasonable
relationship
Foundation tier (cont)

religion

self (myself, yourself etc)

selfish

sense of humour

separated

serious

siblings

sister(s)

sister-in-law

sofa; settee

son

son-in-law/daughter-in-law

step (members of family)

study (room)

surname

symbol

thin/slim

tidy; neat

tortoise

twin

ugly

uncle

unemployed
**Foundation tier (cont)**

unbearable

untidy

visit

well behaved

wife

woman

youth

**Identity and culture: Words on relations, relationships, personal and physical characteristics**

**Higher tier**

a good deed

acquaintance, friend

adopted

adventurous

annoying

argument

behaviour

career

character trait

cheeky

comfortable (at ease)

conceited

depressed
Higher tier (cont)
detached (house)

discrimination

faith (religious)

fiancé(e)

furnished

gang

gender, sex (male/female)

generous

hall (in house); lobby

identical twins

independent

jealous

lively

loyal, faithful

mad, crazy

meeting

old age

old people’s home

pensioner, senior citizen

priest

profession

racist

relationship

relative(s)
Higher tier (cont)

reliable

role model

self-confident

self-confident

semi-detached house

sensitive

sexist

similar

single parent

single person; single

spoilt

spot, pimple

stubborn

study; home office

survey

terraced house

tropical

underage

understanding

well-balanced

موثوق / يعتمد عليه

موثوقة

واثق من نفسه

ثقة بالنفس

منيل يعتمد عليه

مثالي

حساس

متحيز للجنس

مائل

يعيش مع أحد الوالدين

شخص يُفرده؛ أعزب

مائل

بُعجة، بُثرة

عديد

حجرة الدراسة / المكتب في المنزل

مسح / دراسة

منيل غير متوقع

استثنائية

قاصر

متفتِهم

متزن
Verbs associated with relations, relationships, personal and physical characteristics

to annoy

أزعج

خاصم

جادل

اعتنى بالأطفال

كان في حالة مزاجية جيدة/ سيئة

اعتنى ب/ مهم

احتفال

دارش، تزير

طلق

بدا (غضاباً/ سعيداً)

احترم

فصل، قسم

أضر

اختير/ قاسي

أزعج، ضايق، لام

شائك/ مثال

دعم/ ناصر

شكر

to quarrel

to argue

to babysit

to be in a good/bad mood

to care for, to look after

to celebrate

to chat, chatter

to get divorced

to look (angry/happy etc)

to respect

to separate, to split up

to disadvantage

to experience

to pick on, to harass, to bully

to resemble/look like

to support

to thank
### Identity and culture: Cultural life, sports and leisure

**Foundation tier**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>activity</td>
<td>نشاط</td>
</tr>
<tr>
<td>adventure film</td>
<td>فيلم مغامرات</td>
</tr>
<tr>
<td>amusement</td>
<td>تسلية</td>
</tr>
<tr>
<td>athletics</td>
<td>ألعاب رياضية</td>
</tr>
<tr>
<td>award</td>
<td>جائزة</td>
</tr>
<tr>
<td>badminton</td>
<td>الرشاقة</td>
</tr>
<tr>
<td>ball</td>
<td>كرة</td>
</tr>
<tr>
<td>band/group</td>
<td>فئة / مجموعة</td>
</tr>
<tr>
<td>basketball</td>
<td>كرة السلة</td>
</tr>
<tr>
<td>body building</td>
<td>كمال الأجسام</td>
</tr>
<tr>
<td>book</td>
<td>كتاب</td>
</tr>
<tr>
<td>boxing</td>
<td>ملاكمة</td>
</tr>
<tr>
<td>bride</td>
<td>عروس</td>
</tr>
<tr>
<td>camera</td>
<td>كاميرا</td>
</tr>
<tr>
<td>canoeing</td>
<td>تجذيف</td>
</tr>
<tr>
<td>cartoon</td>
<td>رسوم متحركة</td>
</tr>
<tr>
<td>cat</td>
<td>قطة</td>
</tr>
<tr>
<td>CD (compact disc)</td>
<td>قرص مدمج / مضغوط</td>
</tr>
<tr>
<td>celebration, party</td>
<td>احتفال / حفلة</td>
</tr>
<tr>
<td>changing rooms</td>
<td>عُرف تغيير الملابس</td>
</tr>
<tr>
<td>chess</td>
<td>مفرش</td>
</tr>
</tbody>
</table>

Christmas, Christmas Eve

<table>
<thead>
<tr>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>عيد الميلاد (الكريسماس)</td>
</tr>
<tr>
<td>غنيّة عيد الميلاد</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

- clarinet
- classical/classic
- climbing/rock climbing
- club
- collect
- collection
- comic (magazine)
- competition
- computer game
- concert
- cycling
- dance/dancing
- detective/police
- disco
- documentary
- drum
- Easter
- engagement
- entertainment
- equipment
- extreme sports
- fantasy film
- flute
- folk music
Foundation tier (cont)

football
free time
game
groom
guitar
gymnastics
handball
Happy birthday!
Happy New Year!
hobby
hockey
horror film
ice skating
judo
karate
keyboard
leisure
leisure activity
life
magazine
marriage; wedding
martial arts
mobile phone

كرة القدم
وقت فراغ
لعبة
عريس
جناح/ قيناة
رياضة تدريبية
كرة اليد
عيد ميلاد سعيد!
سنة جديدة سعيدة!
هوية
لعبه الهوكي
فيلم رعب
التزلج على الجليد
لعبه الجودو
لعبة الكاراتيه
لوحة المفاتيح
وقت الفراغ
نشاط ترفيهي
حياة
مجلة
زواج / زفاف / عرس / فرح
ألعاب المصانعة
هاتف / جوال / نقال
Foundation tier (cont)

- mother's day
- mountain bike
- mountaineering
- music
- New Year
- news
- nightclub
- orchestra
- parachuting
- piano
- play
- player
- pleasure
- pocket money
- pop music
- quiz show
- race/racing
- rap
- reading
- recorder (instrument)
- referee
- riding
- rock music
- romantic

- يوم الأم
- دراجة جبلية
- تسولق الجبال
- موسيقى
- سنة جديدة
- أخبار
- ملهى ليلي
- أوبرا وركشة / فرقة موسيقية
- الفن بالمطاعم
- بيانو
- مسرحية
- ممثل
- متعة
- مصروف الجيب
- موسيقى البوب
- مسابقة ثقافية
- سباق / تسابق
- موسيقى الراب
- قراءة
- مسجل (جهاز)
- حكم
- ركوب
- موسيقى الروك
- رومانسي
Foundation tier (cont)

romantic film/love film

rugby

sailing

saxophone

science fiction film

series

show (theatre etc); TV show

singer

smart phone

soap (opera)

song

sport

sports ground

sporty

spy story

squash

stage

straight

surfing

swimming

table tennis

team

tennis

filmm romantique / film d'amour

rugby

voile

saxophone

film de science fiction

série

spectacle; émission de télévision

chanteur

smartphone

soap (opéra)

chanson

sport

stade

sportif

raquette

scène

droit

surf

natation

tennis de table

équipe

tennis
Foundation tier (cont)

- theatre
- tournament/match
- toy
- trumpet
- TV channel
- violin
- volleyball
- youth club

Identity and culture: Cultural life, sports and leisure

Higher tier

- archery
- board game, electronic game
- camcorder/video camera
- cave
- championship
- drama (TV)
- dubbed (film)
- earphones
- engagement
- fence
- fishing rod
- generations
- goal
- half-time
- knowledge
### Higher tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>league; division (sports)</td>
<td>الدُّوْري؛ قِسْم (رِياضَة)</td>
</tr>
<tr>
<td>marriage ceremony; wedding</td>
<td>مرااسم الزَّواج؛ زِفاف</td>
</tr>
<tr>
<td>melody/tune</td>
<td>أغْنِيَة / لَحَن</td>
</tr>
<tr>
<td>musical comedy</td>
<td>كوميديا موسيقية</td>
</tr>
<tr>
<td>mystery (story/film)</td>
<td>غُموض (فِصَّة أو فِيلم)</td>
</tr>
<tr>
<td>original version</td>
<td>نُسْﺨَة أوِ صَلِبِيّة</td>
</tr>
<tr>
<td>remote control</td>
<td>جِهاز التَّحكُم عَن بُعْد</td>
</tr>
<tr>
<td>rowing</td>
<td>رَياضَة التَّحدِيد</td>
</tr>
<tr>
<td>sailing boat</td>
<td>قَارِب شِراعي</td>
</tr>
<tr>
<td>satellite (TV) channels</td>
<td>القَنَوات التَّليفزيونِ الفَضَّائيّة</td>
</tr>
<tr>
<td>sitcom</td>
<td>مسْرَحَة هُزْلِيّة</td>
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<tr>
<td>skate boarding</td>
<td>الْتَرْنِيج عَلَى الألْوَاح</td>
</tr>
<tr>
<td>skiing</td>
<td>الْتَرْنِيج عَلَى الجَلِيْد</td>
</tr>
<tr>
<td>sports equipment</td>
<td>مُعِدّات رِياضِيّة</td>
</tr>
<tr>
<td>straight (hair)</td>
<td>شَعْر غَير مَخْعَق</td>
</tr>
<tr>
<td>subtitles</td>
<td>تَرْجُمَة الجزَاء عَلَى الشَّرِيحِ السِّينِمْائي</td>
</tr>
<tr>
<td>to attend (match etc)</td>
<td>حضُرَّ (مُبَارَّاة النَّخَ)</td>
</tr>
<tr>
<td>to be a member of</td>
<td>النَّحِيق كَعْضو في</td>
</tr>
<tr>
<td>to congratulate</td>
<td>تَرْجُمَة</td>
</tr>
<tr>
<td>to get married</td>
<td>رَقْص</td>
</tr>
<tr>
<td>to dance</td>
<td>مَارس الرِّياضَة</td>
</tr>
<tr>
<td>to do sport</td>
<td>أَّبَع الجُمِّيِّاز</td>
</tr>
<tr>
<td>to do gymnastics</td>
<td>مَارس التَّمَارِين الرِّياضِيّة</td>
</tr>
<tr>
<td>to exercise</td>
<td>اصطِدَام السَّمَّاك / ذَهَب لِصِفْيَ السَّمَّاك</td>
</tr>
<tr>
<td>to fish/go fishing</td>
<td></td>
</tr>
</tbody>
</table>

*Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic – Specification – Issue 3 – October 2018 © Pearson Education Limited 2018*
Higher tier (cont)

to go for a walk/stroll
ذَهَب لِبَنْتِّرُهُ سَيَّرًا عَلَى الْأَقْدَامِ/بِنْتِّرُهُ
to go horse riding
ذَهَب لِرُكْوَبِ الْخَيْلْ
to sail
أَخْرُ حَدَّفًا
to score a goal
أَحْزَرَ هَدْفًا
to shoot
أَطْلَقُ الْبَنْدَار
to skateboard
تَرْنَحُ عَلَى الْأَلْوَاحِ
to swim
سَبْح

to take part (in)
شَارك (في)
to train
تَدْرَب

tournament
مَبَاراة

viewer/audience
المَشَاهِدُ/الْجُمْهُور

water skiing
تَرْنَحُ عَلَى اﻟْمَاء
windsurfing
رِياضَة رُكْوَبِ اﻟْأَمْواجِ شِرَاعِيَّةُ

Identity and culture: using social media

Foundation and higher tiers

advantages
فوائد/مزایا

blog
مُدَوَّنة

chat rooms
عُرُف دِرْدَشَة

(to) chat on line
دَرْدُش عَلَى اﻹِنْترنت

computer
حَاسَوب

collection
اتِّصَال

cyber bullying
الاعتداء عَلَى اﻟْضَعْفَاءِ إِلكَتروْنِيَّاً
digital
رَقّيَّة

disadvantages
مَسَاوِئ

disk
امْتِطاَانَة
Foundation and higher tiers (cont)

e-mail
homepage
internet
internet page
down
new technology
password
risk
screen
security
Social media network
social network
software
to burn
to download
to erase, delete
to load
to save, to store
to surf (the net)
to type
to upload
upper
virus
web
webcam
Foundation and higher tiers (cont)
web page
website

Local area, holiday and travel

Foundation tier
abroad
accommodation
adult
agricultural
air conditioning/air-con
airport
arrangements
area (in town)
arrival
art gallery
bakery; baker’s shop
balcony
bank
bar
basement
bath
bathroom
beach
bed
bed and breakfast accommodation
bicycle/bike

خارج البلاد
محل الإقامة / السكن
بالغ
زراعي
تكيف الهواء / مكيف الهواء
مطار
ترتيبات
منطقة (في المدينة)
وصول
قاعة الفنون
مخبز؛ متجر الخبز
شقة
 банك / مصرف
بار
قبو / أسفل الطابق الأرضي
خوض استحمام
خمام
شاطئ
سرير
مكان (نزل) إقامة للفست وإفطار
دراجة / دراجة هوائية
<table>
<thead>
<tr>
<th><strong>Foundation tier</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>قارب</td>
</tr>
<tr>
<td>book of tickets</td>
<td>دفتر تذكر</td>
</tr>
<tr>
<td>border</td>
<td>حدود</td>
</tr>
<tr>
<td>brand/make</td>
<td>علامة تجارية / صنع</td>
</tr>
<tr>
<td>bridge</td>
<td>جسر / كوربي</td>
</tr>
<tr>
<td>brochure/leaflet</td>
<td>كتيب / نشرة</td>
</tr>
<tr>
<td>building</td>
<td>بناي / عمارة</td>
</tr>
<tr>
<td>bus (by bus)</td>
<td>حافلة (بالحافلة)</td>
</tr>
<tr>
<td>bus/coach station</td>
<td>محطة حافلات</td>
</tr>
<tr>
<td>bus stop</td>
<td>موقف الحافلة</td>
</tr>
<tr>
<td>business/trade</td>
<td>أعمال / تجارة</td>
</tr>
<tr>
<td>butcher's shop</td>
<td>محل جزار (قصاب)</td>
</tr>
<tr>
<td>café</td>
<td>مقهى</td>
</tr>
<tr>
<td>calm/peaceful</td>
<td>هادئ / سلمي</td>
</tr>
<tr>
<td>campsite</td>
<td>مخيم</td>
</tr>
<tr>
<td>car</td>
<td>سيرة</td>
</tr>
<tr>
<td>caravan</td>
<td>قافلة / مقطورة سكنية</td>
</tr>
<tr>
<td>car park</td>
<td>موقف سيارات</td>
</tr>
<tr>
<td>castle</td>
<td>قلعة</td>
</tr>
<tr>
<td>cathedral</td>
<td>كاتدرائية</td>
</tr>
<tr>
<td>church</td>
<td>كنيسة</td>
</tr>
<tr>
<td>cinema</td>
<td>سينما</td>
</tr>
<tr>
<td>closed</td>
<td>مغلق</td>
</tr>
<tr>
<td>closing</td>
<td>إغلاق</td>
</tr>
<tr>
<td>coach</td>
<td>مدرّب</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

coast

comfortable

commercial

compartment

connection

corner

country

countryside

crossing (ferry)

crossroads

cycle path

degree

delay

department (in a shop)

department store

departure

destination

diesel (fuel)

direct

direction

double room

driver

driving licence

electrical goods

emergency

ساحل
مريح
تجاري
مقصورة
اتصال
ركن / زاوية
دولة / قطر / بلد
ريف
عبور (بالعبارة)
تقاطع طرق
مسار للدراجات
درجة
تأخير
قسم (في محل)
متجزء كبير ذو أقسام متعددة
مغادرة
وجهة السفر
ديزل (وقود)
مبشرة
اتجاه
مودعة مزدوجة
سابق
رخصة قيادة
سلاسل كهربائية
طوارئ
Foundation tier (cont)

enjoy your stay!

entertainment

entrance

entry

euro

excursion

exhibition

exit

factory

fair/festival

fare

farm

ferry

free (available, vacant)

flight

garbage

garbage can

garbage bin

garbage can / bin

garbage cans

garbage bins

grocery; grocer’s shop
Foundation tier (cont)

ground floor

guest (in a hotel); customer

guide

guided tour

heating

hill

hire

historic

historic places

holiday

hospital

hotel

household goods shop

hypermarket

ice rink

identification; ID

in advance

included

indoor swimming pool

industry

industrial

information office

inside

journey

key
Foundation tier (cont)

lake
landmarks
left luggage office
leisure centre
library
lift
line/route
litter/rubbish bin
local inhabitant
lorry
lost property office
luggage
luxurious
map (of a country, road map)
map (of the town)
market
means of transport
monument
moped
motorbike
motorway
mountain
mosque
museum
nation
Foundation tier (cont)

newspaper stall

night club

occupied/taken

office

open

on foot

on the left

on the right

one way street

outing; trip

outside

outside/in the open air

to pack/unpack (cases)

palace

park

passenger

passport

passport control

pedestrian

pedestrian area

pedestrian crossing

petrol

picturesque

pillow

place
## Foundation tier (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>playground</td>
<td>مَلْعَب</td>
</tr>
<tr>
<td>plane</td>
<td>طَائِرة</td>
</tr>
<tr>
<td>platform</td>
<td>مِنْصَةَ/رَصِيف</td>
</tr>
<tr>
<td>policeman</td>
<td>شُرْطيّ</td>
</tr>
<tr>
<td>police station</td>
<td>مَؤُوْزِر شُرْطة</td>
</tr>
<tr>
<td>port</td>
<td>ميناء</td>
</tr>
<tr>
<td>postcard</td>
<td>بِطاقة بَرِيِديّة</td>
</tr>
<tr>
<td>poster/notice</td>
<td>مُلْصِق / إِشْعار</td>
</tr>
<tr>
<td>post office</td>
<td>مَكْتَب بَرِيد</td>
</tr>
<tr>
<td>pound (money/weight)</td>
<td>جُنـَﻴْه / ﺑّاوند حوالى نصف كيلو (وزن)</td>
</tr>
<tr>
<td>price list</td>
<td>ﻗﺎﺋِﻤﺔ أَسْعار</td>
</tr>
<tr>
<td>priority</td>
<td>أَفْﻀَﻠِﻴﱠة / أوُوْلِوية</td>
</tr>
<tr>
<td>problem</td>
<td>مُشْﻛِﻠَة</td>
</tr>
<tr>
<td>public holiday</td>
<td>عُطْﻠَة رَﺳـِـﻤِـﻴـّـﺔ</td>
</tr>
<tr>
<td>public transport</td>
<td>اﻟـْﻧـِﻔـْل العام</td>
</tr>
<tr>
<td>railway</td>
<td>سِﻜْـﺔ خـِـﺪـِيد</td>
</tr>
<tr>
<td>reception</td>
<td>اﺳْـﺘِﻘْـﺒـﺎـل</td>
</tr>
<tr>
<td>receptionist</td>
<td>مُوُوْطَـف اﺳْـﺘِﻘـْـﺒــﺎـل</td>
</tr>
<tr>
<td>reduction</td>
<td>ﺗُـﺨْـِفْـﻴـض</td>
</tr>
<tr>
<td>region</td>
<td>مِﻨْـﻄَـﻘَـﮥ</td>
</tr>
<tr>
<td>rent; rental</td>
<td>إِبِـﺟـﺎـر / تَأَـجوِـر</td>
</tr>
<tr>
<td>reservation</td>
<td>ﺣَـﺟْـﺰ</td>
</tr>
<tr>
<td>return ticket</td>
<td>تَذْكرَة ذِهـَاب وِإِيـاـب</td>
</tr>
<tr>
<td>river</td>
<td>نُـهْـر</td>
</tr>
<tr>
<td>road/street</td>
<td>طَرِيق/شَـاـرِع</td>
</tr>
</tbody>
</table>
Foundation tier (cont)

(bed)room (in a hotel) 
غرفة نوم (في فندق)

sea 
بحر

(at the) seaside 
على شاطئ البحر 
فصل / موسم 
ورقة / ملاحة سرير 
سفينة

shopping centre 
مركز تسوق

show 
عرض

shopping centre

sign 
إشارة

dedicate 
غرفة مفردة

at the seaside

season 
فصل / موسم

situated 
قائم / واقع

season

single ticket 
تذكرة

ski resort 
منتجع للتزلج

single room 
غرفة مفردة

sports centre 
مركز رياضي

situated 
قائم / واقع

single room

sleeping bag 
كيس نوم

spacious 
واسع

sleeping car (in a train) 
غرفة نوم (في قطار)

sports centre

secure (in a train) 
مطعم ووجبات خفيفة، بوفيه (في قطار)

soap 
صابون

square (in town) 
مساحة (في مدينة)

soup 
تذكار / هدية تذكارية

spacious 
واسع

stadium 
ملعب/استاد

sports centre
Foundation tier (cont)

star
stairs; staircase
station (railway)
stop (bus, tram etc)
suburb; outskirts of town
suitable for drinking
suitcase
summer camp
supplement
supermarket
swimming pool
taxi
television set
tent
tennis court
ticket; tram, bus or metro ticket
ticket inspector
ticket office
till
timetable
tobacconist’s shop
toilets
toilet paper
toothbrush
Foundation tier (cont)

toothpaste

tour

tourism

tourist/tourists

tourist (adjective)

tourist attraction

tourist information office

tower

town

town centre

town hall

traffic

traffic jam

traffic lights

train

tram

travel agency

traveller

(to) turn/switch on

(to) turn/switch off

twin-bedded room

underground railway

underground station
**Foundation tier (cont)**

- view (over)
- village
- waiting period/time limit
- waiting room
- wash basin
- way out/exit
- welcome
- window
- (shop) window
- winter holidays
- youth hostel
- zoo

**Local area, holiday and travel**

**Higher tier**

- ATM/ cash point
- air transport
- arrival
- bed linen
- (bike) hire
- (to) board (plane, ship)
- (to) brake
- brakes
- canal
- Customs
Higher tier (cont)

dry cleaner’s/dry cleaning
emergency exit
event
fast train
fireworks
fountain
heavy goods vehicle (HGV)
helicopter
hospitality
ironmonger’s/hardware shop
launderette
motorway junction
motorway services
no entry (when driving)
no parking
noise
(to) overtake
package holiday
park; green space
procession
registration/booking in
roundabout (in road)
run over (traffic accident)
Higher tier (cont)

rush hour
savings bank
seaside resort
seat belt
speed
speed limit
surrounding area/vicinity
to put someone up; accommodate
to take place
to stay (for a holiday)
toll
vehicle

Words and phrases associated with weather

Foundation tier

bad
breeze
bright
climate
cloud
cloudy
cold
degree (temperature)
Foundation tier (cont)

dry  جاف
fog/mist  ضباب
heat  حرارة
highest temperature  أعلى درجة حرارة
hot  حار
in the east  في الشرق
in the north  في الشمال
in the south  في الجنوب
in the west  في الغرب
it is freezing  الطقس بارد قارس
it is lightning  إنها تُبرق
it is raining  إنها مُطَر
it is snowing  إنها تتساقط الجليد
it is thundering  إنها تُعَمَّد
lowest temperature  أدنى درجة حرارة
moderate  معتدل
nice (weather)  الطقس لطيف
rain  مطر
rainy  مُطَر
sky  سمااء
season  موسم
snow  جليد
storm  عاصِفة
(it is) stormy  الطقس عاصِف
Foundation tier (cont)
sunny
the sun is shining

to freeze
to rain
to shine
to snow

weather
weather report
wind

Words and phrases associated with weather

Higher tier
average temperature
bright spell
changeable
foggy/misty
high temperature
low temperature
showers (rain)
stormy
to brighten up
weather forecast
Asking for directions

Foundation and higher tiers

are you going on foot/in a car?

اَﻟْ(191,359),(291,396)ُذْهَﺐ ﺳَﻴْراً إِﻟَى الأُﻗْدَام / ﺑِالسَّﻴْرَة؟

as far as

إِﻟَى هُدِٰد

continue

اِﺳْتَمِر

cross (over)

اُذْهِب ﻣِبَانِدًة إِلَى

go straight on

اَذْهَﺐ ﻣُباشرًة إِلَى

high street

اِﻟْشَّﺎرِع اﻟْرِئيُّسِي / ﺍﻟْتَجَاوري

how do I get to?

كَيْﻔَ يُمْكِنُني اﻟْذَهْب إِلَى؟

it is 100 metres away

يَقَﻊ عَلَى بُعْد ١٠٠ مِراَت

it is very close

إِنَّﻧَاهَا قَرِيبَة جَدًّا

take the first road on the left/right

اَخْد اﻟْطَارِق اﻷوَّل عَلَى ُاليسار / ُاليْمَن

turn left

اَﻧْﻌَطِفْ يِسَارًا
turn right

اَﻧْﻌَطِفْ يِمِيناً

Dealing with problems

Foundation tier

address

ﻋُﻨْﻮان

bill

فﺎتُوْرَة ﺣِﺳﺎب

breakdown

تَعْطِل اﻟْسَﻴْرَة

broken

مُكْسُور

colour

ﻟَوْن

complaint

شَﻛْﻮى

correct number

رَﻗْﻢ ﺻَﺤِيح

customer

زَبَوْن

customer service

ﺧِدْمَة اﻟْزَبَوْن

damage

ضَرْر
Foundation tier (cont)

delivery

email address

form

guarantee

lost

mistake

mistake/fault

payment method

purse

quantity

receipt

reduction

repair

replacement (part)

service

size

theft/robbery

to complain
Foundation tier (cont)

- to deliver
  - وُصَلَ / نُقل
- to exchange
  - تبادل
- to pay
  - دفع
- to repair
  - أصَلَح
- to replace
  - استبَدَل
- telephone number
  - رَقم هاتِиф
- to work
  - عَمَل
- waiting time
  - وَقْتُ الإِنتِظَار
- wallet
  - مِحفظة
- wrong number
  - رَقم غَيرُ صَحيح

Dealing with problems

Higher tier

- instructions for use
  - تعليمات الاستخدام
- insurance
  - تَأْمين
- progress, improvement
  - التَقدُم / التَطوَع
- to bring back; take back
  - استَعاد / استَرْجَع
- to guarantee
  - ضَمن / كَفل
- to return/give back
  - أُرَجَع / أَعاد
- to insure
  - أَمان
Terms to do with school and education

Foundation tier

absent
achievement, performance
answer
biology
board (whiteboard)
book
break
calculator
canteen
careers adviser
caretaker (e.g. school)
chemistry
class test, assessment
classroom
clever
secondary school
copy/script (exam paper)
corridor
desk
detention
dictionary
drama
drama group, acting group
design technology
Foundation tier (cont)

education

English

exchange

exercise book

exercise, practice

experiment

following points

food technology

foreign languages

fountain pen

French

future plans

game

geography

German

glue

gym

gymnastics

half-term

hardworking

head teacher

history

(school) holidays

homework

Italian

kindergarten, nursery school
Foundation tier (cont)

(modern) languages
language lab
Latin
lesson
library (school)
lunch break
mark/grade
maths
media studies
mixed
music
must
opinion/opinions
oral
page
pen, ballpoint pen
pencil
pencil case
Physical Education (PE)
physics
plan/project
playground
present (in school)
primary school
Foundation tier (cont)

progress
pupil
qualification
question
religion, Religious Studies
report
result
rubber
rule
ruler
school bag
school book
school bus
school day
school group/party
school hall
school leaving certificate
school report/certificate
school trip
school year
sciences
scissors
serious (hardworking)
Foundation tier (cont)

Spanish

sports field

sports hall, gym

staff room

state school

strict

strong, good at (subject)

student

subject

success

successful

summer holidays

supply teacher; cover teacher

team/favourite team

team work

technology

test

tie

timetable

thought/thoughts

to calculate

to correct

to pass (exam)
Foundation tier (cont)

to pay attention/to be careful


to practise

to repeat

to repeat a year

to revise

to teach

to work hard

unfair

uniform

vocational school; technical college

weak, bad at (subject)

worksheet

year seven

year eight

year nine

year ten

year eleven

year twelve

year thirteen

Terms to do with school and education

Higher tier

achievements

assembly

boarding school
Higher tier (cont)

business studies

draft

class register

core/compulsory subject

degree (university)

do badly/fail

economics

essay

final exam

foreign language assistant

gifted

head teacher of lycée or college

humanities (history-geography)

Information and Communication Technology (ICT)

ink cartridge

legend

meeting, discussion

optional (subject)

parents’ evening

permission

projector

personal and social education (PSE)

physics and chemistry
Higher tier (cont)

pressure
principle
pronunciation
renewal
responsibility
school exchange
sociology
studies
supervisor
term
to agree (with) something
to be cancelled (lessons)
to compare
to drop a subject
to have a detention
to improve
to move up (to the next form/year)
to pronounce
to sit an exam
to skive/to skip/bunk lessons
to spell
to teach
to translate
training centre
Higher tier (cont)

translation

waste of time

Future aspirations, study and work

Foundation tier

actor, actress

advertisement

air hostess/air steward

ambition

answer phone

apprenticeship

artist

badly paid

baker

builder

business/shop

busy

butcher

cashier

charity

civil servant

coffee (tea/lunch) break

colleague

company

computer science
Foundation tier (cont)

computer scientist

conference

cook

(a) day's leave

dentist

designer

doctor

drama

dream

driver

educational

electrician

employee

employer

employment

employment agency

engineer

experienced

farmer

farm worker

fashion

file

fireman

folder

form
### Foundation tier (cont)

- interview (job)  
- interview (TV or magazine)  
- job  
- journalist  
- language  
- manager  
- marketing  
- mechanic  
- meeting  
- musician  
- nurse  
- part time  
- per hour  
- pharmacist  
- plan, project  
- planned/ plans  
- plumber  
- poet  
- police officer  
- programmer  
- rep, sales representative  
- salary  
- sales assistant  
- sewing, tailoring
Foundation tier (cont)

situation wanted

skills

society

teacher

teacher (primary)

technician

telephone call

terms of employment

to apply for a job

to do something

to do a course

to fill in a form

to file

to organise

to print

to study

to type

travel agency

unemployment

university

university degree

voluntarily/without pay

waiter/waitress
Foundation tier (cont)

well paid

work

work experience

Future aspirations, study and work

Higher tier

aim/goal

apply; enrol

appointment

apprentice

architect

charity sale

data base

data file

enclosed

extracurricular activities

hard disk

higher education

impression

in aid of

internship

job advert/vacancy

job/position

key (on keyboard)

keyboard
Higher tier (cont)

law (study of the subject)
lawyer
letter of application
link
medicine (study of the subject)
memory card
mouse
printer
profession, job, occupation
programmer
promotion prospects
qualification
qualified
school education
signature
success
successful
teaching; education (as a subject)
to enclose/to attach
to introduce oneself
to volunteer
touch screen
to underline/emphasise
Higher tier (cont)

university
voluntary work
volunteer
witness
webmail
word processing

International and global dimension: bringing the world together, environmental issues

Foundation tier

animals
campaign
charity
coal
country
disaster
drinking water
drought
earth
electricity
energy; power
environment
fair trade
festival (music)
flood; flooding
Foundation tier (cont)

for/against

forest

gas

global/world wide

hunger/famine

hurricane

international

lack (of)

national

natural resources

oil

Olympic games

organisation

people

planet

pollution

poverty

protection

rainforest

recycling (e.g. paper/glass)

refugee

rubbish

to die

to live

to pollute
Foundation tier (cont)

to protect

to recycle

to save (water)

war

world

world cup (football)

International and global dimension: bringing the world together, environmental issues

Higher tier

climate

earthquake

fresh water

global warming

instant

malnourished

rights of man; peoples’ rights

salt water

security

solar power

species

sports event

spying

starving

to (make) compost
Higher tier (cont)

to benefit

to lack

to contaminate

to save; to keep safe

to sort/separate (e.g. rubbish)

to stay in contact

to survive

to threaten

unfortunate; needy

volcano

weather
Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents GCSE (9 to 1) Subject Level Guidance and GCSE Subject Level Conditions and Requirements for Modern Foreign Languages, published in April 2016.

[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see Appendix 5.
From Pearson’s Expert Panel for World Class Qualifications
May 2014

“The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an ‘Expert Panel’ that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an ‘Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA

All titles correct as at May 2014
Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as "the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning."[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council’s framework of skills involves:[2]

Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

# Appendix 6: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount codes</td>
<td>Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.</td>
<td>Please see the GOV.UK website*</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) codes</td>
<td>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</td>
<td>The QN for this qualification is: 603/1172/1</td>
</tr>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.</td>
<td>GCSE – 1AA0</td>
</tr>
</tbody>
</table>
| Paper codes                  | These codes are provided for reference purposes. Students do not need to be entered for individual papers. | Paper 1: 1AA0/01  
Paper 2: 1AA0/02  
Paper 3: 1AA0/03  
Paper 4: 1AA0/04 |

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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