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

Issue 5
Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic Specification

Issue 5 changes

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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 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.

 learns 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.

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**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:

1. **Task 1** – a role play based on one topic that is allocated by Pearson
2. **Task 2** – questions based on a picture stimulus based on one topic that is allocated by Pearson
3. **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.
<table>
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<tr>
<th>Paper 4: Writing in Arabic (*Paper code: 1AA0/4F and 4H)</th>
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<td><em>Higher tier: 1 hour 25 minutes; 60 marks</em></td>
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<td><strong>25% of the total qualification</strong></td>
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**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.
- 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 German for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson via the online Learner Work Transfer (LWT) portal.
- 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 <strong>OR</strong> pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous <strong>OR</strong> 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>
<tr>
<td>1–4</td>
<td></td>
</tr>
</tbody>
</table>
- 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>
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<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - Communicates limited information relevant to the topics and questions  
     - Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification  
     - Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary  
     - Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication |
| 4–6  | - Communicates brief information relevant to the topics and questions  
     - Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification  
     - Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary  
     - Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication |
| 7–9  | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
     - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
     - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
     - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 10–12| - Communicates information relevant to the topics and questions, with some extended sequences of speech  
     - Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified  
     - Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes  
     - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
Additional guidance

*Uses language creatively* – examples of creative language use are:

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

*Individual* thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view 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

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

### Additional guidance

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

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

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

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| 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.

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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
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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

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<tbody>
<tr>
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</table>
| 1–4  | - Responds to set questions with some development, some hesitation and some prompting necessary  
      - Some effective adaptation of language to describe, narrate and inform in response to the set questions  
      - Expresses opinions with occasional, brief justification  
      - Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication |
| 5–8  | - Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary  
      - Frequently effective adaptation of language to describe, narrate and inform in response to the set questions  
      - Expresses opinions and gives justification with some development  
      - Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 9–12 | - Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary  
      - Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions  
      - Expresses opinions effectively and gives justification which is mostly developed  
      - Pronunciation and intonation are intelligible and predominantly accurate |
| 13–16| - Responds to the set questions with consistently fluent and developed responses  
      - Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions  
      - Expresses opinions with ease and gives fully-developed justification  
      - Pronunciation and intonation are consistently accurate and intelligible |

Additional guidance

*Adaptation of language to describe, narrate and inform*: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.
Picture-based task: linguistic knowledge and accuracy – Higher tier

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<tbody>
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</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>
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<tbody>
<tr>
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</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>
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<tr>
<th>Mark</th>
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</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>
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<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 in Arabic. The question titles appear in English.
- The use of dictionaries is not permitted.
• **Foundation tier**
  o The assessment time is 1 hour and 20 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 has two options from which students have to select one. This question 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>
</tbody>
</table>
| 1–2  | - Limited information given likely to consist of single words and phrases  
- Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down  
- Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts  
- Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4  | - Some brief information given, basic points made without development  
- Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down  
- Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts  
- Occasional appropriate use of register and style |
| 5–6  | - Some relevant information given appropriate to the task, basic points made with little development  
- Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained  
- Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material  
- Mostly appropriate use of register and style, mostly sustained |
| 7–8  | - Relevant information given appropriate to the task, basic points made with some development  
- Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas  
- Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material  
- Appropriate use of register and style sustained |
**Additional guidance**

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

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - Repetitive use of minimal selection of straightforward grammatical structures  
     | - Produces individual words/set phrases  
     | - Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4  | - Use of a restricted range of straightforward grammatical structures, frequent repetition  
     | - Produces simple, short sentences, which are not linked  
     | - Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6  | - Uses straightforward grammatical structures, some repetition  
     | - Produces simple, short sentences; 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>
<tr>
<td>1–2</td>
<td>Uses straightforward grammatical structures, some repetition</td>
</tr>
<tr>
<td></td>
<td>Produces brief, simple sentences, limited linking of sentences</td>
</tr>
<tr>
<td></td>
<td>Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>3–4</td>
<td>Uses mostly straightforward grammatical structures, occasional repetition</td>
</tr>
<tr>
<td></td>
<td>Produces occasionally extended sentences linked with familiar, straightforward conjunctions</td>
</tr>
<tr>
<td></td>
<td>Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</td>
</tr>
<tr>
<td>5–6</td>
<td>Different examples of straightforward grammatical structures are evident</td>
</tr>
<tr>
<td></td>
<td>Produces some extended sentences that are linked with familiar, straightforward conjunctions</td>
</tr>
<tr>
<td></td>
<td>Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</td>
</tr>
<tr>
<td>7–8</td>
<td>Some variation of grammatical structures, occasional complex structure</td>
</tr>
<tr>
<td></td>
<td>Produces frequently extended sentences, well linked together</td>
</tr>
<tr>
<td></td>
<td>Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</td>
</tr>
</tbody>
</table>

### Additional guidance

**Complex** grammatical structures are considered to be:
- 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</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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/convey justified arguments
- conceptually more challenging language.

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

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

Errors that do not **hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.
Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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

**NB**: these are examples only and do not constitute a finite list.
**Question 2 – Higher tier (28 marks)**
For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

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

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

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

**Question 2: communication and content mark grid – Higher tier**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | - Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas  
- Some effective adaptation of language to narrate, inform, interest/convince  
- Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language  
- Appropriate use of register and style with the occasional inconsistency |
| 5–8  | - Communicates some detailed information relevant to the task, frequently effective development of key points and ideas  
- Frequently effective adaptation of language to narrate, inform, interest/convince  
- Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language  
- Appropriate use of register and style with few inconsistencies |
| 9–12 | - Communicates detailed information relevant to the task, with mostly effective development of key points and ideas  
- Mostly effective adaptation of language, to narrate, inform, interest/convince  
- Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language  
- Predominantly appropriate use of register and style |
| 13–16| - Communicates detailed information relevant to the task, with consistently effective development of key points and ideas  
- Consistently effective adaptation of language to narrate, inform, interest/convince  
- Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language  
- Consistent use of appropriate register and style throughout |
**Additional guidance**

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

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

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

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language  
      | Occasional sequences of fluent writing, occasionally extended, well-linked sentences  
      | Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6  | Some variation of grammatical structures, including some repetitive instances of complex language  
      | Prolonged sequences of fluent writing, some extended, well-linked sentences  
      | Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9  | Uses a variety of grammatical structures including some different examples of complex language  
      | Predominantly fluent response; frequent extended sentences, mostly well linked  
      | Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12 | Uses a wide variety of grammatical structures, including complex language  
      | Fluent response throughout with extended, well-linked sentences  
      | Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

**Additional guidance**

**Complex** grammatical structures are considered to be:
- all grammar and structures 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>
<tr>
<td>1–3</td>
<td>Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</td>
</tr>
<tr>
<td></td>
<td>Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</td>
</tr>
<tr>
<td>4–6</td>
<td>The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>7–9</td>
<td>The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</td>
</tr>
<tr>
<td></td>
<td>Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>The meaning of the passage is fully communicated</td>
</tr>
<tr>
<td></td>
<td>Consistently accurate language and structures, any errors 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 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

<table>
<thead>
<tr>
<th>Students must:</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO1</strong> Listening – understand and respond to different types of spoken language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO2</strong> Speaking – communicate and interact effectively in speech</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO3</strong> Reading – understand and respond to different types of written language</td>
<td>25</td>
</tr>
<tr>
<td><strong>AO4</strong> Writing – communicate in writing</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Breakdown of Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total for all Assessment Objectives</th>
</tr>
</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>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3: Reading and understanding in Arabic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paper 4: Writing in Arabic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total for GCSE</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></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>
<td>1.400</td>
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</tr>
<tr>
<td>2</td>
<td>25%</td>
<td>70</td>
<td>1.000</td>
<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 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

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Candidate speaking examination record form (CS2)</td>
<td>69</td>
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<tr>
<td>Appendix 2</td>
<td>Grammar list</td>
<td>70</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Vocabulary list</td>
<td>74</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The context for the development of this qualification</td>
<td>191</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Transferable skills</td>
<td>193</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Codes</td>
<td>194</td>
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</tbody>
</table>
## 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* (*Please delete as appropriate)</th>
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</thead>
<tbody>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
</tr>
</tbody>
</table>

<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher name</th>
<th>Declaration and permissions signature and date*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</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 (مَوزٍ، شَجِيرٍ، وَرَقٍ) and collective plurals (مَدارَسٍ، كَتِبٍ، مَتَاحِفٍ)
- common weak nouns (نَادِٰ، مُغَرِّبٍ، كَرَاسٍ، مِستَشْفِي)
- 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 (هَذَا، هَذَٰهُ، هُؤُلَا، ذَلِكَ، ذَلَٰکَ)
- common weak (عَالِٰی، غَالِی، مَضِی)

Adverbs:
- comparative and superlative
- interrogative (كَيْفَ، مِثْلِ)
- adverbs of time and place (الِيْوَمُ، غَدٌّ، هَنَا، هَنَاكَ)
- common adverbial phrases

Quantifiers/Intensifiers:
- جَدًّا، كُثِيرًا، قَلِيلًا
Pronouns:
- personal: all subjects, including one ( ﻣَﻦ )
- possessive
- relative ( ﺍﻟﺬي، اﻟﺬﻳﻦ، ﺍﻟﱵ ) and omission of it in the indefinite
- pronoun objects
- emphatic
- demonstrative
- demonstrative

Verbs:
- strong (forms I-X) and common weak triliteral verbs ( ﻛﺎن، ﻗﺎم، زار، ﻣﺸﻰ ) and some common quadriliteral verbs ( ﻣُﺪَﻗَﺪ, ﻣُﺸﻰ, ﻛﻮن
- common hamzated verbs ( قرأ, أكمل, سأل )
- impersonal verbs ( ﻋِﺪَد )
- all persons of the verb, singular, dual and plural
- perfect and imperfect (indicative & subjunctive) ( ﻣَﺎ ﺳَيِّد , ﻣَاء )
- negative forms and negation using ( ﻣﺎ )
- tenses and time frames
- future
- basic imperative and its negation
- basic conditional
- subjunctive: after common constructions ( أن, حتي, ﻻ )
- verbal nouns
- passive voice - common basic structures in the imperfect ( ﻣُﺪَﻗَﺪ, ﻣُﺸﻰ ) and the perfect ( ﻣُﺆْدَد )
- active participle
- common passive participles ( مكتوب, مفتوح, مقفول )

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

Prepositions:
- common prepositions ( ﻋﻦ, ﻋَنْ, ﻋَلِى, ﻋَدَد )

Conjunctions:
- common coordinating conjunctions ( ﻓَאَنْ, ﻓَأَنْ, ﻓَيِ، ﻓَيْنِ، ﻓَيِّن )
- common subordinating conjunctions ( إذا, لو, ﻣَعْنَا, ﻣَعْنَا )

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

- cardinal and ordinal numbers
- exception (إلا)
- 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 ﻋِﻴْر

Adverbs:
- cognate accusative - المفعول المُطَلق (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 (ﻻم) (R)
- commands in the negative (R)
- essential hamzated verbs (رأى)
- essential doubled verbs (شَدّ)
- the use of kana with the imperfect (R)
- pluperfect (R)
- common passive participles (مكتوب، مفتوح، مفقول)
- passive voice - common basic structures in the perfect and imperfect (يُعْتَبَر، يُوجَد، يُسْتَقَى، يُبْلِجِي، يُمْكِن، ﻃَوْلُ)

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
قٌبِلَ
رفقًا / صاحب

to accompany
نَصِّح
قَدَمًا / طُور


to advise
نَصِح
ظلمًا


to advance
غُيًّن
اقترَبَ من


to appear
ظَهَر
استحسنًا /افقًا علي


to appoint
رَتَط
تَجْتَب


to approach
خَبَر
قَدَر


to approve/agree
سَتَحْسَبْ
وابقًا على


to attach
رَبٌّط
تَجْتَب


to avoid
خَبَر
قَدَر


to bake
حَقَب
بَدَا


to be able to
غَيْبًا / طَلُبًا
تَفَخَّص


to beat
حَقَب
بَدَا


to begin
خَبَر
قَدَر


to believe
خَبَر
قَدَر


to blow
خَبَر
قَدَر


to borrow
خَبَر
قَدَر


to break
خَبَر
قَدَر


to burn
خَبَر
قَدَر


to calculate
خَبَر
قَدَر


to carry
خَبَر
قَدَر


to cheat
خَبَر
قَدَر


to check
خَبَر
قَدَر
### 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>نَظَفُ</td>
</tr>
<tr>
<td>to click (ICT)</td>
<td>ضَعَطَ عَلَى لَوَحة مُفَاتِيح الحاسوب / نَقر عَلَى</td>
</tr>
<tr>
<td>to climb</td>
<td>تسـَلَق</td>
</tr>
<tr>
<td>to close</td>
<td>أَعْلَق</td>
</tr>
<tr>
<td>to come</td>
<td>أَتَى / جَاء</td>
</tr>
<tr>
<td>to consist of</td>
<td>تَكُون من</td>
</tr>
<tr>
<td>to contact</td>
<td>اتصل بـ</td>
</tr>
<tr>
<td>to contain</td>
<td>الحَتْوَى عَلَى استَمَعْ</td>
</tr>
<tr>
<td>to continue/carry on</td>
<td>اقْتُنِع / اقْتَنِع</td>
</tr>
<tr>
<td>to convince</td>
<td>نَسْخ</td>
</tr>
<tr>
<td>to copy</td>
<td>كَلِف</td>
</tr>
<tr>
<td>to count,</td>
<td>أَحْصَى / عَدَّ</td>
</tr>
<tr>
<td>to count on (someone)</td>
<td>اعتَمَد عَلَى (شخص مـا)</td>
</tr>
<tr>
<td>to cross, go across</td>
<td>عَبَر، اجْتَاز</td>
</tr>
<tr>
<td>to cry</td>
<td>بَكَي / صَرخ</td>
</tr>
<tr>
<td>to cut</td>
<td>قَطَع</td>
</tr>
<tr>
<td>to dance</td>
<td>رَفْض</td>
</tr>
<tr>
<td>to decide</td>
<td>قَرَر</td>
</tr>
<tr>
<td>to deliver</td>
<td>نَقِل / وُصل / سَلم / ولَد (وضَعُت الأثَاث)</td>
</tr>
<tr>
<td>to depart/leave</td>
<td>غَادر / تَرك</td>
</tr>
</tbody>
</table>
### Common verbs (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to describe</td>
<td>وصف</td>
</tr>
<tr>
<td>to deserve</td>
<td>استحقاق</td>
</tr>
<tr>
<td>to desire</td>
<td>رغبة في</td>
</tr>
<tr>
<td>to die</td>
<td>مات</td>
</tr>
<tr>
<td>to dig</td>
<td>خفر</td>
</tr>
<tr>
<td>to discount</td>
<td>خفض (السحر/الثمن)</td>
</tr>
<tr>
<td>to discuss</td>
<td>ناقش</td>
</tr>
<tr>
<td>to dislike</td>
<td>كره</td>
</tr>
<tr>
<td>to draw</td>
<td>رسم/سحب</td>
</tr>
<tr>
<td>to drink</td>
<td>شرب</td>
</tr>
<tr>
<td>to drive</td>
<td>قاد/سيارة</td>
</tr>
<tr>
<td>to earn</td>
<td>كسب</td>
</tr>
<tr>
<td>to eat</td>
<td>أكل</td>
</tr>
<tr>
<td>to economise</td>
<td>اقتصاد</td>
</tr>
<tr>
<td>to empty</td>
<td>افرغ</td>
</tr>
<tr>
<td>to encourage</td>
<td>شجع</td>
</tr>
<tr>
<td>to end/come to an end</td>
<td>اتمي/وصل (للنهاية)</td>
</tr>
<tr>
<td>to enjoy oneself</td>
<td>قضى وقتيًا طيبًا/استمتع</td>
</tr>
<tr>
<td>to enter/go in</td>
<td>دخل</td>
</tr>
<tr>
<td>to escape</td>
<td>هرب</td>
</tr>
<tr>
<td>to exchange</td>
<td>تبادل</td>
</tr>
<tr>
<td>to explain</td>
<td>شرح</td>
</tr>
<tr>
<td>to fail</td>
<td>فشل</td>
</tr>
<tr>
<td>to fall</td>
<td>سقط/وقع</td>
</tr>
</tbody>
</table>
Common verbs (cont)

- to fall asleep
- to feed, nourish
- to feel
- to fill (in)
- to find
- to finish
- to fly
- to follow
- to forge
- to forget
- to forgive
- to forsake
- to get
- to get angry
- to get dressed
- to get in/on (bus, car, train)
- to get out/off of (bus, car, train)
- to get undressed
- to get up
- to give
- to give back
- to give (a gift)
- to go
Common verbs (cont)

to go (in a car)

dزَهُبُ (في سيَّارَةُ)

to go down/come down

هَبُطُ / ثَنُّ

to go for a walk

ذَهُبُ في تُرْفَةِ سَيْرًاٍ عَلَى الأَقْدَامِ

to go out

خَرْجُ ذَهُبُ لِلنَّوم

to go to bed

صَبَعُ طَخْحَن

to go up

خَرْسُ أَذَى / أَنْتَلْفُ

to grind

طَحْنُ كَرُهُ / أَبْغُضُ / أَخْتَقُر

to guard

حَرْسُ مُلْكُ عِنْدَةٌ

to harm/damage

وجْبُ عَلَيْهِ / أَرمُ

to hate/despise

سَيَّعُ سَاعَد

to have

مَلْكُ مَلْكُ / عِنْدَةٌ

to have to/must

سَيَّعُ مُسْتَكُ / مُسْتَكُ بِفُؤَاءُ

to hear

سَأَعَدُ أَسْمُعُ

to help

ضَرْبُ مُسْتَكُ

to hit

مُسْتَكُ بِفُؤَاءُ أَذَى (نَفْسَهُ)

to hold

جِسْحُ جِسْحُ / آَغْلَمُ

to hold tight

قَدْمُ (شُيِّبَاً مَا، فُكَرَةُ)

to hope

قَدْمُ (شُخْصَاً) / عَرَفَ
Common verbs (cont)

to invite  دعًا
to joke  مزح

to jump  قفز

to justify  برر

to kill  قتل

to kneel  ركع

to knock, hit  قرع / ضرب / طرق

to knock over  أسقط / قلب

to know (a fact)  أدرك (حقيقة)
to know (person, place)  عرف (شخصًا، مكانًا)
to land  هبط على الأرض

to last  بقي / استغرق / استمر ضحك

to laugh  أعد (رتب) المائدة

to lay the table  قاد

to lead  وتب / قفز

to learn  تعلم

to leave; depart  ترك / غادر

to leave (somewhere, somebody)  هجر (مكانًا ما، شخصًا ما)
to leave behind (an object)  ترك وراءه ظهره (شيئًا ما)
to lend  أععار / أفرض

to let  ترك / ودع

to let a flat  استأجر شقة
**Common verbs (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to lie</td>
<td>كَذَّبُ</td>
</tr>
<tr>
<td>to light, turn/switch on</td>
<td>أَشْعَلُ، شُعِّلَ / أَضْنَاءَ</td>
</tr>
<tr>
<td>to like</td>
<td>أَخَبَرْتُ</td>
</tr>
<tr>
<td>to listen</td>
<td>أَصَغْرَى / أُسْمَعْتُ</td>
</tr>
<tr>
<td>to live (inhabit)</td>
<td>أَقَامُ (مَكَانٍ)</td>
</tr>
<tr>
<td>to live</td>
<td>عَاشُ / حَيَّ</td>
</tr>
<tr>
<td>to look/appear/seem</td>
<td>بِدَا</td>
</tr>
<tr>
<td>to look after</td>
<td>أَغْنَتِي وَأَنْتَ غَنِيَ عَنْ</td>
</tr>
<tr>
<td>to look for</td>
<td>أُشْبِهَ</td>
</tr>
<tr>
<td>to look like, resemble</td>
<td>حَسِبْ / فَلِدَ</td>
</tr>
<tr>
<td>to lose</td>
<td>حَبَّ / أَحْبَبْ</td>
</tr>
<tr>
<td>to love</td>
<td>عَمِلُ / صَنَعَ</td>
</tr>
<tr>
<td>to make</td>
<td>أَداَرَ (عَمَلًا)</td>
</tr>
<tr>
<td>to manage (business)</td>
<td>نَوَى (فَعَلَ شَيءٍ مَا)</td>
</tr>
<tr>
<td>to mean (do)</td>
<td>قَصَدَ / عَنَى</td>
</tr>
<tr>
<td>to mean/signify</td>
<td>قَانِلًا / النُّقِيَ</td>
</tr>
<tr>
<td>to meet</td>
<td>قَدَّمَ؛ افْتَقَرَ إِلَى</td>
</tr>
<tr>
<td>to miss; be lacking</td>
<td>فَقَدَ (قطارًا، حافلةً، إلخ) / فَقَهَّهُ الْقَطَارِ</td>
</tr>
<tr>
<td>to miss (train, bus etc)</td>
<td>اِحْتَاجَ</td>
</tr>
<tr>
<td>to need</td>
<td>لَحَظَ</td>
</tr>
<tr>
<td>to note</td>
<td>لَحَظَ / رَأَبٍ</td>
</tr>
<tr>
<td>to observe</td>
<td>حُصِّلَ عَلَى</td>
</tr>
<tr>
<td>to obtain</td>
<td>حُصِّلَ عَلَى</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>to open</td>
<td>فَتْحُ</td>
</tr>
<tr>
<td>to order</td>
<td>طَلْبُ</td>
</tr>
<tr>
<td>to organise</td>
<td>نَظَمُ</td>
</tr>
<tr>
<td>to own</td>
<td>امْتَلَك</td>
</tr>
<tr>
<td>to park</td>
<td>أُوقِفَ / صَفَّ سَبِارَة</td>
</tr>
<tr>
<td>to participate/ take part</td>
<td>شَارَك</td>
</tr>
<tr>
<td>to pass</td>
<td>اجْتَاز</td>
</tr>
<tr>
<td>to pass by</td>
<td>مَرَ وْ دَفَع</td>
</tr>
<tr>
<td>to pay</td>
<td>أَذْن / سَمَح</td>
</tr>
<tr>
<td>to permit</td>
<td>هَاتَف / أُثِنَ هَاتِفيَةً</td>
</tr>
<tr>
<td>to phone</td>
<td>وَضَع / أَحْمَج</td>
</tr>
<tr>
<td>to place</td>
<td>زَرَع</td>
</tr>
<tr>
<td>to please</td>
<td>أُعَبَ لَعْبَ سَلََل</td>
</tr>
<tr>
<td>to plant</td>
<td>فَضَّلُ قَدَمُ مَنْعَ امْتَجَج</td>
</tr>
<tr>
<td>to play</td>
<td>وَعَدُ سَنَحَبَ</td>
</tr>
<tr>
<td>to pray</td>
<td>أُنْبِئَج</td>
</tr>
<tr>
<td>to prefer</td>
<td>مَنْعَ أُنْبِئَج</td>
</tr>
<tr>
<td>to present</td>
<td>وَعَدُ سَنَحَبَ</td>
</tr>
<tr>
<td>to prevent</td>
<td>دَفَعُ (الباب مثلاً)</td>
</tr>
<tr>
<td>to produce</td>
<td>أُعَادَ أَرْجَعَ</td>
</tr>
<tr>
<td>to promise</td>
<td>وَضَعَ امْتَجَج</td>
</tr>
<tr>
<td>to pull</td>
<td>سَنَحَب</td>
</tr>
<tr>
<td>to push</td>
<td>امْتَجَج</td>
</tr>
<tr>
<td>to put</td>
<td>أُعَادَ أَرْجَعَ</td>
</tr>
</tbody>
</table>
Common verbs (cont)

to reach

وَصلَ إلى/ تَلْغَ الشيء

قارًا

to read

إِتْقَامًا/ تَسْلَمًا/ اسْتَقبَلًا/ رَحْبًا

وَضَى
حَمَّامًا/ خَيْبَة

تَرْدَ مالًا

رفض

نَذِيمًا/ تَفْسِيرًا

تَذَكَر

أَجْرًا/ اسْتَأْخِر

طَلْب

صَلْح

جَرّ

إِسْتَبْدَال

اجْابًا/ رَدًا

بحث

حَجْز

اسْتَراح

غَادًا/ رَجَعَ إِلَي

تَأْرًا/ طَرَفُ

رَكْب

قُرْعًا/ ذِقَّةً/ رَنًّا (جَرْسًا)

خَضًا/ ارْتَفْعًا

خَمْس

رَكْضًا/ جَرُى
Common verbs (cont)

to save money

ادْخُر

أَنْقَذُ مِنَ الْخَطَر

to save from danger

قاَل

أَنْقَذْ مِنَ الْخَطَر

to say

صَرَح

بُحْث

to scream

رَأَى

فَقَطُ / بُحْث عَنْ / سَعَى

to search

رَأَى

فَقَطُ / بُحْث عَنْ / سَعَى

to see

بَدَا

بَخَأ

to seek/look for

قَدَأ / جَلَّس

dَنْبَح / نَخَر

to seem

أَرْسَل

أَرْسَل

to sell

خَدَم

وَقَع

غَنَى

to send

نَام

ابْتَسَم

to serve

قَعَد / جَلَّس

dَنْبَح / نَخَر

to sign

فَعَلَ / تَكَلَّم / تَخَدَّث

عَطَلَ

to sing

تَكَلَّم / تَخَدَّث

عَطَلَ

to sit down

قَعَد / جَلَّس

dَنْبَح / نَخَر

to sleep

نَام

ابْتَسَم

to smile

ضَقَى (وَقَنَا)

فَصَل

to sneeze

ضَقَى (وَقَنَا)

فَصَل

to speak

فَصَل

فَصَل

to spend (money)

تَكَلَّم / تَخَدَّث

عَطَلَ

to spend (time)

فَصَل

فَصَل

to split

نَشَراً / وَزْع

عَصْر

to spread

وَقَف

وَقَف
Common verbs (cont)

to stay

ماكث / يبقى

to steal

سرق

to stick

ألصق

to stop

توقف

to strike/to hit

ضرب / أصبر

to study

درس

to succeed

تنتج

to swear an oath

خلف (اليمين) / أقسم

to swear at someone

سبي / شتم

to swim

تسبح

to switch off

أطلقا (النور – الكهرباء)

to take

أخذ

to take off (plane)

أقلع (طائرة)

to take off (clothes etc)

خلع (ملابس، إلخ)

to tell/recount

أخبر / روى / حكي

to tell/say

قال

to thank

شكر

to think (about)

فكر (في)

to think, believe

أتقن

to throw

رمي

to touch

لمس

to translate

ترجم

to travel

سافر

to try

حاول

to understand

فهم
Common verbs (cont)

to use  
استخدام / استغلال

to visit (person)  
 زار (شخصًا)

to visit (place)  
 زار (مكانًا)

to wait for  
انتظر

to wake up  
استيقظ

to walk  
مشى

to want  
أراد

to warn  
خرير

to wash  
غسل

to watch  
شاهد

to wear  
ليس

to weigh  
وزن

to win  
فاز

to wish  
تمين

to work  
عمل / استغلال

to worry  
قلق

to write  
كتب

Common adjectives

able  
 قادر

active  
نشيط

alike; the same  
مشابهًا / الشيء نفسه

alone  
حيد

amusing  
 مستٍ

angry  
غضب
### Common adjectives (cont)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>awake</td>
<td>مُسْتَيِّقظٍ</td>
</tr>
<tr>
<td>bad</td>
<td>سَيِّئٍ / رديء</td>
</tr>
<tr>
<td>beautiful</td>
<td>جَمِيلٍ</td>
</tr>
<tr>
<td>bent</td>
<td>مُنْحَنٍ / أَعْوجٍ</td>
</tr>
<tr>
<td>best</td>
<td>أَحْسَنٍ / أَفْضَلٍ</td>
</tr>
<tr>
<td>big</td>
<td>كَبِيرٍ</td>
</tr>
<tr>
<td>bitter</td>
<td>مُرّ (الطعام أو المذاق)</td>
</tr>
<tr>
<td>boiling</td>
<td>مُغْلَي / حارّ جدًا</td>
</tr>
</tbody>
</table>
| boring      | مُـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِـِــ
Common adjectives (cont)

- complete ـ كامل
- complex ـ معقد
- cruel ـ قاسي
- dark ـ مظلم / معمم
- dead ـ ميت
- deep ـ عميق
- depressed ـ مكتيب
- different ـ مختلف
- difficult ـ صعب
- dirty ـ وسخ / قذر
- disgusting ـ مقرف / خفير
- dry ـ جاف
- early ـ مبكر
- easy ـ سهل
- electric ـ كهربائي
- equal ـ متساو
- exciting ـ مثير
- exhausted ـ مرهق / متعب
- exhausting ـ مرهق / متعب
- expensive ـ غالي الثمن / نمین / غالع
- fair ـ منصف / عادل
- false ـ زائف / مزيف
- famous ـ مشهور
- fantastic ـ رائع
- Fascinating ـ جميل / حلاب
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)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>harmful</td>
<td>مُضِرّ / غَيرُ نَافع</td>
</tr>
<tr>
<td>healthy (food/way of life)</td>
<td>صحيّ (الطعام / أسلوب الحياة)</td>
</tr>
<tr>
<td>heavy</td>
<td>ثَقَـٰـﻞ</td>
</tr>
<tr>
<td>high; tall (building)</td>
<td>مَرتَفِع؛ عَالٍ (مَبَنى)</td>
</tr>
<tr>
<td>homeless</td>
<td>بِدَون مَأْوارٍ / مَتَرَدِّد</td>
</tr>
<tr>
<td>honest</td>
<td>أَمِين</td>
</tr>
<tr>
<td>hot</td>
<td>حَارّ / سَاحِئ</td>
</tr>
<tr>
<td>ideal</td>
<td>مِثَالِي / نَمَذِيج</td>
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<tr>
<td>ill</td>
<td>مَرِيض</td>
</tr>
<tr>
<td>Impatient</td>
<td>غَيرُ صَبُور / فَاقد الصَّبُور</td>
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<tr>
<td>impolite</td>
<td>غَيرُ مُؤَدب / غَيرُ مُهدَّب</td>
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<td>important</td>
<td>مُهِمّ</td>
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<tr>
<td>in a good mood</td>
<td>في حَالة مَواجِهة خِيرَة</td>
</tr>
<tr>
<td>in a hurry</td>
<td>في عَجلة مِن أمَرٍ / مَستَعجل</td>
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<tr>
<td>independent</td>
<td>مُستَقِلّ</td>
</tr>
<tr>
<td>intelligent; clever</td>
<td>عَبَقري / ذَكي</td>
</tr>
<tr>
<td>kind</td>
<td>طَيِّب / رَقيق</td>
</tr>
<tr>
<td>large</td>
<td>كَبير الحِجْم / عريض</td>
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<tr>
<td>last</td>
<td>آخر</td>
</tr>
<tr>
<td>late</td>
<td>مُتَأَخِر</td>
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<tr>
<td>lazy</td>
<td>كَسَول</td>
</tr>
<tr>
<td>least</td>
<td>الأَقْلّ</td>
</tr>
<tr>
<td>light</td>
<td>خَفِيف</td>
</tr>
<tr>
<td>little</td>
<td>قَلِيل</td>
</tr>
</tbody>
</table>
Common adjectives (cont)

locked
long
lost
loving
low
magnificent
male
married
marvellous
mature
medical
mixed
modern
narrow
natural
naughty
necessary
negative
new
new (brand new)
next
nice; likeable
nice; pretty, beautiful
noisy
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>normal</td>
<td>عادي / طبيعي</td>
</tr>
<tr>
<td>numerous</td>
<td>كثيف / مُتعدد / عديد</td>
</tr>
<tr>
<td>old</td>
<td>عجوز / كبير السن</td>
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<tr>
<td>old (former)</td>
<td>قديم (سابق)</td>
</tr>
<tr>
<td>old fashioned</td>
<td>عتيق الطراز / موضة قديمة</td>
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<tr>
<td>open</td>
<td>مُفتوح</td>
</tr>
<tr>
<td>optimistic</td>
<td>متفائل</td>
</tr>
<tr>
<td>other</td>
<td>آخر</td>
</tr>
<tr>
<td>patient</td>
<td>صبور</td>
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<tr>
<td>peaceful</td>
<td>سلمي</td>
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<tr>
<td>perfect</td>
<td>كامل / مُتفق / ممتاز</td>
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<tr>
<td>pessimistic</td>
<td>مُتشائم</td>
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<tr>
<td>pleased</td>
<td>مُسْرور</td>
</tr>
<tr>
<td>pleasant</td>
<td>مُنعش / مُرض</td>
</tr>
<tr>
<td>polite</td>
<td>مُؤدب</td>
</tr>
<tr>
<td>poor</td>
<td>فقير</td>
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<tr>
<td>popular</td>
<td>شغبي / مُغوب</td>
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<td>إيجابي</td>
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<tr>
<td>practical</td>
<td>عملي</td>
</tr>
<tr>
<td>pretty</td>
<td>جميل / خشن الشكل</td>
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<tr>
<td>private</td>
<td>خاص</td>
</tr>
<tr>
<td>professional</td>
<td>مُختص / ماهر</td>
</tr>
<tr>
<td>proud</td>
<td>فخور</td>
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<tr>
<td>English</td>
<td>Arabic</td>
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<tr>
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<td>----------</td>
</tr>
<tr>
<td>public</td>
<td>عُمومي</td>
</tr>
<tr>
<td>punctual</td>
<td>دُقِيق</td>
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<tr>
<td>quick</td>
<td>سَريع</td>
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<tr>
<td>quiet</td>
<td>هَادئ</td>
</tr>
<tr>
<td>ready</td>
<td>جاهز</td>
</tr>
<tr>
<td>real</td>
<td>خَفيفي</td>
</tr>
<tr>
<td>regular</td>
<td>عادي / مُنتظم</td>
</tr>
<tr>
<td>reasonable</td>
<td>مُعقول</td>
</tr>
<tr>
<td>recent</td>
<td>حديث / مُستجد</td>
</tr>
<tr>
<td>recognised/well known</td>
<td>مُعترَف به / معروف</td>
</tr>
<tr>
<td>responsible</td>
<td>مُسئول</td>
</tr>
<tr>
<td>rich</td>
<td>غني / ثري</td>
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<tr>
<td>ridiculous</td>
<td>ضَخيف</td>
</tr>
<tr>
<td>ripe</td>
<td>ناضج / بانع</td>
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<tr>
<td>right</td>
<td>صحيح / يَمين</td>
</tr>
<tr>
<td>rotten</td>
<td>فاسد / عَقِين</td>
</tr>
<tr>
<td>rough</td>
<td>خشن</td>
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<tr>
<td>round</td>
<td>مُستدير</td>
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<td>sad</td>
<td>خَزَين</td>
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<td>safe</td>
<td>آمن</td>
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<tr>
<td>same</td>
<td>مماثل</td>
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<tr>
<td>same thing</td>
<td>نَفْس الشَيء</td>
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<tr>
<td>satisfied</td>
<td>راضٍ / مُقنَع</td>
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<tr>
<td>selfish</td>
<td>أَناَني</td>
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</tbody>
</table>
Common adjectives (cont)

sensational
sensitive
separate
serious
sharp
short
shy
silent
silly
similar
simple/easy
situated
slim
slow
small; short (person)
soft
sorry
sour
special
strange
strict
strong
stupid
sudden

مُحِرَّك لِلمشاعر
حَسّاس
مُتَفِصل
جَادٌ / جَيِّد
حَادّ
قَصِير
خَجُول
صامت
تَأْفِه
مَمّايل / مَتَشَابِه
سَهل
واْقِع / كَافِئ
تَحْيِيل
تَطْوِيء
صَنِيرَ(شَخْص) قَصِيرُ الْقَامَة
نَاعُم
آَسِف
حَامِض
خَاصّ
غَرِيب
صَوْرِم
قوَيّ
غَيْرِي
مُفَاجِئَ
**Common adjectives (cont)**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>superb</td>
<td>باجر / رائع</td>
</tr>
<tr>
<td>surprised</td>
<td>مُندَهش</td>
</tr>
<tr>
<td>suitable</td>
<td>مناسب</td>
</tr>
<tr>
<td>sweet/delicious</td>
<td>حلوَ المذاق / لذيذ</td>
</tr>
<tr>
<td>talkative</td>
<td>ثُبّتار</td>
</tr>
<tr>
<td>tall</td>
<td>طويل</td>
</tr>
<tr>
<td>the best</td>
<td>الأفضَل</td>
</tr>
<tr>
<td>the greatest</td>
<td>الأعُظم</td>
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<tr>
<td>the least</td>
<td>الأقل</td>
</tr>
<tr>
<td>the worst</td>
<td>الأم١٠</td>
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<tr>
<td>thick</td>
<td>سُمِيك</td>
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<tr>
<td>thin, narrow</td>
<td>رفيع، ضيق</td>
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<td>tidy</td>
<td>مَنظَم / مرتب / نظيف</td>
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<td>tired</td>
<td>مُتعب</td>
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<td>tiring</td>
<td>نَفِّليدي</td>
</tr>
<tr>
<td>traditional</td>
<td>خَطِيقي / صَحيح</td>
</tr>
<tr>
<td>true</td>
<td>نَمُودِيجي</td>
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<tr>
<td>typical</td>
<td>قَبيح</td>
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<tr>
<td>ugly</td>
<td>لا يُصَدِّق / غَير مَعْقِول</td>
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<tr>
<td>unbelievable</td>
<td>غَير مُنضيف / غَير عادِل</td>
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<tr>
<td>unfair</td>
<td>غَير سَعِيد</td>
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<tr>
<td>unhappy</td>
<td>غَير صَبِيح١٠</td>
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<tr>
<td>unhealthy</td>
<td>تَغيض / كَريه</td>
</tr>
<tr>
<td>unpleasant</td>
<td></td>
</tr>
</tbody>
</table>
Common adjectives (cont)

useful

useless

valid

valuable

warm

weak

well

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
fairly; quite
for a long time
fortunately
hardly
here
however
immediately
loud(ly)
ever
not yet
now
nowhere
often
only
over there
perhaps
quickly
rarely
rather
really
recently
sometimes
somewhere
soon

في كل مكان
إلى خِلال ما / إلى خِلال بعيد
لمدة طويلة
ليحسن الخطط
بالكاد
هنا
غير أن / مهما / ولكن
فؤاً / حالاً
يصوت عالٍ
بدأ
ليس بعد
الآن
ليس في أي مكان
غالباً
فقط
هناك
ربما
يسرعة
نادراً
بالأخرى
حقاً / بالحقيقة
مؤخر
أخياء / بعض الأحيان
في مكان ما
قريباً
Common adverbs (cont)

still  لا يزال
straight away  حالاً
then  ثم
there  هناك
together  سويًا / معًا
too  أيضاً
unfortunately  لسوء الحظ
up there  إلى هناك
usually  عادةً
very  جداً
well  خسناً
yesterday  أمس

Prepositions

above
about
according to
after
against
among
around (surrounding)
at (someone’s house)
at the end of
at, to
before
behind
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

- بينَ (الْانْتِينَ فَقْطَ)
- فيما يُقصَدُ / فيما يتعلق - غَنَ / خُلُوَّ
- خِلالٌ / أَنْبَاءٌ
- بعيداً عنَ
- بِ (سُيْرَ)
- مِنْ
- فيِ (داخلِ)
- (بِ / بِوَاسِطَةِ (الطَّاَبِرَةُ ، السِّيَارَةُ)
- أمامَ / فيِ الأمَامَ / فيِ المُقْدِمَةِ
- فيِ الخَلفِيَّةِ / فيِ الخَلفِ
- فيِ الصَّدِّارَةِ
- فيِ الوُسْطِ
- داخلِ
- قريبَ (منِ)
- بالْحُرُوبِ مِنْ / بِجَانِبِ
- لِيَسِينَ إِلَى أيِّ مَكَانٍ
- عَلَى (عَلَى قِيَّمَةِ شَيْءٍ ؛ مَا)
- مَقْبَلِ / ضِدَ / عَكْسَ
- خَارِجِ
- فُوقِ
- خِلالٌ / عَبْرِ
- لِ
- يَتَجَهُ / يَتَبَجَّهُ
- تَحْتَ / أسْفَلِ
- خُنْقِ
Conjunctions

after

and

as if

because (of)

before

but

but, rather

except

if

in order that

just as

or

since

that

until

when

where

Colours

black

blue

brown

chestnut brown

colour

dark

dark colour
Colours (cont)
green
grey
light
light colour
orange
pink
purple
red
violet
white
yellow

Numbers
0
1
2
3
4
5
6
7
8
9
10
11
12
النúmeros (الأنجوية)

13  ثلاثون
14  أربعة وعشرون
15  خمسة وعشرون
16  ستة وعشرون
17  سبعة وعشرون
18  ثمانية وعشرون
19  تسعة وعشرون
20  عشرون
21  واحده وعشرون
22  اثنان وعشرون
23  ثلاثون
24  أربعة وعشرون
25  خمسة وعشرون
26  ستة وعشرون
27  سبعة وعشرون
28  ثمانية وعشرون
29  تسعة وعشرون
30  ثلاثون
31  واحده وثلاثون
32  اثنان وثلاثون
33  ثلاثون
34  أربعة وثلاثون
35  خمسة وثلاثون
36  ستة وثلاثون
37  سبعة وثلاثون
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<th>English Translation</th>
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<tbody>
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<td>38</td>
<td>ثمانية وثلاثون</td>
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<td>39</td>
<td>سبع وثلاثون</td>
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<td>40</td>
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<td>واحد وأربعون</td>
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<td>50</td>
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<td>اثنان وخمسون</td>
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<td>60</td>
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<td>90</td>
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<td>96</td>
<td>سبعة وسبعون</td>
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<td>مائة</td>
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<td>101</td>
<td>مائة وواحد</td>
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<td>120</td>
<td>مائة وعشرون</td>
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<td>ألف ومائة</td>
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<td>2.000.000</td>
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Ordinal numbers

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
twenty first
thirtieth
fortieth
fiftieth
sixtieth

الأول
الثاني
الثالث
الرابع
الخامس
السادس
السابع
التامين
التاسع
العاشر
الحادي عشر
الثاني عشر
الثالث عشر
الرابع عشر
الخامس عشر
السادس عشر
السابع عشر
التامين عشر
التاسع عشر
العشرون
الحادي والعشرون
الثلاثون
الأربعون
الخمسون
الستون
Ordinal numbers (cont)

seventieth
الستينون
eightieth
الثمانون
ninetieth
التسعون
hundredth
المائة

Quantities and measures

a bottle (of)
زجاجة (....)
about twenty
حوالي عشرين
about a hundred
حوالي مائة
da dozen
دشنة (12)
a jar (of)
جرة (من)
a kilo (of)
킬و (من)
a little of/few
قليل / بعض من
a litre (of)
لتر (من)
a lot (of)
كثير (من)
a little (of)
قليل (من)
a packet (of)
قطعة (من)
a quarter (of)
ربع (من)
a slice (of)
شريحة (من)
a tin, box (of)
علبة معدنية، صندوق (من)
centilitre
سنتيليلتر
centimetre
سنتيمتر
double
مُدَوِّج/مضغف
enough
كاف / كفاية
exactly
بالضبط / تمامًا
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
- كيلومتر
- أقل
- متر
- حدد أقصى
- حد أدنى
- أكثر
- أكثر (قليلًا)
- عدد من
- فقط
- كمية
- ربع
- عدد ليس بالقليل
- بيض / بيضة
- بيض
- ثلث
- كثير جدًا / العدد جدًا
- وزن
Some useful connecting words

- according to وفقاً لِ / طبقاً لِ
- also أيضاً
- and و
- because لأنَّ
- because of بسبب
- but لكنَّ / لكن
- even if حتي وُلُو
- finally أخيراً
- first of all أولاً وقبل كل شيء
- however ومع ذلك
- if إذاً
- in order to لكي/لأجل
- or أو
- perhaps ربما
- so لذاً
- then ثمًّ
- therefore لذلك، وبناءً عليه

Time expressions

- after بعد
- afternoon بعد الظهر
- already سابقاً / في ذلك الحين
- always دائماً
- as soon as يُحَرَّد أنَّ
- at the start في البداية
Time expressions (cont)

at the same time
in 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**
  - ذات مرة

- **on time**
  - في الوقت المحدد

- **punctual**
  - دقيق في مواعيده

- **since**
  - منذ

- **soon**
  - قريبًا

- **the day after tomorrow**
  - بعد غد

- **the day before yesterday**
  - أول أمس

- **the next day; following day**
  - اليوم التالي; اليوم القادم

- **the night before/evening**
  - الليلة السابقة / مساءً

- **time**
  - الوقت

- **today**
  - اليوم

- **tomorrow**
  - الغد

- **twice**
  - مرتان

- **week**
  - أسبوع

- **weekend**
  - عطلة نهاية الأسبوع

**Times of day**

- **(at) 1 a.m.**
  - في تمام الساعة الواحدة صباحًا

- **1 p.m.**
  - في تمام الساعة الواحدة مساءً

- **nine o'clock in the evening**
  - الساعة الثامنة مساءً

- **13.00**
  - الساعة الواحدة ظهرًا

- **at exactly 2 o'clock**
  - في تمام الساعة الثانية

- **at about ...... o'clock**
  - في حوالي الساعة ........

- **it is five past three**
  - الساعة الآن الثالثة وخمس دقائق

- **five to three**
  - الساعة الثالثة إلا خمس دقائق

- **half past ten**
  - العاشرة ونصف
**Times of day (cont)**

ten past four

الثانية وعشرين دقيقة

ten to four

الثانية إلاَّ عشر دقيقة

quarter to six

السادسة إلاَّ ربع

quarter past seven

السبعة والربع

**Days of the week**

Monday

الأثنين

tuesday

الثلاثاء

Wednesday

الأربعاء

Thursday

الخميس

Friday

الجمعة

Saturday

السبت

Sunday

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

شهر

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

August

September

October

November

December

season

(in) autumn

(in) spring

(in) summer

(in) winter

Question words

how?

how far?

how long?

how much?

how many?

how often?

how old (are you)?

what?

what? (as subject)

what? (as object)

what colour?

(at) what time?

what/which?
Question words (cont)
when?
where?
which one (s)?
who?
whose?
why?

Other useful expressions
all the better
على نحو أفضل

good luck
حَظًّا سعيداً

here is/are
إِلَيْكَ هَذَا الشَّيء / هَذِهَ الأَشْيَاء

how do you spell that?
كيف تنتهي ذ لك؟

I don’t know
لا أُعْرِف

I don’t mind
لا أُمَانِع

I don’t understand
لَمْ أَفْهَم

I have
لَيْدَى / عَنْدِي

interest
اهتمام / منفعة / مصلحة

I’m fine; it’s OK
أنا بخير/ الأمر علي ما يرام

I’ve had enough
لقد إكتفيت

I like it
أَحْبَبُ ذَلِك

in my opinion
أَرَى أَنَّ / فِي رَأْيِي

it annoys me
يُعَجِّبُني / يضايقني ذلك الأمر

it depends
يُعَتِّمُدُ عَلَى

it doesn’t matter
لا أُهْمِيَّةٌ لِذَلِك

it’s all the same to me
الأَمْرُ سَوَاءً بِالنَّسْبَةِ لِي

it makes me laugh
إِنَّهُ يُضْحِكُنِي
### Other useful expressions (cont)

- **it’s not worth it**
  - الأمر لا يستحق ذلك
- **let's go**
  - دعنا نذهب / نذهب شخصيًا
- **personally**
  - نذهب
- **of course**
  - طبعة
- **okay (in agreement)**
  - موافق (عند الموافقة)
- **once again**
  - أخرى
- **so, so**
  - تقرينة
- **so much the better**
  - ذلك أفضل بكثير
- **that doesn’t interest/appeal to me**
  - هذا الأمر لا يهمني / لا يعجبني / لا يعجبني
- **that’s enough**
  - هذا يكفي
- **there is/are**
  - يوجد على وشك
- **to be about to**
  - قيد التنفيذ
- **to be in the process of**
  - سينتهي للغاعة / بالأسف
- **too bad, what a shame**
  - غير مسموح لك / يجب عليك
- **you are not allowed to**
  - يجب عليك
- **you must (one must)**
  - ماذا يعني ذلك؟
- **what does that mean?**
  - يكل سرور
- **with pleasure**

### Other high-frequency words

- **as, like**
  - كما / مثل
- **end**
  - النهاية
- **everybody**
  - الجميع
- **except**
  - إلا
- **figure (number)**
  - رقم (عدد)
- **for example**
  - على سبيل المثال / مثلًا
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
thing
time (occasion)
type (kind of)
use/benefit
way (manner)
with
without
work/hard work
## Countries

<table>
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<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
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<td>Algeria</td>
<td>الجزائر</td>
</tr>
<tr>
<td>Austria</td>
<td>النمسا</td>
</tr>
<tr>
<td>Bahrain</td>
<td>البحرين</td>
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<td>Belgium</td>
<td>بلجيكا</td>
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<tr>
<td>Canada</td>
<td>كندا</td>
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<td>China</td>
<td>الصين</td>
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<td>Denmark</td>
<td>الدنمارك</td>
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<td>Egypt</td>
<td>مصر</td>
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<td>England</td>
<td>إنجلترا</td>
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<td>Great Britain</td>
<td>بريطانيا العظمى</td>
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<td>اليونان</td>
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<td>Holland/Netherlands</td>
<td>هولندا / الأراضي المنخفضة</td>
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<td>الهند</td>
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<td>ليبيا</td>
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<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)

<table>
<thead>
<tr>
<th>Continent</th>
<th>Arabic</th>
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<tr>
<td>North America</td>
<td>أمريكا الشماليَّة</td>
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<tr>
<td>South America</td>
<td>أمريكا الجنوبیَّة</td>
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### Nationalities

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<td>بريطانی</td>
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<td>Iraqi</td>
<td>عراقي</td>
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</tbody>
</table>
Nationalities (cont)

Irish
Italian
Jordanian
Lebanese
Libyan
Moroccan
Pakistani
Palestinian
Russian
Saudi
Scottish
Spanish
Swiss
Syrian
Tunisian
Turkish
Welsh
Yemeni
Areas/mountains/seas
Arabian Gulf
الخليج العربي
Atlantic ocean
المحيط الأطلسي
The Alps
جبال الألب
The Dead Sea
البحر الميت
East
شرقي
The English Channel
القناة الإنجليزية
The Mediterranean sea
البحر المتوسط
The Indian Ocean
المحيط الهندي
North
شمال
The Red Sea
البحر الأحمر
Region
منطقة
Sinai Desert
صحراء سيناء
South
جنوب
West
غرب
Social conventions
best wishes
أطيب الأماني
don’t mention it
عفواً / لا شكر على واجب
enjoy yourself/yourselves!
أقضوا وقتًا طيبًا! وداعًا/ مع السلام
goodbye
مساء الخير
good evening
صباح الخير
good morning
طابتُ لَيْلَكَمُ
have a good journey
أتممِ لَكَ رحلة جيدة
have a good day/evening
 مساءً جيدًاً
hello (on the telephone)

**مرحباً (عند التحدث في الهاتف)**

hello; good morning

**مرحباً؛ صباح الخير**

help!

**النّجدة!**

hi

**مرحباً**

I beg your pardon? Pardon?

**أستمحيكّاً غذراً؟ مغفرة؟**

It’s a pleasure

**إنه من دواعي سروري / يكلي سرور**

meeting; meeting place

**لقاء؛ مكان اللقاء**

meet you at 6 o’clock

**النتفي بكٌم في تمام الساعة السادسة**

no thank you

**لا، شكرًا لك**

of course

**بالتأكيد**

please (request - formal/informal)

**زجأة (طلب - رسمي / غير رسمي) / من فضلك**

see you later

**أراكَ لاحقاً**

see you soon

**أراكَ قريباً**

see you tomorrow/on Friday

**أراك غداً / في يوم الجمعة**

sorry

**آسف**

(I’m) sorry (informal/formal)

**أنا متأسف (غير رسمي / رسمي)**

thank you (very much)

**شكرًا (جزيلًا)**

**Language used in dialogues and messages**

address

**العنوان**

area code

**الرقم أو الرقم الهاتفي لمنطقة ما**

call me (informal/formal)

**اتصل بي (غير رسمي / رسمي)**

dial the number

**أطلب الرقم**

email

**بريد إلكتروني**

for the attention of

**للاطلاع على ما سبق**

further to/following
Language used in dialogues and messages (cont)

I will put you through

سوف أوصلك عبر الهاتف ممن تريد

I’ll be right back

أنا أشتمع

I’m listening

رسالة

message

هاتف جوال / نقال

mobile phone

لَحظة

moment

على الخط

on line

على الخط / يتحدث

on the line/speaking

الرجاء الطلب / كنِّي زَاَجاً

please repeat that

الرَّجاء التكرار / كُرِّر ذَلِك رَجاءً

postcode

رمْزٌ البريدي

receiver (telephone)

السماعة (هاتف)

sent by

مُرسل من قبل

stay on the line

انتظر على الهاتف

telephone

رسالة نصية

text message

نَعْمَة

tone

التَّرَيِد الصوتِي

voice mail

انتظر

wait

الرقم غير صحيح

wrong number
Section 2 – Topic-specific vocabulary

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

Foundation tier

appetite

apple

apricot

banana

bean

beer

beef

bill

biscuit

boiled

bottle

bread

breakfast

butter

cabbage

café

cake

carrot

cauliflower

cereals

cheese

cherry
Foundation tier (cont)

- chicken
- chips
- chocolate
- choice
- closed (on Mondays)
- cocoa
- coffee
- cold sliced meat
- cooked
- cream
- crisps
- cucumber
- cup
- customer
- delicious
- dessert
- dining room
- dish of the day
- drink(s)
- egg

Enjoy your meal!
Evening meal, dinner
Fish
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
Foundation tier (cont)

peas

peach

pear

pizza

pepper

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
Foundation tier (cont)

sandwich / ﺷَﻄْﲑة
sausage / ﺳﺎﻧﺪوﻳﺘﺶ
self-service / خِﺪْﻣَﺔ ذاﺗِﻴﱠﺔ
service / خِﺪْﻣَة
slice / ﺷَﺮﻳﻠﺤَﺔ
snack / وَﺟْﺒَة ﺧَﻔﻴﻔَﺔ
snack bar / مَﻄْﻌَﻢ وَﺟْﺒﺎت ﺧَﻔﻴﻔَﺔ
soup / ﺣِﺴﺎء / ﺷَﻮْرَﺑَﺔ
spoon / ﻣِﻠْﻌَﻘَﺔ
strawberry / ﻓَﺮاوِﻟَﺔ
steak / ﺷَﺮﻳـﺤَﺔ ﳊَْﻢ
sweet / ﻋِﻠْﻮى
sweet (tasting) / ﻋِﻠْﻮ )مَﺬاق
sugar / ﻣُكاَر
table / ﻣِﻨﻀدة
table cloth / ﻛﺂﻋﺔ اﻟﺸّﺎي
tasty / طَﻴِّﺐ اﻟـﻤَﺬاق / ﺷَﻬِﻲ
tea / ﺷﺎي
tea room / ﻋِﻔة اﻟﺸّﺎي
tea spoon / ﻣِﻠْﻌَﻘَﺔ اﻟﺸّﺎي
tip (money) / ﻣﺒﻠﻎ ﻣﻦ ﻣﺎل
to order / ﻣَﻨْﺒِط
to pay / ﺱْﺒَع
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)

 supper

 tasty

 tray

 trout

 turkey

 veal

 well-cooked

Identity and culture: Words relating to dress and style

Foundation tier

 belt

 pair of boots

 shorts

 bra

 bracelet

 casual jacket

 changing room

 clothes

 clothes shop

 coat/overcoat

 cotton

 cotton (made of cotton)

 dress
Foundation tier (cont)

earring  خَلَقُ الأذَن
fashion  المَوضَعَة
fashionable  أَنيقَ / يُتَبَعَ المَوضَعَة
fitting room  غُرَّةُ القياس
 glove  فِقَاز
handbag  حَقيبةُ يَد
hat  قِبَعّةٌ
it fits/suits you  تُناسبُكَ / مُلائِمَةٌ لَك
jacket  سَترةٌ
jeans  بِنطلَان / يُطلِان جِينز
jeweller’s (shop);  مُتَجَرُ الصَّاغِ/محَلَ الجواهرِ
jewellery (craft)  جِواهرُ (صناعةٌ - جِفَافة)
jewels  جَواهرٌ
leather/made of leather  جِلْدٌ / مَصنُوعٌ مِنَ الجِلد
linen (made of linen)  كِتّانٌ (مَصنُوعٌ مِنَ الكِتّان)
lipstick  أَحْمرُ شفايفٍ
make, brand  صُنعٌ، عَلامةٌ تَجارية
medium (size)  مَقاسٌ (مقاس)
necklace  قِلادةٌ
nightdress  ثَوبٌ نَوم
old fashioned  قَديمٌ الطَراز
pants, briefs  سراوِيلٌ داخِليَة
perfume  عِطرٌ
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 / المناطة
- خاتم
- وشاح
- قميص
- حذاء
- متجر أحذية
- سراويل قصيرة
- مقاس (عام)
- مقاس الحذاء
- تول
- نعال
- صغير
- أنيق
- جورب
- قميص رياضة
- بدلة
- لباس السباحة / سراويل (البحر) السباحة
- ربطة عنق
- بدلة رياضة
- حذاء رياضة
- بنطلون / نطلال
- مظلّة
- ساعة
- ملابس صوف (مصنوعة 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

<table>
<thead>
<tr>
<th>English Word</th>
<th>Arabic Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>armchair</td>
<td>أريكة</td>
</tr>
<tr>
<td>at home; at my/our house</td>
<td>في المنزل؛ في منزلنا</td>
</tr>
<tr>
<td>aunt</td>
<td>عمة / خالة</td>
</tr>
<tr>
<td>baby</td>
<td>طفول / رضيع</td>
</tr>
<tr>
<td>bald</td>
<td>أصلع</td>
</tr>
<tr>
<td>bathroom</td>
<td>خامم</td>
</tr>
<tr>
<td>beard; bearded</td>
<td>لichiya ؛ ملتح</td>
</tr>
<tr>
<td>beautiful</td>
<td>جميل</td>
</tr>
<tr>
<td>bedroom</td>
<td>غرفة نوم</td>
</tr>
<tr>
<td>(date of) birth</td>
<td>تاريخ الميلاد</td>
</tr>
<tr>
<td>birthday</td>
<td>عيد الميلاد</td>
</tr>
<tr>
<td>birthplace</td>
<td>مكان الميلاد</td>
</tr>
<tr>
<td>block (of flats)</td>
<td>مجموعة شقق سكنية</td>
</tr>
<tr>
<td>born</td>
<td>مولود</td>
</tr>
<tr>
<td>bossy</td>
<td>متسليط</td>
</tr>
<tr>
<td>body piercing</td>
<td>ثقب الجسم / الجسم</td>
</tr>
<tr>
<td>boy</td>
<td>ضبعي / ولد</td>
</tr>
<tr>
<td>brother(s)</td>
<td>أخ (أخوة)</td>
</tr>
<tr>
<td>brother-in-law</td>
<td>أخو الزوج أو الزوجة أو زوج الأخت</td>
</tr>
<tr>
<td>cat</td>
<td>قطة</td>
</tr>
<tr>
<td>celebrity</td>
<td>شهيرة / شخص مشهور</td>
</tr>
<tr>
<td>chair</td>
<td>كرسي</td>
</tr>
</tbody>
</table>
### Foundation tier (cont)

- **character**: سلوك
- **character, personality**: شخصية
- **charming**: جذاب
- **chatty**: ثرثار
- **child**: طفل
- **clothes**: ملابس
- **comfortable (house, furniture)**: مريح (منزل، أثاث)
- **cousin**: ابن العمه أو الأخاه
- **curly**: متعجّد
- **dad**: أب
- **daughter**: ابنته
- **dead**: ميت / مات
- **dining room**: غرفة الطعام
- **divorced**: مطلق
- **dog**: كلب
- **engaged**: مخطوب (ة)
- **eyes**: عيون
- **face**: وجوه
- **family**: عائلة / أسرة
- **famous**: مشهور
- **father**: والد
- **feeling**: شعور
- **first name**: الاسم الأول
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
in love
intelligent
invitation
kitchen/cuisine
kiss
lazy
life
lively
living room, front room
lounge
man
married
mean, nasty
member of the family
mood
mother (mum)
moustache(s)
mouth
multicultural
naughty
neighbour(s)
nephew
nice, kind
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

لطيف، محبوب
اسم تدليل
ابنة الأخ أو الأخت
عادي / طبيعي
قديم
زي قديم
أكبر سنًا (أخ/أخت)
طفل وحيد
متفائل
الأبنان (أب وأم) / الوالدان
خالدة
صديق بالمراسلة
ناس
شخص
متشائم
خيول أليفة
مكان / معلم الإقامة
هدية؛ هبة
أرنب
نائب
متعقول
صلة / علاقة
Foundation tier (cont)

religion

الدين

self (myself, yourself etc)

الذات (نفسني، نفسك الـ)

selfish

أناني

sense of humour

روح الدعابة و المرح

separated

 المنفصل

serious

جاذب

siblings

أشقاء

sister(s)

أخوات

sister-in-law

زوج الأخ

sofa; settee

كركة؛ مقعد طويل

son

ابن

son-in-law/daughter-in-law

زوج الأخت

step (members of family)

 قريب / صلة (أفراد العائلة)

study (room)

غرفة الدراسة

surname

لقب العائلة

symbol

رمز

thin/slim

نحيل / رشيق

tidy; neat

مُرتَّب / نقي

tortoise

سلحفاة

twin

 توأم

gly

قبيح

uncle

عم أو خال

unemployed

عاطل
Foundation tier (cont)

unbearable

untidy

visit

well behaved

wife

gan

well behaved

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
ثقة واثق من نفسه
التقية بالنفس
ملتله متفصل
حساس
متحيز لجنس
مماثل
يعيش مع أحد الوالدين
شخص يفطره؛ عُزر
مطلق
بُقعة، بُثرة
عند
حجرة الدراسة/ المكتب في المنزل
مسح/ دراسة
منزل غير متفصل
استواءية
قاصر
متفقته
مثَّرٍ
Verbs associated with relations, relationships, personal and physical characteristics

to annoy
أَزْعَج

to quarrel
خَاصَم

to argue
جَادِل

to babysit
اِعْتَنَـﻰ ﺑِـاﻷﻃْﻔﺎل

to be in a good/bad mood
كَـﺎنِ ﰲ ﺣﺎﻟَﺔٍ ﻣِﺰاﺟِﻴّﺔ ﺟَﻴِّﺪَة / ﺳَﻴِّﺌَﺔ


to care for, to look after
أَعْتَنَـﻰ ﺑِ/ ﺍًهْـٰمَـٰ، اِعْتَنَـﻰ


to celebrate
اِحْتَﻔَـﻠ


to chat, chatter
دَرْدَش، ﺛـَﺮْﺛَر


to get divorced
طَﻠَّﻖ


to look (angry/happy etc)
بِدا (غاضبًا / سعيدًا)


to respect
اِحْتَرَّم


to separate, to split up
فَـضل، قَـضَـم


to disadvantage
اَصَرَّم


to experience
اَخْتَبَر، ﺍَخْتَبَرَ / قَـاَسِ


to pick on, to harass, to bully
أَزْعَج، ضَـاَيِق، لَام


to resemble/look like
شَـاَبِه، ﻣَاءَل


to support
دَعَـمُ / ناَصِر


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

#### Foundation tier

<table>
<thead>
<tr>
<th>Activity</th>
<th>باللغة العربية</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>تسليه</td>
</tr>
<tr>
<td>athletics</td>
<td>ألعاب رياضية</td>
</tr>
<tr>
<td>award</td>
<td>جائزة</td>
</tr>
<tr>
<td>badminton</td>
<td>الرسمة</td>
</tr>
<tr>
<td>ball</td>
<td>كرة</td>
</tr>
<tr>
<td>band/group</td>
<td>فرقة / 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>تجديف</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 مدموج / مستوحى</td>
</tr>
<tr>
<td>celebration, party</td>
<td>احتفال / حفلة</td>
</tr>
<tr>
<td>changing rooms</td>
<td>عرف تغيير الملابس</td>
</tr>
<tr>
<td>chess</td>
<td>نظارات</td>
</tr>
<tr>
<td>Christmas</td>
<td>عيد الميلاد (كريسماس)</td>
</tr>
<tr>
<td>Christmas Eve</td>
<td>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
لعية
عريس
جيتار / قهوة
رياضة بدنية
كرة اليد
عيد ميلاد مباركة!
سنة جديدة مباركة!
هواية
لعية الهوكي
فيلم رعب
الرقص على الجليد
لعية الجودو
لعية الكاراتيه
المفاتيح
وقت الفراغ
نشاط ترفيهي
حياة
مجلة
زواج / زفاف / عرس / فرح
ألعاب المسارعة
هاتفي / 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
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
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)

league; division (sports)

marriage ceremony; wedding

melody/tune

musical comedy

mystery (story/film)

original version

remote control

rowing

sailing boat

satellite (TV) channels

sitcom

skate boarding

skiing

sports equipment

straight (hair)

subtitles

to attend (match etc)

to be a member of

to congratulate

to get married

to dance

to do sport

to do gymnastics

to exercise

to fish/go fishing
Higher tier (cont)

- to go for a walk/stroll
- to go horse riding
- to sail
- to score a goal
- to shoot
- to skateboard
- to swim
- to take part (in)
- to train
- tournament

Identity and culture: using social media

Foundation and higher tiers

- advantages
- blog
- chat rooms
- (to) chat on line
- computer
- connection
- cyber bullying
- digital
- disadvantages
- disk
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
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>قارب</td>
</tr>
<tr>
<td>book of tickets</td>
<td>دفتر تذكير</td>
</tr>
<tr>
<td>border</td>
<td>حدود</td>
</tr>
<tr>
<td>brand/make</td>
<td>علامة تجارية / صنف</td>
</tr>
<tr>
<td>bridge</td>
<td>جسر / كوبري</td>
</tr>
<tr>
<td>brochure/leaflet</td>
<td>كتابة / نشرة</td>
</tr>
<tr>
<td>building</td>
<td>بناء / عمارة</td>
</tr>
<tr>
<td>bus (by bus)</td>
<td>حافلة (بالحافلة)</td>
</tr>
<tr>
<td>bus/coach station</td>
<td>مخططة 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>سيارة</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
مقطورة
اتصال
ركن/زاوية
دولة/فطر/بلد
ريف
عبور (بالعبارة)
tفاطع طوق
مسار لدراجات
درجة
تأخير
قسم (في محل)
متجزج كبير ذو أقسام معتددة
مغادرة
وجهة السفر
ديزل (وقود)
 مباشر
إتجاه
غرفة مزدوجة
سابق
رخصة قيادة
سائل كهربائيّة
طواريء
Foundation tier (cont)

enjoy your stay!

entertainment

entrance

entry

euro

excursion

exhibition

exit

factory

fair/festival

fare

farm

ferry

free (available, vacant)

flight

floor (1st, 2nd)

(it is) forbidden to...

foreigner

form

full

full board (all meals included)

games room

garage, service station, petrol station

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)

playground
plane
platform
policeman
police station
port
postcard
poster/notice
post office
pound (money/weight)
price list
priority
problem
public holiday
public transport
railway
reception
receptionist
reduction
region
rent; rental
reservation
return ticket
river
road/street

ملعب
طائرة
منصة/رصيف
شرطي
مُؤَكِّر شرطة
ميناء
بطاقة ترديدية
ملصق/إشعار
مكتب ترديد
 جنيه (نقود)/باوند حوالي نصف كيلو (وزن)
قائمة أسعار
أَفضَليَة/أولوية
مشكلة
عطلة رسمية
التَّقَل العالمي
سكة حديد
استقبال
موظف استقبال
 تخفيض
منطقة
إيجار/تأجير
خَرَج
تذكرة ذهاب وإياب
صَمَر
طريق/شارع
Foundation tier (cont)

(bed)room (in a hotel)
sea
(at the) seaside
season
sheet
ship
shopping centre
show
shower
sign
single ticket
single room
situated
ski resort
sleeping bag
sleeping car (in a train)
snack bar, buffet (on a train)
soap
souvenir
sports centre
spacious
square (in town)
stadium
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
<table>
<thead>
<tr>
<th>English Term</th>
<th>Arabic Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dry cleaner’s/dry cleaning</td>
<td>مَلَابس تَنظيف</td>
</tr>
<tr>
<td>emergency exit</td>
<td>مَخرج طوارئ</td>
</tr>
<tr>
<td>event</td>
<td>حدث</td>
</tr>
<tr>
<td>fast train</td>
<td>قطار سريع</td>
</tr>
<tr>
<td>fireworks</td>
<td>ألعاب نارية تَأثِيرية</td>
</tr>
<tr>
<td>fountain</td>
<td>نافورة</td>
</tr>
<tr>
<td>heavy goods vehicle (HGV)</td>
<td>مَركبة بضائع قَبيلة (شَاحنات قَبيلة)</td>
</tr>
<tr>
<td>helicopter</td>
<td>طَائرة هليكوبتر</td>
</tr>
<tr>
<td>hospitality</td>
<td>ضيافة</td>
</tr>
<tr>
<td>ironmonger’s/hardware shop</td>
<td>يُجازر خديع / مَتجَرじゃدة</td>
</tr>
<tr>
<td>launderette</td>
<td>مغسلة عمومية</td>
</tr>
<tr>
<td>motorway junction</td>
<td>تقاطع على الطريق السريع</td>
</tr>
<tr>
<td>motorway services</td>
<td>مخطَّطات استراحة وخدمات على الطريق السريع</td>
</tr>
<tr>
<td>no entry (when driving)</td>
<td>لا يسمح بالدخُول (عند قيادة السيارات)</td>
</tr>
<tr>
<td>no parking</td>
<td>مَنع وقوف السيارات</td>
</tr>
<tr>
<td>noise</td>
<td>ضَجيج</td>
</tr>
<tr>
<td>(to) overtake</td>
<td>يتجاوز</td>
</tr>
<tr>
<td>package holiday</td>
<td>رحلة سياحية شاملة</td>
</tr>
<tr>
<td>park; green space</td>
<td>مَتنزهات / مساحات خضراء</td>
</tr>
<tr>
<td>procession</td>
<td>موَكَب استعراض</td>
</tr>
<tr>
<td>registration/booking in</td>
<td>التّسجيل / الخَطْر في دّوارة مورديه / ميدان (على الطريق)</td>
</tr>
<tr>
<td>roundabout (in road)</td>
<td>دّوارس (حادث سير)</td>
</tr>
<tr>
<td>run over (traffic accident)</td>
<td>يدهس (حادث سير)</td>
</tr>
</tbody>
</table>
**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

fog/mist

heat

highest temperature

hot

in the east

in the north

in the south

in the west

it is freezing

it is lightning

it is raining

it is snowing

it is thundering

lowest temperature

moderate

nice (weather)

rain

rainy

sky

season

snow

storm

(it is) stormy

جاف

ضباب

حرارة

أعلى درجة حرارة

حار

في الشرق

في الشمال

في الجنوب

في الغرب

الطقس برطاق

إنه تبرق

إنه يمطر

الجليد يتساقط

إنه ينعد

أدنى درجة حرارة

معتدل

الطقس أطيف

مطر

مطر

سماء

فصول

جليد

عاصفة

الطقس عاصف
**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?

кажك تذهب على الأقدام / بالسيارة؟

as far as

إلى هذا الحد

continue

استمر

cross (over)

أذهب مباشرة إلى

go straight on

الشارع الرئيسي/ التجاري

high street

كيف يمكنك الذهاب إلى؟

how do I get to?

يقع عليه بعد 100 متر

it is 100 metres away

إنه قريب جداً

it is very close

لحد الطريق الأول على اليسار/اليمين

take the first road on the left/right

انعطف يساراً

turn left

انعطف يميناً

turn right

Dealing with problems

Foundation tier

address

عنوان

bill

فاتورة حساب

breakdown

تعطل السيارة

broken

مكسور

colour

لون

complaint

شكاوى

correct number

رقم صحيح

customer

زبون

customer service

خدمة الزبائن

damage

ضرر
Foundation tier (cont)

delivery

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

وَﺻْل/ نُقل

to exchange

تَبَادَل

to pay

دَفع

أَصْلَح

استَبَدَل

to repair

تَبَدِّل

أَصْلَح

استَبَدَل

to replace

رَفْم هايتَف

عَمَل

وَقْتُ الإِنتِظَار

مِحفوظَة

رَقْم غَير صحِيح

telephone number

to work

وَقْتُ الإِنتِظَار

مِحفوظَة

رَقْم غَير صحِيح

waiting time

wallet

wrong number

Dealing with problems

Higher tier

instructions for use

تَعْلِيمات الإِسْتِخْدَام

تأمِين

تَقْدِيم / التَّطْوِير

استِغْنَاد / استَرْجَع

ضَمْن / كَفَل

أَرْجَع / أَعاد

أَمان

insurance

进度，改进

to bring back; take back

to guarantee

to return/give back

to insure
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

غائب
إنجاز، أداء
إجابة / رد
علم الآخرين
لوحة (مسورة بضاء)
كتاب
إسحاق
آلة حاسبة
مطعام / قاعة طعام
مستشار وظيفي
مسؤول بناءة (مدرسة مثلى)
كيمياء
خيبر صافي، تقليد
قاعة الدراسة / صف
ذكي
مدرسة ثانوية
نسخة / وثيقة (ورقة امتحان)
رواق / مر
طاولة / مكتبة
إيجاز (عقوبة)
قاموس
دراما
فوقاً مسرحياً، مجموعة تمثيل
تقنية (تكنولوجيا) التصاميم
Foundation tier (cont)

education

English

exchange

exercise book

exercise, practice

experiment

following points

food technology

foreign languages

fountain pen

French

future plans

gender

geography

German

glue

gym

gymnastics

half-term

hardworking

head teacher

history

(school) holidays

homework

Italian

kindergarten, nursery school
Foundation tier (cont)

(languages) 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

لغات حديثة
مختبر اللغة
لاتيني
درس
مكتبة (مدرسة)
استراحة الغداء
علامة / درجة
رياضيات
دراسات إعلامية
مختلط
موسيقى
يجب / يلزم
رأي / آراء
شئوي
صفحة
قلم جاف
قلم رصاص
محفظة أفلام
درس التربية الرياضية
فيزياء
خطة / مشروع
ملعب
حاضر (في المدرسة)
مدرسة ابتدائية
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

أنتبه / اهتم

to practise

مارس

to repeat

أعاد/كرر

أعاد السنة

راجع

علم

to repeat a year

عمل بجدية

غير منصف/عادل

زي موحد / زي رسمي

مدرسة مهنية / كلية تقنية

 ضعيف، سيئ في (مادة)

ورقة عمل

السنة السابعة

السنة الثامنة

السنة التاسعة

السنة العاشرة

السنة الحادية عشرة

السنة الثانية عشرة

السنة الثالثة عشرة

Terms to do with school and education

Higher tier

achievements

إنجازات

assembly

جمعية

boarding school

مدرسة داخليّة
Higher tier (cont)

business studies

dr. رحمة

class register

سجل صنفي

core/compulsory subject

مادة أساسيّة / إلزاميّة

degree (university)

درجّة (شهادة) (جامعّة)

do badly/fail

أدى ينكمّس سنا / فشّل

economics

علم اقتصاد

essay

موضوع/ مقال/ محتوى

final exam

امتحان نهائي

foreign language assistant

مساعد لغة أجنبيّة

gifted

مؤهوب

head teacher of lycée or college

مدير المدرسة / الكليّة

humanities (history-geography)

العلوم الإنسانية (تاريخ وجغرافيا)

Information and Communication Technology (ICT)

تقنية المعلومات والاتصالات

ink cartridge

خزّان حبر

legend

أسطورة

meeting, discussion

اجتماعات / مُناظرات

optional (subject)

مادة (اختياريّة)

parents’ evening

اجتماعات أُولياء الأمور بالمدرّسين

permission

سماح / رخصة / تصريح

projector

كَشّاف ضوئي

personal and social education (PSE)

التربيّة الشخصيّة والاجتماعيّة

physics and chemistry

فيزياء وكيمياء
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

عالم حاسوب
مؤَثّر
طبّاخ
إجازة لنَوم واحد
طبيب أَمْناء
مصمّم
طبيب
دراَما
حلم
سائق
تِريزي
عمَل كَهْرَباء
مُستَخدِم/ موظّف
مُستَحْيِم / صاحِب العُمَل
توظيف / استخدام
مكتب (وَكالة) تشغيل
مُهِنِّئّس
ذو خِبَرّة
مُزرّع
عامل مَزْرعة
الموضّة
ملف
رجل الإطفاء
حافظة ملفات
استِمارة
Foundation tier (cont)

- interview (job)
- 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

television 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

馥تهد ٍإلى

نِقْلَ / ﺣَـَـَـَـَـَـَأَظَعًى اﻟﺴﱠﻼمَة

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.

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# 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                                               |

About Pearson

We are the world’s leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 5. 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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All information in this specification is correct at time of publication.

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