

# INTERNATIONAL GCSE

## Arabic (First Language) (9-1)

### GETTING STARTED GUIDE

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Pearson Edexcel International GCSE in Arabic (First Language) (4AA1)

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For first teaching September 2017

First examination June 2019



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# A Getting started for teachers

## 1. Introduction

This Getting Started guide will give you an overview of the International GCSE in Arabic (First Language) qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

The Pearson Edexcel International GCSE in Arabic (First Language) (9-1) is part of a suite of International GCSE qualifications and supports International students' progression to study Arabic through a broad range of engaging content.

The specification and Sample Assessment Materials (SAMs) have been developed in consultation with the International school subject community – subject associations, academics and advisors and teachers. Drawing on feedback at every stage, this Pearson Edexcel specification has been developed to be an engaging and inspirational course of study that will enable your students to manipulate and use Arabic as a first language effectively, accurately, independently and creatively, so that they have a solid basis from which to meet university course demands.

### Key principles

The specification has been developed with the following key principles:

#### Clear specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

#### Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge. We designed the International GCSE to extend students' knowledge by broadening and deepening skills. For example, students will:

- read and respond to material from a variety of sources
- make comparisons between texts and analyse the ways in which writers achieve their effects
- construct and convey meaning in written language, matching style to audience and purpose.

#### Reflect today's world

**Broad range of content** which is appealing to International students- content has been selected to ensure that the qualification is inclusive and appealing for all International students.

**Culturally relevant and engaging texts**-we have ensured that our texts are culturally relevant, engaging and suitable for International students, and that they will encourage students to develop skills of analysis and synoptic thinking.

### **Clear assessments – clear question papers**

We apply clear and consistent use of command words and rubrics across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained can be found in the taxonomy table.

Our question papers are clear and accessible for students of all ability ranges.

### **Clear mark schemes**

The new mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers. Our mark schemes are straightforward so that the assessment requirements are clear.

### **Skills for progression – Successful progression to level 3 studying and beyond**

The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment. International GCSE qualifications enable successful progression to Level 3 study and beyond. Through our world-class qualification development process, we have consulted with International A Level and GCE A Level teachers and university teachers to validate the appropriateness of this qualification, including content, skills and assessment structure. The grammar skills needed to complete the discrete grammar section successfully will help students meet university course demands.

### **Support for delivering the new specification**

Our package of support to help you plan and implement the new specification includes:

This **Getting Started Guide** provides an overview of the new International GCSE specification, to help you get to grips with the content and assessment, and to help you understand what these mean for you and your students.

We will also provide the following support:

- **Planning:** In addition to this guide, we will provide you with N editable scheme of work, which you can adapt to suit your timetable and model of delivery
- **ResultsPlus, Understanding the standard:** ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics

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and skills where further learning would benefit your students. Once the first examination has been sat in 2019, we will provide you with reports on example student work with examiner commentaries

- **Tracking learner progress:** specimen papers to support formative assessments and mock exams
- **Get help and support-** Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)

## 2. About this qualification.

### 2.1. What has changed?

#### What are the changes to the International GCSE qualification?

International GCSE specification in Arabic is changing to International GCSE in Arabic (First Language) for first assessment June 2019 and first certification August 2019.

- The new 9–1 grading scale will replace the current A\*–G grading scale.
- The Pearson Edexcel International GCSE in Arabic (First Language) consists of two externally-examined papers:
  - **Paper 1, 4AA1/01:** Reading, Summary and Grammar, 60% of the qualification
  - **Paper 2, 4AA1/02:** Writing, 40% of the qualification
- There is no component like the legacy specification AO2 component: understand contemporary written texts in English and translate them into Modern Arabic.
- There are ten topic areas tested across both papers.
- New test types, in addition to extended writing responses, testing summary, comprehension and grammar skills.
- New assessment objectives

<b>AO1 (44%)</b>	(i) Read and understand a range of texts, selecting and interpreting information, ideas and opinions. (ii) Understand how the writer uses techniques to create effect. (iii) Compare and contrast information. (iv) Summarise information.
<b>AO2 (40%)</b>	(i) Communicate in writing effectively and imaginatively in different forms for particular audiences and purposes. (ii) Organise writing into clear and coherent sentences and whole texts. (iii) Use accurate spelling.
<b>AO3 16%)</b>	(i) Show understanding and correct application of the morphology of nouns, adjectives, pronouns and verbs. (ii) Show understanding and correct application of the syntax relating to the verb and verb phrase, the noun and noun phrase. (iii) Show understanding and correct application of main and subordinate clauses. (iv) Demonstrate the ability to analyse linguistic structures.(parsing)

### 2.2. Content and assessment overview

The Pearson Edexcel International GCSE in Arabic (First Language) consists of two externally-examined papers.

Paper 1: Reading, Summary and Grammar	Paper code: 4AA1/01
Externally assessed Written examination: 2 hours and 15 minutes Availability: January and June 75 marks	60% of the qualification
<p><b>Content Overview: This paper assesses reading and grammar skills across a selection of the following topic areas:</b></p> <ul style="list-style-type: none"> <li>A. Youth matters</li> <li>B. Education</li> <li>C. Media</li> <li>D. Culture</li> <li>E. Sport and leisure</li> <li>F. Travel and tourism</li> <li>G. Business, work and employment</li> <li>H. Environment</li> <li>I. Health</li> <li>J. Technology.</li> </ul>	
<p><b>Assessment Overview:</b></p> <p><b>Part One: Reading</b> – Short and extended-response questions on two texts. (49 marks)</p> <p><b>Part Two: Summary</b> – Summary of the main points of a third text. (6 marks)</p> <p><b>Part Three: Grammar</b> – Four questions on a range of aspects of grammar in context. (20 marks)</p>	



<b>Paper 2: Writing</b>	<b>Paper code: 4AA1/02</b>
Externally assessed Written examination: 1 hour and 30 minutes Availability: January and June 50 marks	40% of the qualification
<b>Content Overview: This paper assesses writing skills across a selection of the following topic areas:</b> A. Youth matters B. Education C. Media D. Culture E. Sport and leisure F. Travel and tourism G. Business, work and employment H. Environment I. Health J. Technology.	
<b>Assessment Overview:</b> Two extended-response writing tasks. (25 marks for each task) Recommended time for each task: 45 minutes	

## 2.3. Content description: Paper 1

### Part 1: Reading

Students are required to convey their understanding of written Arabic through a series of reading tasks. In Part One, students read two engaging texts in the extract booklet and then answer four questions on each text. They then compare the two texts.

Students must be able to demonstrate the following skills:

- Read and respond to material from a variety of sources.
- Scan for specific information.
- Interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas.
- Understand and analyse how writers create effect.
- Select and use relevant evidence from the text to support their answer.
- Make comparisons between texts.

### Part 2: Summary

In Part Two, students are required to demonstrate their ability to summarise a short text by writing the main points clearly.

### Part 3: Grammar

In Part Three, students are required to demonstrate their understanding of grammatical usage in a series of exercises. Students are asked to demonstrate the following skills:

- Develop awareness of the rules of grammar in order to understand relationships between parts of speech in a text and demonstrate understanding of its content.
- Apply the conventions of grammar in order to produce and manipulate pertinent and accurate content.
- Explain the linguistic structures.
- Decline nouns, adjectives and conjugate verbs.
- Reform sentences to produce the same meaning.
- Recognize the basic forms of words and manipulate them to fit into sentences accurately.

### 2.4. Content description: Paper 2

#### 1. Writing

Students are required to convey their understanding of Arabic through two pieces of continuous writing. Students are advised to write approximately **300** words for each title. The number of words is approximate and students will **not** be penalised for writing more or fewer words than recommended in the word count. Students must choose two titles from a choice of three.

The three titles will include the following purposes: **to argue, to narrate, to describe, to persuade, to inform, to explain.**

The forms of writing could include: a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet.

All work produced by the student will be marked.

Students must be able to demonstrate the following skills:

- Communicate meaning effectively in written language in a variety of forms, genres and styles.
- Focus writing on a particular purpose and audience.
- Write imaginatively, using a variety of techniques.
- Use a wide range of suitable vocabulary.
- Use accurate spelling.
- Employ a variety of sentence structures for effect.
- Structure their work effectively.
- Use complex structures.
- Use the rules of grammar to create effect, variety and interest.

### 3. Topic guidance, suggested activities and resources

Teachers should refer to the editable schemes of work available on our website for support with how to approach the content. These schemes of work feature ideas for lesson plans, exemplar activities, ideas for extended writing tasks and a list of useful resources and web links, that treat the concepts and the information which are cognate to the topic areas in a variety of approached and to varying degrees of depth and length.

Ideas regarding sub-topics while covering the prescribed 10 topics are listed below. These are by no means exhaustive or prescriptive:

#### **A. Youth matters**

Relationships with family, relationships with friends, identity issues and teenage problems, entertainment, music, fashion, social networks, peer pressure

#### **B. Education**

The role of education, challenges of today's educational system, models of educational systems, ideas for improvement, work vs education, new curricula for the new age, education and technology, educational and career guidance

#### **C. Media**

Synchronous (radio, TV) and asynchronous (blogs, newspapers, magazines) media; their role in the dissemination of information in education and in our everyday life; the role of technology in today's media, education and social networking; impact on society and behaviour

#### **D. Culture**

Youth culture: music, fashion and lifestyle; forms of entertainment; comparisons between older and newer form of entertainment; popular culture versus highbrow culture; culture in education; world cultures; multiculturalism, diversity and International understanding

#### **E. Sport and leisure**

Sport, fitness and health; sportsmanship and competition; men and women in sport; the professionalization of sport; sport and corporate sponsorship; leisure, free time and modern lifestyle

#### **F. Travel and tourism**

The benefits of travel; how ideas about travel have changed over the years; new types of tourism; travel, tourism and the environment; tourism and its impact on local communities;

### G. Business, work and employment

Types of jobs, equality in the work place, economic issues, progress and crises, business and technology, children in the workplace, ethical trade, part time work, unemployment, internships

### H. Environment

Environmental issues, saving the environment, government vs individual roles, weather and climate, International agreements about the environment, types of environmental organisations, alternative forms of energy

### I. Health

Healthy eating; the benefits of exercising; the challenges of staying healthy vis a vis a modern lifestyle; accidents, injuries, common ailments; world epidemics; mental and psychological health; health care systems

### J. Technology

Technological advancement, pros and cons, new technologies and social interactions, technology and the environment, technology and education, technology and war, technology and privacy, technology and the world of work, technology and quality of life.

### Suggested activities

Select source texts for reading comprehension, comparison and critical response that exemplify relevant content, ideas and issues drawn from the domain. Draw students' attention to the linguistic structures and range of vocabulary employed in these materials and engage in comparisons that illustrate how different writers create effect, inform, interest and convince. Draw up lists of useful phrases and vocabulary that occur frequently when reading or writing about the topic.

Draw students' attention to the cultural, historical and social context of the material. Establish connections to students' interests and themes or facts related to the topics under discussion.

Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument. Classroom practice may include the following:

- You may introduce the topic by engaging the students in interactive tasks, e.g. an oral question and answer activity in response to a film clip, image or short text appropriate to his topic.
- Transition to longer texts and ask students to participate in reading and responding activities, mainly in writing in class but also as homework. Make sure that exemplar activities are modeled on the SAMs and that students are familiar with rubrics and command words.

- Devise tasks that elicit a variety of content that shows comprehension: specific detail, inference, understanding of processes, problem solving and opinion.
- Encourage students to collaborate in group and pair projects and familiarise themselves with the assessment criteria by carrying out self-assessment or peer-review tasks.
- Encourage students to carry out research to familiarise themselves with a topic, prior to it being introduced in class.

### **Suggested resources**

Web-based resources, text-based materials, online dictionaries, Arabic language portals, films, advertisements, TV. For a list of useful links, refer to the Resources section at the end of this guide.

### 4. Assessment guidance

#### 4.1. Papers 1 and 2

##### Paper 1:

Paper 1 assesses 60% of the total Arabic (First Language) qualification through reading, summary and grammar.

##### Part One: Reading

- Students are advised to allocate approximately 1 hour and 15 minutes to Part One.
- There will be short- and long-answer questions related to two text extracts.
- Students will answer all questions in this section.
- Total of 49 marks for this section.
- Questions will test the following assessment objective:

AO1

- Read and understand a range of texts, selecting and interpreting information, ideas and opinions.
- Understand how the writer uses techniques to create effect.
- Compare and contrast information.

##### Extended response questions

Candidates are asked to provide extended responses to questions 4 and 8 and write a comparison of the two texts in the extracts booklet in response to question 9.

**Questions 4 and 8** invite candidates to identify and explain how the writers of the texts use structural techniques (linguistic or structural) to create effect. These questions may start with 'Explain how the writer presents...'. They then require that the students 'use evidence from the text to support their answer.' Structural and linguistic techniques include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor, personification, simile, oxymoron etc.

**Questions 4 and 8** carry 10 marks each and each answer is marked according to specific criteria. A good response must offer a perceptive and analytical explanation of how the writer uses linguistic and structural techniques to create effect and must be accompanied by evidence from the text that fully supports the point being made. The indicative responses in the SAMs illustrate the characteristics of a good response that could gain marks from the top band of the response mark grid.

Example from the Sample Assessment Materials, **Question 4**

اشرح كيف استخدم الكاتب العبارات و التراكيب اللغوية للتأكيد على أهمية التكنولوجيا، وضح ذلك بعبارات من النص.

Mark scheme indicative content:

رقم السؤال	الإجابة.	العلامة
4	<p>أمثلة لبعض النقاط التي يمكن ذكرها :</p> <p>الكاتب استخدم أسلوبا رسميا في كتابة النص</p> <p>استخدم عبارات تأكيدية عديدة مثل "من المؤكد" و "بدون شك"</p> <p>استخدمت كلمة التكنولوجيا في النص عدة مرات لتذكير القارئ بأهمية التكنولوجيا في مجال التعليم.</p> <p>استخدام أسلوب الاستعارة "تقوم بدور المساعد"/"تلعب التكنولوجيا دور المرشد".</p> <p>استعمل الكاتب التنوين عدة مرات في النص للتأكيد "مصدرا رئيسا"/"بسرعة مذهلة".</p> <p>استخدم الكاتب كلمة "إن" التوكيدية أيضا لتأكيد المعنى "إنها موجودة حاليا".</p> <p>استخدم أسلوب التشبيه "إن التعليم كالماء و الهواء" للتأكيد على أهمية التعليم و أنه كالماء و الهواء للإنسان .</p> <p>استخدم الكاتب أيضا أدوات الربط بين الجمل "ذلك" و "حيث" و "كما"، وذلك لتوضيح العلاقة السببية بين التكنولوجيا و نجاح التعليم.</p>	10

Example from the Sample Assessment Materials, **Question 8**

اشرح كيف استخدم الكاتب العبارات و التراكيب اللغوية لعرض عمالة الأطفال كظاهرة سلبية في المجتمع

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Mark scheme indicative content:

رقم السؤال	الإجابة.	العلامة
8	<p>أمثلة لبعض النقاط التي يمكن ذكرها: استخدم الكاتب تعبيرات سلبية كثيرة مثل: جريمة شنعاء، آفة اجتماعية، قضية اجتماعية خطيرة لإظهار بشاعة عمالة الأطفال. استخدم أسلوب الحوار مع الأشخاص كي ينجح في إيصال فكره. و معاناة الأشخاص المعنيين. استخدم أسلوب التشبيه حيث شبه عمالة الأطفال بالوحش الكاسر. و الآفة الاجتماعية و الجريمة الشنعاء. استخدم الأرقام كوسيلة علمية للتأكيد على مدى خطورة و جدية الظاهرة استخدم المفعول المطلق "مسؤول مسؤولية تامة" للبيان أهمية هذه المسؤولية استخدم الكاتب علامات التعجب للتعبير عن الحيرة و القلق على مصير هؤلاء الأطفال . استعمل أسلوب النداء لاستعطاف القارئ "يا أستاذ حسن". استعمل الكاتب التنوين في النص للتأكيد "تزايد مخيف".</p>	10

For Questions 4 and 8, students' work is marked using the assessment criteria given in the grid below.



**The writer's craft mark grid**

المستوى	العلامة	المطلوب في هذا المستوى
	0	المكتوب لا يستحق علامة
المستوى الأول	٢-١	-شرح مبسط لكيفية تمكن الكاتب من إيجاد التأثير باستخدام المهارة اللغوية والتركيبية. -العبارة المستشهد بها هي ذات علاقة محدودة بالفكرة التي يراد إيصالها.
المستوى الثاني	٤-٣	- شرح غير مكتمل لكيفية تمكن الكاتب من إيجاد التأثير باستخدام المهارة اللغوية و التركيبية -العبارة المستشهد بها لها علاقة بشكل عام بالفكرة التي يراد إيصالها.
المستوى الثالث	٦-٥	-شرح واضح لكيفية تمكن الكاتب من إيجاد التأثير باستخدام المهارة اللغوية والتركيبية.ربما هناك غموض في الكتابة لكن وبشكل عام فان الجواب واضح. -العبارة المستشهد به لها علاقة بالفكرة التي يراد إيصالها.
المستوى الرابع	٨-٧	-شرح مفصل لكيفية تمكن الكاتب من إيجاد التأثير باستخدام المهارة اللغوية والتركيبية دون غموض. -العبارة المستشهد بها تدعم دعما تاما الفكرة التي يراد إيصالها.
المستوى الخامس	١٠-٩	-شرح وتحليل متميزان لكيفية تمكن الكاتب من إيجاد عنصر التأثير في النص باستخدام المهارة اللغوية والتركيبية. -دقة العبارة المستشهد بها ودعمها القوي للفكرة التي يراد إيصالها.

**In question 9** candidates are required to compare the two texts in the extracts booklet in part one. The question will ask students to compare. The questions may start with 'Compare how the writers...' or 'Compare the writers...'. For example, 'Compare the ways in which the two texts treat the theme of food waste.'

Then they invite candidates to 'Use evidence from the two texts to support your answer.'

One type of response to this question could be structured by writing about the first point – for example, the first writer's positive impressions – in the first half and then use a connective and, in the second half, write about the second point – for example the second writer's negative impressions.

A more sophisticated answer would compare them point by point throughout.

A good response provides a balanced account of the similarities and differences between the two texts, supported by apt analysis and appropriate evidence.

The indicative responses in the SAMs illustrate the characteristics of a good response that could gain marks from the top band of the response mark grid.

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### Example from the Sample Assessment Materials, Question 9

قارن كيف استطاع الكاتبان التعبير عن آرائهما بخصوص أهمية التعليم للصغار. استشهد بالنص. ويمكنك استخدام بعض النقاط التي عرضت في السؤالين الرابع

Mark scheme indicative content:

و الثامن عند المقارنة بينهما.

العلامة	الإجابة.	رقم السؤال.
	<p>أمثلة لبعض النقاط التي يمكن ذكرها:</p> <p>النص الأول عن التكنولوجيا، فالمقالة مكتوبة بأسلوب رسمي وجاد والذي يعكس بدوره الشعور بأهمية موضوع التعليم .</p> <p>النص الثاني كتب بأسلوب عاطفي و نرى وجهة نظر مختلفة عن التعليم.</p> <p>الكاتبان يتفقان على أهمية تعلم الأطفال منذ سن مبكر، ففي النص الأول يرى الكاتب أن التعليم هو حق من حقوق الطفل، و في النص الثاني ذكر الكاتب أن تشغيل الطفل يتعارض مع تعليمه الأساس.</p> <p>قد يكون النص الثاني أكثر إقناعا بسبب احتوائه على أرقام و إحصائيات تعزز رأي الدكتور سامي، كذلك استخدام الأسلوب و الألفاظ الانفعالية مثل "خطير" و مخيف" يجعل القارئ يقتنع بمدى خطورة المشكلة، كذلك استخدام لقب الدكتور و "بحث" يعطي النص صورة علمية تحثنا على احترام نتيجة البحث.</p> <p>في النص الأول بما أنه متعلق بموضوع حديث و عملي و هو التكنولوجيا فليس هناك تعبيرات شخصية ولذلك من الصعب على القارئ التواصل مع النص على مستوى شخصي إلا أن النص الثاني والذي يعكس لنا صورا حقيقية عن حياة بعض الأسر يخلق شعور التعاطف بين القارئ و الأمهات .</p> <p>كلا الكاتبين استخدم الأسلوب التشبيهي: الكاتب الأول استخدم صور "نلهث" كي يوضح للقارئ سرعة تأثير التكنولوجيا على التعليم. الكاتب الثاني استخدم أسلوب التشخيص للتأكيد على صعوبة التعليم حيث شبهت الأم الثانية "زينب" الدروس بالألغاز، الأمر الذي جعل القارئ يشعر بمدى صعوبة التعليم.</p>	9

For Question 9, students' work is marked using the assessment criteria given in the grid below.

**The comparative response mark grid**

المستوى	العلامة.	المطلوب في هذا المستوى
	0	المكتوب لا يستحق علامة
المستوى الأول .	٣-١	<ul style="list-style-type: none"> <li>الجواب يتضمن مقارنة بسيطة بين النصين</li> <li>شرح بسيط لأفكار الكاتبين.</li> <li>-العبارة المستشهد بها هي ذات علاقة محدودة بالفكرة التي يراد إيصالها</li> </ul>
المستوى الثاني.	٦-٤	<ul style="list-style-type: none"> <li>الجواب يتضمن مقارنة واضحة بين النصين</li> <li>شرح غير مكتمل لأفكار الكاتبين ولكيفية تمكنهما من استخدام مهارتيهما اللغوية والتركيبية، مع وجود غموض في التعبير -</li> <li>العبارة المستشهد بها هي بشكل عام ذات علاقة بالفكرة التي يراد إيصالها.</li> </ul>
المستوى الثالث.	٩-٧	<ul style="list-style-type: none"> <li>الجواب يتضمن عددا لا بأس به من المقارنات بين النصين.</li> <li>وضوح شرح أفكار الكاتبين وكيفية تمكنهما من إيصال أفكارهما باستخدام مهارتيهما اللغوية والتركيبية مع وجود بعض الغموض في ذلك، ولكن وبشكل عام فإن الجواب واضح.</li> <li>العبارات المستشهد بها من النصين لها علاقة بالنقاط التي يراد إيصالها.</li> </ul>
المستوى الرابع.	١٢-١٠	<ul style="list-style-type: none"> <li>الجواب يتضمن عددا وافرا من المقارنات بين النصين</li> <li>شرح مفصل لأفكار الكاتبين وكيفية استخدامهما لمهارتيهما اللغوية والتركيبية مع عدم الغموض في ذلك</li> <li>العبارات المستشهد بها من النصين تدعم بشكل تام النقاط التي يراد إيصالها.</li> </ul>
المستوى الخامس.	١٥-١٣	<ul style="list-style-type: none"> <li>الجواب يتضمن مقارنات مميزة بين النصين</li> <li>تحليل أفكار كلا الكاتبين وكيفية تمكنهما من إيصال أفكارهما باستخدام مهارتيهما اللغوية والتركيبية.</li> <li>العبارات المستشهد بها موزعة بشكل متساو بين النصين، وهي دقيقة وتدعم بقوة النقاط التي يراد إيصالها.</li> </ul>

**Part Two: Summary**

The text to be summarised in this question may be between 340-360 words and requires a summary of 100-150 words. The text may be taken from any source – journalistic prose or fiction – but it will contain clearly identifiable main points. It is expected that writers will write four main points and be marked on their understanding of the text and on their ability to write clearly.

- Students are advised to allocate approximately 30 minutes to Part Two.
- There will be a 6-mark summary question.
- Students will answer the one question in this section.
- Total of 6 marks for this section.
- Questions will test the following assessment objective:

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### AO1

- Summarise information.

Example from the Sample Assessment Materials, Question 10

اقرأ المقال التالي عن كرة القدم، لخص النقاط الرئيسية المذكورة بأسلوبك الخاص، اكتب حوالي ١٠٠ أو ٢٠٠ كلمة.

Mark scheme.

العلامة	الإجابة	رقم السؤال.
	<p>منح علامة واحدة لكل نقطة رئيسية أشير إليها و فيما يلي بعض الأجوبة المقترحة:</p> <ul style="list-style-type: none"><li>• أولاً: يذكر الكاتب لنا أن كرة القدم ذات شعبية في الوسط الشبابي لكلا الجنسين عبر العالم (١).</li><li>• ثانياً: يشير الكاتب إلى أن كرة القدم لعبة قديمة (١).</li><li>• ثالثاً: يشرح الكاتب كيفية تطور قواعد هذه اللعبة عبر الزمن. (١).</li><li>• وأخيراً، فإن كرة القدم تنظم الآن على مستوى العالم أجمع (١).</li></ul> <p>– منح علامتين لجودة الكتابة. - علامتان اثنتان لكتابة واضحة و فعالة. صفر = غموض و التباس أو نقل مباشر من النص . درجة واحدة = غموض و التباس إلى حد ما لكن مع إيصال المعنى. ان = الخلو من الغموض وإيصال مة بوضوح و دقة.</p>	

**Part Three: Grammar**

This section includes four 5-mark questions, each assessing different grammar skills. In exercises 11,12,13 and 14 students are required to demonstrate their understanding of grammatical usage in a series of exercises. In particular, they are required to

- show their awareness of the rules of grammar, in order to understand relationships between parts of speech in a text
- demonstrate understanding of its content
- and apply the conventions of grammar in order to produce and manipulate content pertinently and accurately.
- Recognise and analyse grammatical features within contexts.

**In question 11** students read a 50-70 words text ,from the texts in the extracts booklet. students then find 5words with specific grammatical features.

Example from the Sample Assessment Materials, **Question 11(a)**

استخرج من النص ما يلي:

(أ) فعلا مبنيا للمجهول.

**Question 11(a) mark scheme suggested answer:**

**In question 12** students read 5 sentences with gaps and use the words given in the brackets opposite to each sentence.they may manipulate and transform these words accordingly.In the SAMs you will find the following example:

Example from the Sample Assessment Materials, **Question 12(a)**

استخدم التي بين قوسين و غير ما يلزم في الكلمة ثم املأ الفراغ.

انتهى الاختبار الساعة الثالثة عشرة إلا (ربع).

**Question 12(a) mark scheme suggested answer:**

انتهى الاختبار الساعة الثالثة عشرة إلا ربعا.

**In question 13** there are two parts. In the first part students read a text of about 30-50 words, then they choose one of three parsing descriptions and grammatical analysis options (each worth one mark). There are 3 words to find from the given options (each word worth 1mark). In the second part students grammatically analyse and give the parsing of two underlined words in the text- these are worth 1 mark for each word. In the SAMs you will find the following example:

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Example from the Sample Assessment Materials, **Question 13(a)**

و تعقد مسابقات لكرة (القدم) على.....حيث تحظى هذه المسابقات ....

اختر الإعراب المناسب للكلمات التي بين قوسين.

أعرّب الكلمات التي تحتها خط.

**Question 13(a) mark scheme suggested answer:**

(أ)القدم.

(د) اسم إشارة مبني على الكسر في محل رفع فاعل.

**In question 14** students read sentences that have been chosen. Students then transform and recast the sentence using the word in brackets. For example, in the SAMs you will find the following example:

The librarian is in charge of registering the borrowed books. (Expected)

Students will need to take the sentence and transform it so that they use the words in brackets. One suggested answer is 'the librarian is expected to register the borrowed books.'

Each sentence in question 14 will have a prompt (in brackets) which must be used as cited. Students cannot change/adapt the prompt. Transformation exercises are a common feature in language testing as they invite learners to consciously manipulate language patterns, demonstrating their awareness of structures. Transformation exercises can focus on manipulating structures and/or producing new vocabulary that alters the syntax of the sentence. What is important is that the prompt must be used as is.

Example from the Sample Assessment Materials, **Question 14(a)**

السؤال 14(أ):عاد التلاميذ من الرحلة المدرسية مستمتعين. (استمتع)

Question 14(a) mark scheme suggested answer:

استمتع التلاميذ بالرحلة المدرسية

In addition:

- Students are advised to allocate approximately 30 minutes to Part Three.
- There will be four 5-mark questions, each assessing different grammar skills.
- Students will answer all questions in this section.
- Total of 20 marks for this section.
- Questions will test the following assessment objective.

**AO3**

- Show understanding and correct application of the morphology of nouns, adjectives, pronouns and verbs.
- Show understanding and correct application of the syntax relating to the verb and verb phrase, the noun and noun phrase.

**Paper 2: Writing**

Paper 2 assesses 40% of the total Greek (First Language) qualification through two writing tasks. In this paper students are required to convey their understanding of Greek through two pieces of continuous writing.

- Students are advised to allocate approximately 45 minutes to each writing question.
- Students will answer two 25-mark questions out of a choice of three questions in this section.
- Total of 50 marks for this section.
- Questions will test the following assessment objective.

**AO2**

- Communicate in writing effectively and imaginatively, in different forms for particular audiences and purposes.
- Organise writing into clear and coherent sentences and whole texts.
- Use accurate spelling.

The three titles will include the following purposes: to argue, to narrate, to describe, to persuade, to inform, to explain. The forms of writing could include a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet. Irrespective of language skills, a response cannot be deemed satisfactory if it fails to show a clear focus on the purpose and appropriacy with regard to the intended audience. For a candidate to gain marks in this paper, evidence of accuracy of language must be accompanied by good organization of the main thesis/ideas, relevance to the task and focus on the purpose and intended reader(s).

Example from the Sample Assessment Materials, Question 1

سؤال رقم ١: قمت أنت و أصدقائك بزيارة السيرك القومي في مدينتك. صف زيارتك مع إمكانية الاستعانة بالتالي:

- الفعاليات و البرامج المختلفة التي تضمنها السيرك.
- الجو العام من حيث التنظيم و الإضاءة و الأصوات.
- الحيوانات التي كانت موجودة في السيرك..

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### Question 1 indicative content

العلامة.	الإجابة.	رقم السؤال.
	<p>يمكن منح الطلاب الدرجات وفق تعبيرهم عن المكان و الجو العام مستخدمين مصطلحات فعالة مع إمكانية الاستعانة بالتالي:</p> <ul style="list-style-type: none"> <li>• تفاصيل مظاهر الحيوانات و الزوار و عارضي الألعابو ضجيج الجمهور و غير ذلك.</li> <li>• الإثارة و الجو الساحر و المشاهد المثيرة للأطفال.</li> <li>• الانفعال العاطفي و الشعور الحسي مثل الرائحة و اللمس و ردة الفعل الجسدي.</li> </ul>	

### Questions 1, 2, 3 Mark Scheme

For these questions, students' work is marked by Pearson using assessment criteria given in the following two mark grids:

- Communication and content
- Application and accuracy of language

The grids will be applied twice, once for each piece of writing individually.

### Communication and content mark grid material.

المستوى	العلامة.	المطلوب في هذا المستوى.
	صفر	المكتوب لا يستحق علامة
المستوى الأول	٣-١	<ul style="list-style-type: none"> <li>• طريقة الإيصال بسيطة والنقاط المذكورة لها علاقة محدودة بما هو مطلوب.</li> <li>• الجواب يظهر عناية قليلة بالغرض المطلوب وبالقارى</li> <li>• المكتوب يظهر دليلا ضعيفا على وجود تسلسل منطقي في عرض الأفكار.</li> </ul>
المستوى الثاني	٦-٤	<ul style="list-style-type: none"> <li>• طريقة الإيصال بشكل عام مناسبة والنقاط المطلوبة موجودة لكن مصحوبة بغموض.</li> <li>• الجواب يظهر العناية بشكل عام بالغرض المطلوب وبالقارى</li> <li>• الكتابة مترابطة عن طريق استخدام تراكيب لغوية بسيطة</li> </ul>



<ul style="list-style-type: none"> <li>• طريقة الإيصال واضحة ووجود نقاط كثيرة لها علاقة بالغرض المطلوب مع بعض الغموض لكن يبقى الجواب واضحاً.</li> <li>• الجواب فيه عناية واضحة بالغرض المطلوب وبالقارى</li> <li>• الكتابة مترابطة بشكل واضح عن طريق استخدام التراكيب اللغوية</li> </ul>	٩-٧	المستوى الثالث.
<ul style="list-style-type: none"> <li>• طريقة الإيصال فعالة والجواب عن المطلوب متكامل ومطابق لما هو مطلوب مع خلوه عن الغموض</li> <li>• الكتابة تتضمن العناية الكافية بالغرض المطلوب وبالقارى</li> <li>• الكتابة محكمة الترابط عن طريق استخدام واسع للتراكيب اللغوية</li> </ul>	١٢-١٠	المستوى الرابع.
<ul style="list-style-type: none"> <li>• براعة التواصل مع القارى في اغلب الحالات والجواب متكامل بشكل تام وذو علاقة وطيدة بالغرض المطلوب</li> <li>• الكتابة تتضمن عناية فائقة بالغرض وبالقارى معاً.</li> <li>• الكتابة مترابطة باستخدام التراكيب اللغوية بشكل إبداعي وذكي.</li> </ul>	١٥-١٣	المستوى الخامس.

## Application and accuracy of language

المستوى	العلامة.	المطلوب في هذا المستوى.
	٠	المكتوب لا يستحق علامة
المستوى الأول .	٢-١	<ul style="list-style-type: none"> <li>• اللغة بسيطة ، والمفردات المستعملة أنواعها محدودة.</li> <li>• التراكيب اللغوية المستخدمة بسيطة</li> <li>• سلامة الإملاء أحياناً.</li> </ul>
المستوى الثاني.	٤-٣	<ul style="list-style-type: none"> <li>• اللغة مناسبة للغرض المطلوب بشكل عام واستعمال عدد لا بأس به من المفردات.</li> <li>• التراكيب اللغوية البسيطة مستخدمة بشكل صحيح</li> <li>• كتابة الكلمات البسيطة والأكثر صعوبة دقيقة بشكل عام</li> </ul>
المستوى الثالث.	٦-٥	<ul style="list-style-type: none"> <li>• اللغة مناسبة للغرض المطلوب وهناك عدد لا بأس به من المفردات</li> <li>• التراكيب اللغوية البسيطة مستخدمة بشكل صحيح</li> <li>• كتابة الكلمات البسيطة والأكثر صعوبة دقيقة بشكل عام</li> </ul>
المستوى الرابع.	٨-٧	<ul style="list-style-type: none"> <li>• اللغة المستخدمة غالباً ما تكون إبداعية والمفردات المناسبة للغرض مستعملة بشكل واسع</li> <li>• استخدام كم كبير من التراكيب اللغوية بشكل صحيح</li> <li>• الإملاء تقريبا هو دقيق دائماً</li> </ul>
المستوى الخامس.	١٠-٩	<ul style="list-style-type: none"> <li>• اللغة المستخدمة إبداعية في كل الأحيان والمفردات المستخدمة متنوعة ومنتقاة بشكل جيد.</li> <li>• الوثوق والقدرة على استخدام التراكيب اللغوية</li> <li>• دقة الإملاء في كل الأحيان بما فيها سلامة كتابة المفردات الصعبة من الخطأ.</li> </ul>

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### 4.2. Command word taxonomy

The table below lists the command words that are used in questions in Papers 1 and 2.

حدّد/عرّف	Used for short answer questions 1 and 5 in Part One of Paper 1 (AO1). For example: حدّد إحدى الصعوبات التي يُحتمل مواجهتها حين نتحدث عن التطور التكنولوجي.
ماذا/كيف	Used for short answer questions 2 and 6 in Paper 1 (AO1). These questions ask for an opinion based on the text. For example: ما رأي الكاتب في إقحام التكنولوجيا في التعليم؟ كيف يشعر الكاتب إزاء ظاهرة عمالة الأطفال؟
ما هو/ما هي/ماذا/كيف	Used to identify two pieces of information in the text in questions 3a and 7a in Paper 1 (AO1). For example:  'ما هي الحلول الناجعة للتغلب على ظاهرة عمالة الأطفال؟' 'استنادا إلى رأي الكاتب، كيف تؤثر التكنولوجيا على علاقة الطلاب بالمدرسين؟' استظهر نقطتين'
كيف.	Used to expand on part a) in questions 3b and 7b in Paper 1 (AO1). For example: كيف تساعد التكنولوجيا في نسج علاقة أفضل بين الطلاب؟
وضّح/بيّن/اشرح	Used for the more extended open response questions 4 and 8 in Paper 1 (AO1). For example: 'اشرح كيف استخدم الكاتب اللغة وتراكيبها المتنوعة لإظهار أهمية التكنولوجيا في حقل التعليم'
قارن/وازن	Used for the extended open response question 9 in Paper 1 (AO1). For example: 'قارن بين الطريقتين اللتين تناولهما النصان في إظهار أهمية التعليم'
لخصّ/أوجز	Used for the summary question in Part Two of Paper 1 (AO1) 'لخصّ النقاط الرئيسية في المقال مستعملا أسلوبك الخاص في الكتابة'
املا الفراغ/أعد صياغة.../استخرج/أعرب/اختر/	Command words include 'Rewrite', 'Fill in', 'Extract', 'Choose' in the Arabic and Greek grammar sections to help students meet the requirements of AO3 in Part Three of Paper 1.
صف. ناقش/جادل أقنع. اشرح. أخبر/حدّث/أعلم اسرد/ارو/اكتب	Used for the extended writing questions in Paper 2 (AO2). These command words may not necessarily be at the beginning of the question. For example: 'قمت أنت و أصدقائك بزيارة السيرك القومي في مدينتك صف هذه الزيارة'  'You and your friends visited the national circus in your city. Describe your visit.' 'The youth of today has lost the ability to communicate with others'. Discuss this statement.

Command words will be consistent in every paper. For example, every question 1 will use the command word **Να ορίσετε**, as shown in the first row of the table.

It is clear from the table above that every question and command word targets one particular assessment objective. The command words elicit the response required from the candidate to meet the requirements for each Assessment Objective and the relevant mark grid. For example, question 1 is marked using a points based mark scheme and only one piece of information is required from the text for one mark. Therefore, the command word 'Identify' is used.

For more open questions that are marked using a levels based mark schemes, command words that elicit a more comprehensive explanation – for example 'Explain' – are used. The command words also reflect the paper and part of the paper. For example, 'Summarise' is used in Part Two of Paper 1, the summary section. In Paper 2, the command words reflect the six styles (purposes) of the candidate's written responses so they can meet the requirements of the Communication and content mark grid.

### 5. Planning and Delivery

The International GCSE course in Arabic (First Language) is linear and 100% externally assessed. This specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided 120 learning hours over a two-year period. Structured across 10 themes, our flexible programme of study allows time for a focused revision period at the end of the course. There is a range of possible ways of planning the delivery of the specification and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students. The time allocated to each of the elements of the specification may reflect the weighting of that element. Skills do not have an equal weighting, as they have the following weightings: AO1 44%, AO2 40% and AO3 16%. In this respect, teacher may decide to allocate more time to tasks reflecting AO1 and AO2 and less time on tasks reflecting AO3.

There will be equal weighting between the topics in the assessment. To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each topic and ensure that there is adequate coverage of the linguistic structures listed in Appendix 5 of the specification.

### 6. Course planner

There is an editable scheme of work that accompanies this guide. In the scheme of work, teachers will find suggested approaches that teachers and centres may wish to adapt to suit their particular context and schedules. The scheme of work provides guidance which includes a list of resources and lesson suggestions.

The accompanying SoW is based on 6 terms of 10 weeks each and of two lessons per week. International GCSEs have 120 guided learning hours and time spent on in-class revision is included in this total. This is one possible model of delivery and includes considerable revision time (ten weeks). It is configured on the understanding that some topic areas are cognate and may overlap. The first few lesson ideas in the scheme of work are somewhat lengthier than the ones that follow, as they establish a pattern, which is to be emulated in the lesson ideas that come later.

The scheme of work is broken down as follows in this course planner. Please refer to the scheme of work for more details.

**Two year course planner**

Term	Weeks	Theme	Topic areas covered	Guided Learning Hours
1	1-5	Topic Area A – Youth Matters Potential cross-referencing to topic areas on: Education, Culture, Environment	Relationships, family Relationships with friends Identity issues and teenage problems	10
1	6-10	Topic Area B – Education	The role of education and challenges of today’s educational system Educational models	10
2	1-5	Topic Area C – Media Potential cross-referencing to topic areas on: Technology, Youth matters	Synchronous (radio, TV) and asynchronous (blogs, newspapers, magazines) media and their role in the dissemination of information, in education and in our everyday life The role of technology in today’s media, education and social networking	10
2	6-10	Topic Areas D – Culture Potential cross-referencing to topic areas on: Youth matters, Education.	Youth culture: music, fashion and lifestyle (cognate topic area: topic area A: Youth matters, topic Area B: Education, topic area E: Sport and Leisure) Forms of entertainment: then and now Popular culture versus highbrow culture Culture in Education World cultures	10
3	1-5	Topic Area E – Sport and Leisure Potential cross-referencing to topic areas on: Health, Youth Matters, Education, travel and tourism.	Sport, Fitness and health Sportsmanship and competition Men and women in sport Leisure, free time and modern lifestyle	10
3	6-10	Topic Area F – Travel and Tourism Potential cross-referencing to topic areas on: Culture, Leisure, Environment.	The benefits of travel How travel has changed/new types of tourism Travel, tourism and the environment Tourism and its impact on local communities	10
4	1-5	Topic Area G – Business, work and employment	Types of jobs Equality in the work place Economic issues: progress and crises Business and technology Children in the workplace Part time work	10

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Term	Weeks	Theme	Topic areas covered	Guided Learning Hours
4	6-10	Topic Area H- Environment	Environmental issues Saving the environment Government vs Individual roles Weather and climate	10
5	1-5	Topic Area I- Health	The challenges of staying healthy vis a vis a modern lifestyle Accidents, injuries, common ailments Healthy eating	10
5	6-10	Topic Area J-Technology Potential cross-referencing to topic areas on: Media, Business and employment, Environment.	Technological advancement Pros and cons New technologies and social interactions Technology and the environment	10
6	1-10	All topics – examination skills – all assessment objectives	Revision term before final examination	20

## 7. Suggested Resources

1. A Student Grammar of Modern Standard Arabic (2005) *Eckehard Schulz*, Cambridge University Press
2. Al Jazeera Learning Arabic Website. [Learning.aljazeera.net/arabic](http://Learning.aljazeera.net/arabic)
3. Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Arabic Part Three- useful book with grammar concepts and a collection of comprehension texts for reading (2007) *Kristen Brustad, Mahmoud Al- Batal and Abbas Al- Tons*, Georgetown University Press
4. Complete works of Zakaria Tamer (1994) *Zakaria Tamer*, Riyadh Al Rayess Publications, London
5. KuTub An online resource for book in Arabic by famous writers [www.kutubpdf.net](http://www.kutubpdf.net)

The following electronic resources provide abundant material relevant to the 10 topics (including source texts, exemplar activities and essays).

- i. [www.youm7.com](http://www.youm7.com)
- ii. [www.akhbaralama.net](http://www.akhbaralama.net)
- iii. [www.youngarabvoices.org/arab](http://www.youngarabvoices.org/arab)
- iv. [www.alesco.org](http://www.alesco.org) المنظمة العربية للثقافة و العلوم
- v. <https://www.bee2ah.com> أنواع البيئة في الوطن العربي
- vi. [www.sayadaty.net](http://www.sayadaty.net)

The following indicative list of online newspapers and journals may often publish material relevant to all the topics of this specification.

- i. Anbaonline شبكة النبا المعلوماتية
- ii. Anbaa.org.arabic, arabpress شبكة النبا المعلوماتية
- iii. Neelwafurat.com مجلة فكر الثقافية
- iv. Nwf.com المدرب العربي
- v. neelwafurat.com مجلة نجاح
- vi. Ajeal.net مجلة أجيال الالكترونية
- vii. Arageek.com مجلات علمية عربية

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