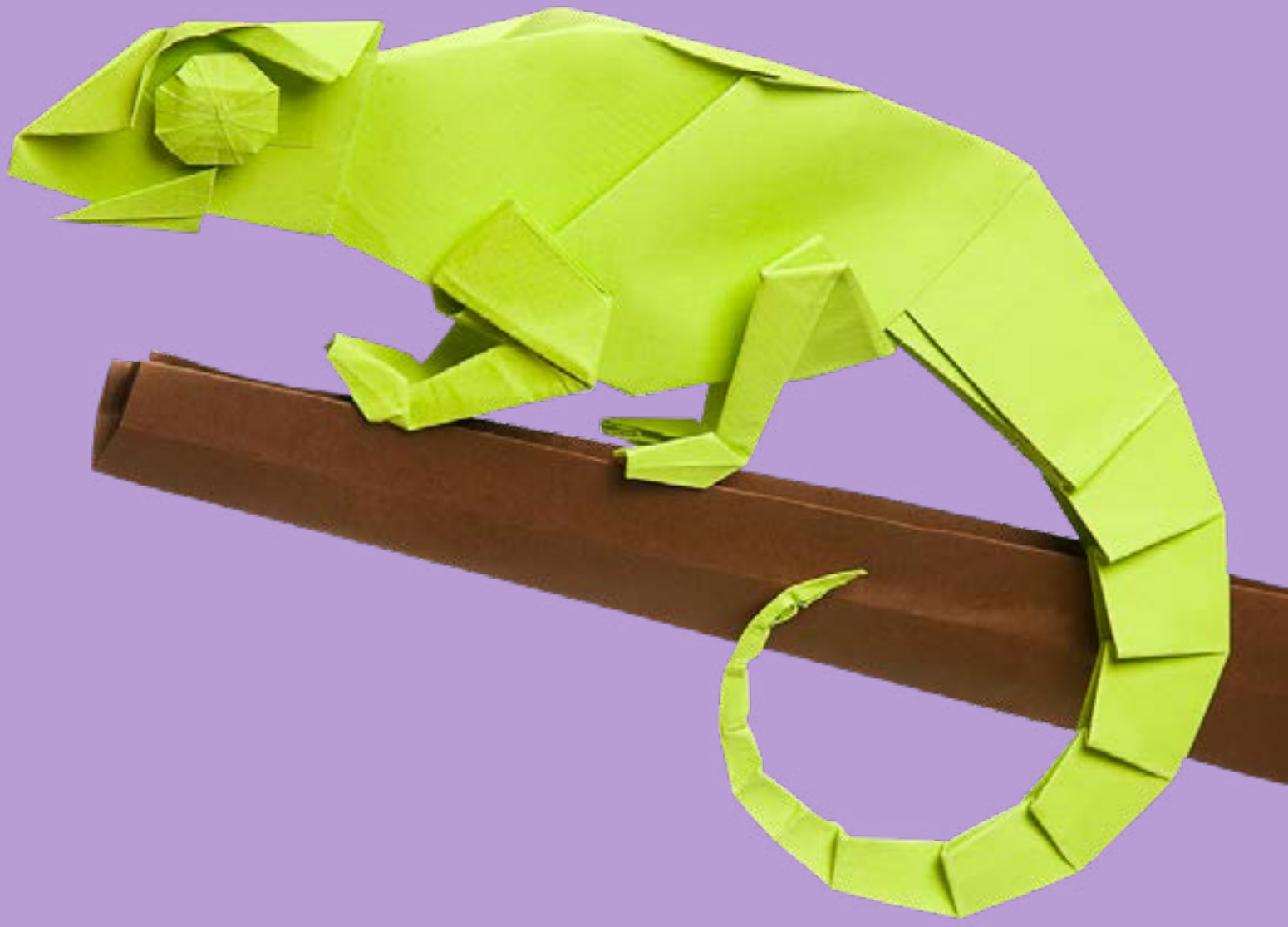
Pearson Edexcel

GCSE (9-1) Arabic



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic (1AA0)

First teaching from September 2017

First certification from June 2019

Issue 3

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

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Amendment to the administration of the speaking component (Paper 2): The specification has been changed to inform the teacher that they may now gain access to the assessment materials three working days before the prescribed five week assessment period (rather than three working days before the first scheduled student assessment). The wording in bullet point 6 on page 14 has been changed to the following, (amended wording written in bold): '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'**.	14

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.

Contents

1 Introduction 2
Why choose Edexcel GCSE Arabic? 2
Supporting you in planning and implementing this qualification 3
Qualification at a glance 4
2 Subject content 7
Themes and topics 8
Paper 1: Listening and understanding in Arabic 10
Paper 2: Speaking in Arabic 12
Paper 3: Reading and understanding in Arabic 36
Paper 4: Writing in Arabic 38
Assessment Objectives 62
3 Administration and general information 63
Entries 63
Access arrangements, reasonable adjustments, special consideration and malpractice 63
Student recruitment and progression 66
Appendix 1: Candidate speaking examination record form (CS2) 69
Appendix 2: Grammar list 70
Appendix 3: Vocabulary list 74
Appendix 4: The context for the development of this qualification 191
Appendix 5: Transferable skills 193
Appendix 6: Codes 194

1 Introduction

Why choose Edexcel GCSE Arabic?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

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

Manageable content

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

Content and assessments that provide an engaging real-world focus

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

Straightforward assessments that are accessible to all students

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

Carefully selected texts

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

Clear and precise assessment criteria

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

Continuous progression

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

Supporting you in planning and implementing this qualification

Planning

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

Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- a guide to questions in the target language
- student guide
- online and face-to-face training events.

Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- marked exemplars of student work with examiner commentaries

ResultsPlus

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

Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic consists of four externally-examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Vocalisation

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

Paper 1: Listening and understanding in Arabic (*Paper code: 1AA0/1F and 1H)
Written examination ***Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks*** ***Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Arabic speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Arabic. ***Foundation tier*** • Section A is set in English. The instructions to students are in English. • Section B is set in Arabic. The instructions to students are in Arabic. ***Higher tier*** • Section A is set in Arabic. The instructions to students are in Arabic. • Section B is set in English. The instructions to students are in English. The listening audio files are available on our website.

Paper 2: Speaking in Arabic (*Paper code: 1AA0/2F and 2H)
Internally conducted and externally assessed ***Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks*** ***Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings. There are three tasks, which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Arabic (*Paper code: 1AA0/3F and 3H)
Written examination ***Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English. Section B is set in Arabic. The instructions to students are in Arabic. Section C includes a translation passage from Arabic into English with instructions in English.

Paper 4: Writing in Arabic (*Paper code: 1AA0/4F and 4H)
Written examination ***Foundation tier: 1 hour 15 minutes; 60 marks*** ***Higher tier: 1 hour 25 minutes; 60 marks*** ***25% of the total qualification***
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question. Students must answer all questions. ***Foundation tier –*** three open-response questions and one translation into Arabic. ***Higher tier –*** two open-response questions and one translation into Arabic.

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

2 Subject content

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

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

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

Qualification aims and objectives

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

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

Themes and topics

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

The five themes are:

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

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

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

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

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

Theme 1: Identity and culture

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

Theme 2: Local area, holiday and travel

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

Theme 3: School

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

Theme 4: Future aspirations, study and work

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

Theme 5: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Paper 1: Listening and understanding in Arabic

Content

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

Students will need to:

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

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

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

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

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

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

Assessment information

- First assessment: May/June 2019.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Arabic-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- The listening audio files are available on our website.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
  - 35 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains 12 questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
  - Section B contains two questions set in Arabic. The question type is multiple response. The instructions to students are in Arabic.
- *Higher tier*
  - 45 minutes is given for the assessment, including 5 minutes' reading time.
  - Section A contains two questions set in Arabic. The question type is multiple response. The instructions to students are in Arabic.
  - Section B contains eight questions set in English. Question types comprise both multiple-response and short-answer open-response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Arabic.
- The use of dictionaries is not permitted.

Sample assessment materials

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

Paper 2: Speaking in Arabic

Content

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

Students will need to:

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

These are assessed through a series of three consecutive tasks.

Task 1 – Role play

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

All role plays are marked for communication only.

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

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

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

Task 2 – Picture-based task

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

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

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

Task 3 – Conversation

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

The conversation is based on any two themes (see *Themes and topics*) and is in two parts.

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

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

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

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

Assessment information

General information

- First assessment: April/May 2019.
- The entire assessment must be conducted in Arabic.
- Students complete three tasks.
  - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
  - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
  - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Each role play stimulus card includes an instruction to the student on whether to use language appropriate for a formal or informal conversation.

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

This grid has been designed to help ensure that each student covers a broad range of themes from this specification.

- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three working days before the prescribed five week assessment period. This is to enable the teacher to prepare for the assessment. The assessment materials in this pack must not be removed from the centre premises.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Students are presented with instructions in English but must communicate entirely in Arabic for the duration of the assessment.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus cards for Tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment, however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.
- The use of dictionaries is not permitted during the preparation time or during the assessment.

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks, which must be conducted in the following order:
  - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 10 marks
  - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
  - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

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

Preparation time

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

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

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

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

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

Task 1 – Role play

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

Teacher cards

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

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

Candidate cards

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

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

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

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

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

Task 2 – Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher cards

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

Each task opens with the teacher asking the first question, which is based on the picture.

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

Candidate cards

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

Students have access to this during their preparation time.

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

Students have access to this during their preparation time.

Task 3 – Conversation

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

- choose to focus on 'school types' and 'rules and pressures', or
- choose to focus only on 'rules and pressures'.

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

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

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

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

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes for Tasks 1 and 2 only

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

Sample assessment materials

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

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 2: Speaking in Arabic

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

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

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

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

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

Additional guidance

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

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable communication; highly ambiguous **OR** pronunciation prevents communication
1	Partially clear/ambiguous **OR** partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

- First assessment: May/June 2019.
- 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

- First assessment: May/June 2019.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are not expected to use vocalisation in their writing.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Arabic.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Arabic.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Arabic*.
- The instructions to students are all in Arabic.
- The use of dictionaries is not permitted.

- *Foundation tier*
  - The assessment time is 1 hour and 15 minutes in length.
  - The paper consists of three open questions and one translation from English into Arabic.
  - Students must answer all questions.
  - Question 1 assesses students on their ability to write to describe and to express opinions.
  - Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register, please see the definition in *Marking guidance for Paper 4: Writing in Arabic*.
  - 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.
  - 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*
  - The assessment time is 1 hour and 25 minutes in length.
  - The paper consists of two questions and one translation from English into Arabic.
  - Students must answer all questions.
  - 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.
  - 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*.
  - 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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

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

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures is considered to be:

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

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

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

Mark	Descriptor
0	No rewardable material
1	• Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	• Meaning fully communicated with occasional errors that do not hinder clarity

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

Mark	Descriptor
0	No rewardable material
1	• Some words are communicated but the overall meaning of the sentence is not communicated
2	• The meaning of the sentence is partially communicated • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	• The meaning of the sentence is fully communicated • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Additional guidance

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive
- 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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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

Mark	Descriptor
0	No rewardable material
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.

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Additional guidance

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

Errors that do not **hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment Objectives

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
	Total	**100%**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Arabic	25	0	0	0	25%
Paper 2: Speaking in Arabic	0	25	0	0	25%
Paper 3: Reading and understanding in Arabic	0	0	25	0	25%
Paper 4: Writing in Arabic	0	0	0	25	25%
Total for GCSE	**25%**	**25%**	**25%**	**25%**	**100%**

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

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2019.

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

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

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

Prior learning and other requirements

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

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic builds on the programme of study at Key Stages 2 and 3, focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters that go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

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

This qualification offers a suitable progression route to GCE AS and GCE A Level in Arabic. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Arabic-speaking countries and their cultures.

Appendices

Appendix 1: Candidate speaking examination record form (CS2) 69
Appendix 2: Grammar list 70
Appendix 3: Vocabulary list 74
Appendix 4: The context for the development of this qualification 191
Appendix 5: Transferable skills 193
Appendix 6: Codes 194

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.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic	**1AA0: 2F/2H* (*Please delete as appropriate)**
Centre name:	Centre number:

Candidate name and number		**Declaration and permissions signature and date***		**Role play**		**Picture-based discussion**		**Conversation (1)**		**(2)**	

Teacher name		**Declaration and permissions signature and date***	

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

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

Appendix 2: Grammar list

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

Arabic (Foundation tier)

The case system (nouns and adjectives)

- nominative
- accusative
- genitive

The vocalisation system (R) (for ease of listening and reading and to clarify meaning):

- short vowels, nunation, sukun, madda, shadda and hamza
- sun and moon letters
- transliteration of loan words in Arabic script

Nouns:

- gender
- singular, dual and plural forms
- common broken (مدارس، كتب، متاحف) and collective plurals (مَوز، شجر، ورق)
- common weak nouns (نادٍ، مُغنٍّ، كراسٍ، مستشفى)
- simple Idafa (the construct state)

Nominal sentences:

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

Articles:

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

Adjectives:

- agreement
- position
- comparative and superlative
- demonstrative (هذا، هذه، هؤلاء، ذلك، تلك)
- common weak (عالٍ، غالٍ، ماضٍ)

Adverbs:

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

Quantifiers/Intensifiers:

- جدّاً، كثيراً، قليلاً

Pronouns:

- personal: all subjects, including *one* (مَن)
- possessive
- relative (الذي، الذين، التي); and omission of it in the indefinite
- pronoun objects
- emphatic
- demonstrative
- interrogatives

Verbs:

- strong (forms I-X) and common weak triliteral verbs (قال، نام، كان، قام، زار، مشى، وجد); some common quadriliteral verbs (ترجم)
- common hamzated verbs (قرأ، أكل، سأل)
- impersonal verbs (يجب أن)
- all persons of the verb, singular, dual and plural
- perfect and imperfect (indicative & subjunctive) (الماضي،المضارع المرفوع والمنصوب)
- negative forms and negation using (ما)
- tenses and time frames
- future
- basic imperative and its negation
- basic conditional
- subjunctive: after common constructions (أن، حتى، لن) (R)
- verbal nouns
- passive voice - common basic structures in the imperfect (يُعتَبَر، يُوجَد، يُسَمَّى، يُرجى، يُمكِن،) and the perfect (وُلِد)(R)
- active participle
- common passive participles (مكتوب، مفتوح، مقفول) (R)

Verbal sentences:

- word order of verb, subject, object and pronoun suffixes

Prepositions:

- common prepositions (في، إلى، لِـ، على، عند، مِن، بَعد، قبل، خلال، داخل ، أمام، وراء، خلف، عن، مع، بِـ ، بين، بِجانب، فوق، تحت، بِدون، نحو)

Conjunctions:

- common coordinating conjunctions (فَـ ، لكن، أو، أم، و)
- common subordinating conjunctions (إذا، لو، عندما، لأنّ، بسبب، حيث، مثل، كَـ)

Particles:

- interrogatives (كم)
- vocative

Number, quantity, dates and time :

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

Arabic (Higher tier)

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

Nouns:

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

Adjectives:

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

Adverbs:

- cognate accusative – المفعول المُطلَق (R)
- Hal (R)
- simple Tamyiz (*specification*) (R)
- comparative and superlative

Pronouns:

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

Verbs:

- basic jussive (المضارع المجزوم) and negation with (لَم) (R)
- commands in the negative (R)
- essential hamzated verbs (رأى)
- essential doubled verbs (شدّ)
- the use of *kana* with the imperfect (R)
- pluperfect (R)
- common passive participles (مكتوب، مفتوح، مقفول)
- passive voice - common basic structures in the perfect and imperfect (يُعتَبَر، يُوجَد، يُسَمَّى، يُرجى، يُمكِن، وُلِد)

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	قَبِل
to accompany	رافَق / صَاحَب
to advise	نَصَح
to advance	قَدَّم / طَوَّر
to appear	ظَهَر
to appoint	عَيَّن
to approach	اقْتَرَب مِن
to approve/agree	اسْتَحْسَن / وافَق عَلى
to attach	رَبَط
to avoid	تَجَنَّب
to bake	خَبَز
to be able to	قَدَر
to beat	ضَرَب
to begin	بَدَأ
to believe	اعْتَقَد/ ظَنَّ
to blow	نَفَخ
to borrow	اسْتَعَار/ اسْتَلَف
to break	كَسَر
to burn	حَرَق
to calculate	حَسَب
to carry	حَمَل
to cheat	خَدَع / غَشَّ
to check	حَقَّق

Common verbs (cont)

to choose	اخْتَار
to clean	نَظَّف
to click (ICT)	ضَغَط عَلى لَوْحَة مَفاتِيح الحاسوب / نَقَر عَلى
to climb	تَسَلَّق
to close	أَغْلَق
to come	أَتَى / جَاء
to consist of	تَكَوَّن مِن
to contact	اتَّصَل بِـ
to contain	احْتَوَى عَلى
to continue/carry on	اسْتَمَرَّ
to convince	أَقْنَع/ اقْتَنَع
to copy	نَسَخ
to cost	كَلَّف
to count,	أَحْصَى / عَدَّ
to count on (someone)	اعْتَمَد عَلى (شخصٍ ما)
to cross, go across	عَبَر، اجْتَاز
to cry	بَكَى / صَرَخ
to cut	قَطَع
to dance	رَقَصَ
to decide	قَرَّر
to deliver	نَقَل / وَصَّل / سَلَّم / وَلَد (وَضَعَت الأنثى)
to depart/leave	غَادَر / تَرَك

Common verbs (cont)

to describe	وَصَف
to deserve	اسْتَحَقَّ
to desire	رَغِب في
to die	مَات
to dig	حَفَر
to discount	خَفَّض (السِّعر/ الثَّمن)
to discuss	نَاقَش
to dislike	كَرِه
to draw	رَسَم / سَحَب
to drink	شَرِب
to drive	قَاد (سَيَّارَة)
to earn	كَسَب
to eat	أَكَل
to economise	اقْتَصَد
to empty	أفْرَغ
to encourage	شَجَّع
to end/come to an end	أنْهَى / وَصَل (للنهاية)
to enjoy oneself	قَضَى وقتاً طيّباً / اسْتَمْتَع
to enter/go in	دَخَل
to escape	هَرَب
to exchange	تَبَادَل
to explain	شَرَح
to fail	فَشِل
to fall	سَقَط / وَقَع

Common verbs (cont)

to fall asleep	نَامَ
to feed, nourish	أَطْعَم / غَذَّى
to feel	شَعُر
to fill (in)	مَلَأَ
to find	وَجَد
to finish	أَنْهَى / انْتَهَى
to fly	طَار
to follow	اتَّبَع
to forge	زَوَّر / زَيَّف
to forget	نَسِي
to forgive	سَامَح
to forsake	هَجَر / تَخَلَّى عَن
to get	نَال / حَصَل عَلى
to get angry	غَضِب
to get dressed	ارْتَدَى مَلابِسَه / لَبِس
to get in/on (bus, car, train)	رَكِب (حافِلَة، سَيَّارَة، قِطار)
to get out/off of (bus, car, train)	نَزَل مِن (حافِلَة، سَيَّارَة، قِطار)
to get undressed	خَلَع (مَلابِسَه)
to get up	اسْتَيْقَظ
to give	أَعْطَى
to give back	رَجَّع
to give (a gift)	قَدَّم (هَدِيَّة)
to go	ذَهَب

Common verbs (cont)

to go (in a car)	ذَهَب (في سَيَّارَة)
to go down/come down	هَبَط / نَزَل
to go for a walk	ذَهَب في نُزْهَة سَيْراً عَلى الأقْدام
to go out	خَرَج
to go to bed	ذَهَب لِلْنَوم
to go up	صَعِد
to grind	طَحَن
to guard	حَرَس
to harm/damage	أَذَى / أَتْلَف
to hate/despise	كَرِه / أبْغَض / احْتَقَر
to have	مَلَك/ عِندَهُ
to have to/must	وجَب عَلَيْه / لَزِم
to hear	سَمِع
to help	سَاعَد
to hit	ضَرَب
to hold	مَسَك
to hold tight	مَسَك بِقُوَّة
to hope	أَمَل/ تَمَنَّى
to hurry	أَسْرَع
to hurt (oneself)	أَذَى (نَفْسَه)
to improve	حَسَّن
to inform	خَبَّر / أَعْلَم
to introduce (an item, an idea)	قَدَّم (شيئاً ما، فِكرة)
to introduce (a person)	قَدَّم (شخصاً) / عَرَّف

Common verbs (cont)

to invite	دَعَا
to joke	مَزَح
to jump	قَفَز
to justify	بَرَّر
to kill	قَتَل
to kneel	رَكَع
to knock, hit	قَرَع / ضَرَب / طَرَق
to knock over	أَسْقَط/ قَلَب
to know (a fact)	أَدْرَك (حَقيقة)
to know (person, place)	عَرَف (شخصاً، مكانًا)
to land	هَبَط عَلى الأَرْض
to last	بَقِي / اسْتَغْرَق / اسْتَمَرَّ
to laugh	ضَحِك
to lay the table	أَعَدَّ (رَتَّب) المائدَة
to lead	قَاد
to leap	وَثَب / قَفَز
to learn	تَعَلَّم
to leave; depart	تَرَك / غَادَر
to leave (somewhere, somebody)	هَجَر (مَكانًا ما، شَخْصاً ما)
to leave behind (an object)	تَرَك وَراءَ ظَهْرِه (شَيْئاً ما)
to lend	أَعَار / أقْرَض
to let	تَرَك / وَدَع
to let a flat	اسْتَأْجَر شَقَّة

Common verbs (cont)

to lie	كَذَب
to light, turn/switch on	أَشْعل، شَغَّل/ أَضَاء
to like	أَحَبَّ
to listen	أَصْغَى / اسْتَمَع
to live (inhabit)	أَقَام (سَكَن)
to live	عَاش / حَيِي
to look/appear/seem	بَدَا
to look after	اعْتَنَى بِ
to look for	بَحَث عَن
to look like, resemble	أَشْبَه
to lose	خَسِر / فَقَد
to love	حَبَّ / أَحَبَّ
to make	عَمِل/ صَنَع
to manage (business)	أَدَار (عَمَلاً)
to mean (do)	نَوَى (فِعْلَ شَيءٍ ما)
to mean/signify	قَصَد / عَنَى
to meet	قابَل / الْتَقَى
to miss; be lacking	فَقَد؛ افْتَقَر إلى
to miss (train, bus etc)	فَقَد (قِطاراً، حافِلَةً، إلخ) /فَاتَه القِطار
to need	احْتَاج
to note	لَاحَظ
to observe	لَاحَظ / رَاقَب
to obtain	حَصَل عَلى

Common verbs (cont)

to open	فَتَح
to order	طَلَب
to organise	نَظَّم
to own	امْتَلَك
to park	أَوْقَف / صَفَّ سَيَّارَة
to participate/ take part	شَارَك
to pass	اجْتَاز
to pass by	مرَّ بِـ
to pay	دَفَع
to permit	أَذِن / سَمَح
to phone	هَاتَف/ اتَّصَل هاتِفِيّاً
to place	وَضَع
to please	سَرَّ / أَبْهَج
to plant	زَرَع
to play	لَعِب
to pray	صَلَّى
to prefer	فَضَّل
to present	قَدَّم
to prevent	مَنَع
to produce	أَنْتَج
to promise	وَعَد
to pull	سَحَب
to push	دَفَع (الباب مثلاً)
to put	وَضَع
to put back	أَعَاد / أَرْجَع

Common verbs (cont)

to reach	وَصَل إلى/ بَلَغَ الشيء
to read	قَرَأَ
to receive	اسْتَلم / تَسَلَّم/ اسْتَقْبَل/ رَحَّب
to recommend	وَصَّى
to reckon	خَمَّن/حَسِب
to refund	رَدَّ مالاً
to refuse	رَفَض
to regret, be sorry	نَدِم / تَأْسَّف
to remember	تَذَكَّر
to rent/hire	أَجَّر / اسْتَأجَر
to request	طَلَب
to repair	صَلَّح
to repeat	كَرَّر
to replace	اسْتَبْدَل
to reply	أجاب / ردَّ
to research	بَحَث
to reserve	حَجَز
to rest	اسْتَرَاح
to return; go back	عَاد / رَجَع إلى
to revolt	ثَار / تَمَرَّد
to ride	رَكِب
to ring (a bell)	قَرَع/ دَقَّ/ رَنَّ (جَرَساً)
to rise	نَهَض / ارْتَفع
to rule	حَكَم
to run	رَكَض/ جَرَى

Common verbs (cont)

to save money	ادَّخَر
to save from danger	أَنْقَذ مِنَ الخَطَر
to say	قَال
to scream	صَرَخ
to search	بَحَث
to see	رَأَى
to seek/look for	فَتَّش / بحَث عَن/ سَعَى
to seem	بَدَا
to sell	بَاع
to send	أَرْسَل
to serve	خَدَم
to sign	وَقَّع
to sing	غَنَّى
to sit down	قَعَد / جَلَس
to slay	ذَبَح / نَحَر
to sleep	نَام
to smile	ابْتَسَم
to sneeze	عَطَس
to speak	تَكَلَّم/تَحَدَّث
to spend (money)	أَنْفَق (مالاً)
to spend (time)	قَضَى (وَقتًا)
to split	فَصَل
to spread	نَشَر/ وَزَّع
to squeeze	عَصَر
to stand	وَقَف

Common verbs (cont)

to stay	مَكَث / بَقِى
to steal	سَرَق
to stick	أَلْصَق
to stop	تَوَقَّف
to strike/to hit	ضَرَب/ أَضْرَب
to study	دَرَس
to succeed	نَجَح
to swear an oath	حَلَف (اليمين)/ أَقْسَم
to swear at someone	سَبَّ / شَتَم
to swim	سَبَح
to switch off	أَطْفَأ (النور – الكهرباء)
to take	أَخَذ
to take off (plane)	أَقْلَع (طائرة)
to take off (clothes etc)	خَلَع (مَلابِس، إلخ)
to tell/recount	أَخْبَر/ رَوَى/ حَكَى
to tell/say	أَخْبَر/ قَال
to thank	شَكَر
to think (about)	فَكَّر (في)
to think, believe	فَكَّر/ اعْتَقَد
to throw	رَمَى
to touch	لَمَس
to translate	تَرْجَم
to travel	سَافَر
to try	حَاوَل
to understand	فَهِم

Common verbs (cont)

to use	اسْتَخْدَم / اسْتَعْمَل
to visit (person)	زَار (شَخْصاً)
to visit (place)	زَار (مَكاناً)
to wait for	انْتَظَر
to wake up	اسْتَيْقَظ
to walk	مَشَى
to want	أَرَاد
to warn	حَذَّر
to wash	غَسَل
to watch	شَاهَد
to wear	لَبِس
to weigh	وَزَن
to win	فَاز
to wish	تَمَنَّى
to work	عَمِل/ اشْتَغَل
to worry	قَلَق
to write	كَتَب

Common adjectives

able	قَادِر
active	نَشيط
alike; the same	مُتَشابِه / الشَّيء نَفْسَه
alone	وَحيد
amusing	مُسَلٍّ
angry	غاضِب

Common adjectives (cont)

awake	مُسْتَيْقِظ
bad	سَيّء/ رديء
beautiful	جَميل
bent	مُنْحَنٍ / أعْوَج
best	أحْسَن / أفْضَل
big	كَبير
bitter	مُرّ (الطعم أو المذاق)
boiling	مَغْلي / حارّ جِدّاً
boring	مُمِلّ
brief	مُخْتَصَر
bright	لامِع / بَرّاق
brilliant/shiny	مُتَأَلِق
brilliant/wonderful	مُمْتاز
broken	مَكْسُور
charming	فاتِن/ جَذّاب
cheap	رَخيص
cheerful	مُبهِج / مُبْتَهِج / مَرِح
clean	نَظيف
clear	صافٍ
clever	ذَكي
closed	مُغْلَق
cold	بارِد
comfortable	مُريح
commercial	تِجاري
common	عَاد(ي)/ مَأْلُوف/ مَعْروف

Common adjectives (cont)

complete	كامِل
complex	مُعَقَّد
cruel	قاسٍ
dark	مُظْلِم / مُعْتِم
dead	مَيِّت
deep	عَميق
depressed	مُكْتَئِب
different	مُخْتَلِف
difficult	صَعْب
dirty	وَسِخ / قَذِر
disgusting	مُقْرِف / حَقير
dry	جافّ
early	مُبَكِّر
easy	سَهْل
electric	كَهْرَبائي
equal	مُتَساوٍ
exciting	مُثير
exhausted	مُرْهِق / مُتْعَب
exhausting	مُرْهِق / مُتْعِب
expensive	غالي الثَّمَن / ثَمين / غالٍ
fair	مُنْصِف/ عادِل
false	زائِف / مُزَيَّف
famous	مَشْهور
fantastic	رائِع
Fascinating	جَميل / خَلّاب

Common adjectives (cont)

fashionable	مُطابِق للزيّ الحديث
fast	سَريع
fat	سَمين
favourite	مُفَضَّل
female	أُنْثى
first	أوَّلاً
former	سابِق / أَسْبق
free (at no cost)	مَجَّاناً (بِدونِ أي تَكْلُفَة)
free (unoccupied, available)	خالٍ (شاغِر، مُتَوَفِّر)
friendly	لَطيف / وَدود
frightening	مُخيف
full	مُمْتَلئ / كامِل
fun; amusing	مُمْتِع؛ مُسَلٍّ
funny (comical)	مُضْحِك (هَزَلي)
general	عام
generous	سَخيّ / كَريم
good	جَيِّد / صالِح
good (well-behaved)	طَيِّب (حَسَنُ السلوك)
grateful	مُمْتَنّ / مَمْنون
great (fantastic)	عَظيم (رائِع)
great (marvellous)	عظيم /مُدْهِش
happy	سَعيد / فَرْحان
hard (difficult)	صَعْب /عَصيب
hard (stiff)	صُلب
hardworking	مُجْتَهِد في عَمَلِه

Common adjectives (cont)

harmful	مُضِرّ / غَيرُ نَافِع
healthy (food/way of life)	صِحيّ (الطعام / أُسْلوب الحَياة)
heavy	ثَقيل
high; tall (building)	مُرْتَفِع؛ عالٍ (مَبْنى)
homeless	بِدون مَأْوَى/ مُشَّرد
honest	أمين
hot	حارّ/ ساخِن
ideal	مِثالي / نَموذَجي
ill	مَريض
Impatient	غَيْر صَبور / فاقِد الصَّبْرِ
impolite	غَيْر مُؤَدَّب/ غَيْر مُهَذَّب
important	مُهِمّ
in a good mood	في حالة مِزاجِيَّة جَيِّدَة
in a hurry	في عَجَلَة مِن أمْرِه / مُسْتَعْجِل
independent	مُسْتَقِلّ
intelligent; clever	عَبْقَري / ذَكي
kind	طَيِّب / رَقيق
large	كَبير الحَجْم/ عَريض
last	آخَر
late	مُتَأخِّر
lazy	كَسُول
least	الأَقَلّ
light	خَفيف
little	قَليل

Common adjectives (cont)

locked	مُغْلَق
long	طَويل
lost	ضائِع / مَفْقود
loving	مُحِبّ
low	مُنْخَفِض
magnificent	عَظيم
male	ذَكَر
married	مُتَزَوِّج
marvellous	مُدْهِش / عَجيب
mature	ناضِج
medical	طِبّي
mixed	مُخْتَلِط / مَمْزوج
modern	حَديث
narrow	ضَيِّق
natural	طَبيعي
naughty	شَقي/ مَشَاغِب
necessary	ضَروري
negative	سَلْبي
new	جَديد
new (brand new)	جَديد (تماماً)
next	التَّالي
nice; likeable	لَطيف؛ مَحْبوب
nice; pretty, beautiful	جَميل
noisy	صاخِب/ مُزْعج

Common adjectives (cont)

normal	عادِي / طَبيعي
numerous	كَثير / مُتَعَدِّد / عَديد
old	عَجوز / كَبيرُ السِّن
old (former)	قَديم (سابِق)
old fashioned	عَتيقُ الطِّراز / موضَة قَديمَة
open	مَفْتوح
optimistic	مُتَفائِل
other	آخَر
patient	صَبور
peaceful	سِلْمي
perfect	كامِل / مُتْقَن / مُمْتاز
pessimistic	مُتَشائِم
pleased	مَسْرور
pleasant	مُمْتِع / مُرْضٍ
polite	مُؤَدَّب
poor	فَقير
popular	شَعْبي / مَرْغوب
positive	إيجابي
practical	عَمَلِي
pretty	جَميل / حَسَن الشَّكْل
private	خاص
professional	مُحْتَرِف / ماهِر
proud	فَخور

Common adjectives (cont)

public	عُمومي
punctual	دَقيق
quick	سَريع
quiet	هادِئ
ready	جاهِز
real	حَقيقي
regular	عادي / مُنْتَظَم
reasonable	مَعْقول
recent	حَديث / مُسْتَجد
recognised/well known	مُعْتَرَف بِهِ/ مَعْروف
responsible	مَسْئول
rich	غَنِي / ثَري
ridiculous	سَخيف
ripe	ناضِج / يانِع
right	صَحيح / يَمين
rotten	فاسِد/ عَفِن
rough	خَشِن
round	مُسْتَدير
sad	حَزين
safe	آمِن
same	مُماثِل
same thing	نَفْس الشَّئ
satisfied	راضٍ / مُقْتَنِع
selfish	أَناني

Common adjectives (cont)

sensational	مُحرِّك لِلْمَشاعِر
sensitive	حَسّاس
separate	مُنْفَصِل
serious	جادّ / جِدِّي
sharp	حادّ
short	قَصير
shy	خَجول
silent	صامِت
silly	تافِه
similar	مُماثِل / مُتَشابِه
simple/easy	سَهْل
situated	واقِع / كائِن
slim	نَحيل
slow	بَطيء
small; short (person)	صَغير(شَخْص) قصيرُ الْقامَة
soft	ناعِم
sorry	آسِف
sour	حامِض
special	خاصّ
strange	غَريب
strict	صارِم
strong	قَوي
stupid	غَبي
sudden	مُفاجىء

Common adjectives (cont)

superb	باهِر / رائِع
surprised	مُنْدَهِش
suitable	مُناسِب
sweet/delicious	حُلوُ المَذاق / لَذيذ
talkative	ثَرْثار
tall	طَويل
the best	الأفْضَل
the greatest	الأعْظَم
the least	الأقَلّ
the worst	الأسْوأ
thick	سَميك
thin, narrow	رَفيع، ضَيِّق
tidy	مُنَظَم / مُرَتب / نَظيف
tired	تَعْبان / مُتْعَب
tiring	مُتعِب
traditional	تَقْليدي
true	حَقيقي / صَحيح
typical	نَموذَجِي
ugly	قَبيح
unbelievable	لا يُصَدَّق / غَيْر مَعْقول
unfair	غَيْر مُنصِف / غَيْر عادِل
unhappy	حَزين / غَيْر سَعيد
unhealthy	غَيْر صِحِّي
unpleasant	بَغيض / كَريه

Common adjectives (cont)

useful	مُفيد
useless	عَديمُ الْفائِدة
valid	صالِح/ ساري المفعول
valuable	قَيِّم
warm	دافِئ
weak	ضَعيف
well	جَيِّد
wet	مُبَلَّل
wide	عَريض
wise	حَكيم
witty	فطِن / ذَكي
wonderful	مُدْهِش
worried	قَلِق
wrong	خَطأ / غَيْر صَحيح / غَيْر مُناسِب
young	شابّ / صَغيرُ السِّن

Common adverbs

again	مَرَّة أُخْرى
almost	تَقْريباً
already	بِالْفِعْل / ذَلِك الحين
always	دائِماً
approximately/ about	حَوالي / تقريباً
before/earlier	سابِقاً / قَبْلَ الآن
cheaply	بِسِعْرٍ رَخيص
during	خِلال
especially	بِشَكْلٍ خاص

Common adverbs (cont)

everywhere	فِي كُلِّ مَكان
fairly; quite	إلى حَدٍّ ما / إلى حَدٍّ بَعيد
for a long time	لِمُدَّةٍ طَويلَة
fortunately	لِحُسْنِ الحَظّ
hardly	بِالكاد
here	هُنا
however	غَيْرَ أنّ / مَهْما / وَلكِن
immediately	فَوْراً / حالاً
loud(ly)	بِصَوْتٍ عالٍ
never	أبَداً
not yet	لَيْسَ بَعْد
now	الْآن
nowhere	لَيْسَ في أيِّ مَكان
often	غالِباً
only	فَقَط
over there	هُناك
perhaps	رُبّما
quickly	بِسُرْعَة
rarely	نادِراً
rather	بِالأحْرى
really	حقّاً / بِالحَقيقَة
recently	مُؤَخَّراً
sometimes	أحْياناً / بَعْض الأحْيان
somewhere	في مَكانٍ ما
soon	قَريباً

Common adverbs (cont)

still	لا يَزال
straight away	حالاً
then	ثُمَّ
there	هُناك
together	سَوِيّاً / مَعاً
too	أيْضاً
unfortunately	لِسوءِ الْحَظّ
up there	إلى هُناك
usually	عادَةً
very	جِدّاً
well	حَسَناً
yesterday	أمْسِ

Prepositions

above	فوْق/أَعْلى
about	عَلى وَشَك / تَقْريبًا/ حوالي
according to	بالنِّسْبة إلى / طِبْقاً لِ
after	بَعْد
against	ضِد
among	بَيْن (ثَلاثَة أشخاص أو أكْثَر)
around (surrounding)	حَوْل
at (someone's house)	في (مَنْزِل شَخْصٍ ما)
at the end of	في نِهايَة
at, to	في، إلى
before	قَبْل
behind	خَلْف

Prepositions (cont)

between	بَيْنَ (اثْنين فَقَط)
concerning - about	فيما يَخُصّ / فيما يتعلق – عَن / حَوْلَ
during	خِلال / أثْناء
far from	بَعيداً عَن
for (price)	بِـ (سِعْر)
from	مِن
in (inside)	في (داخِل)
in/by means of (Plane – a Car)	بِ / بِواسِطَة (الطَّائِرة ، السَّيارة)
in front of; in the front	أمام/ في الأمام / في المُقَدِّمَة
in the background; at the back	في الخَلْفيَّة/ في الخَلْف
in the foreground	في الصَّدارة
in the middle (of)	في الوَسَط
inside (of)	داخِل
near (to)	قَريب (مِن)
next to	بِالقُرْبِ مِن / بِجانب
nowhere	لَيْسَ إلى أيِّ مَكان
on (on top of)	عَلى (عَلى قِمَّةِ شَيءٍ ما)
opposite	مُقابِل /ضِد / عَكْس
outside (of)	خارِج
over/above	فَوْق
through	خِلال / عبْر
to/for/of	لِ
towards	تِجاه / بِاتِّجاه
under/below	تَحْت / أسفل
up to/as far as	حَتَّى

Conjunctions

after	بَعْد
and	وَ
as if	كَأنَّ
because (of)	لِأنَّ / بِسَبَب
before	قَبْل
but	لكِن
but, rather	بَلْ
except	ماعدا / إلّا
if	إنْ / لَوْ
in order that	كَيْ / لِكَيْ / لِ
just as	مِثْلَما / كَما
or	أو
since	مُنْذُ
that	أنَّ / إنَّ / أنْ
until	حَتَّى
when	مَتى / لَمّا / عِنْدَما
where	حَيْثُ/ أَيْن

Colours

black	أسْوَد
blue	أزْرَق
brown	بُنّي
chestnut brown	كَسْتَنائي بُنّي
colour	لَوْن
dark	داكِن
dark colour	لَوْن غامِق

Colours (cont)

green	أخْضَر
grey	رَماديّ
light	فاتِح
light colour	لَوْن فاتِح
orange	بُرْتَقالي
pink	وَرْدي / زَهْري/بمبي
purple	أرجواني
red	أحْمَر
violet	بَنَفْسَجي
white	أبْيَض
yellow	أصْفَر

Numbers

0	صِفْر
1	واحِد
2	اثْنان
3	ثَلاثَة
4	أربَعة
5	خَمْسَة
6	سِتّة
7	سَبْعة
8	ثَمانِيَة
9	تِسْعَة
10	عَشْرَة
11	أحَدَ عَشَر
12	اثْنا عَشَر

Numbers (cont)

13	ثلاثَةَ عَشَر
14	أرْبَعَةَ عَشَر
15	خَمْسَةَ عَشَر
16	سِتَّةَ عَشَر
17	سَبْعَةَ عَشَر
18	ثَمانِيَةَ عَشَر
19	تِسْعَةَ عَشَر
20	عِشْرون
21	واحِد وَعِشْرون
22	اثْنان وَعِشْرون
23	ثَلاثَة وَعِشْرون
24	أرْبَعَة وَعِشْرون
25	خَمْسَة وَعِشْرون
26	سِتَّة وَعِشْرون
27	سَبْعَة وَعِشْرون
28	ثَمانِيَة وَعِشْرون
29	تِسْعَة وَعِشْرون
30	ثَلاثون
31	واحِد وَثَلاثون
32	اثنان وَثَلاثون
33	ثَلاثَة وَثَلاثون
34	أرْبَعَة وَثَلاثون
35	خَمْسَة وَثَلاثون
36	سِتَّة وَثَلاثون
37	سَبْعَة وَثَلاثون

Numbers (cont)

38	ثَمانِيَة وَثَلاثون
39	تِسْعَة وَثَلاثون
40	أربَعون
41	واحِد وَأربَعون
50	خَمسون
52	اثْنان وَخَمسون
60	سِتّون
63	ثَلاثَة وسِتّون
70	سَبْعون
74	أرْبَعَة وسَبْعون
80	ثَمانون
85	خَمْسَة وَثَمانون
90	تِسْعون
96	سِتَّة وتِسْعون
100	مائَة
101	مائَة وَواحِد
120	مائَة وَعِشْرون
200	مائَتَان
1000	أَلْف
1100	أَلْف وَمائَة
2000	أَلْفَان
1.000.000	مِلْيون
2.000.000	مِلْيونَان

Ordinal numbers

first	الأوَّل
second	الثَّاني
third	الثَّالِث
fourth	الرَّابع
fifth	الْخامِس
sixth	السَّادِس
seventh	السَّابِع
eighth	الثَّامِن
ninth	التَّاسِع
tenth	الْعاشِر
eleventh	الْحادي عَشَر
twelfth	الثَّانيَ عَشَر
thirteenth	الثَّالِثَ عَشَر
fourteenth	الرَّابِعَ عَشَر
fifteenth	الْخامِسَ عَشَر
sixteenth	السَّادِسَ عَشَر
seventeenth	السَّابِعَ عَشَر
eighteenth	الثَّامِنَ عَشَر
nineteenth	التَّاسِعَ عَشَر
twentieth	الْعِشْرون
twenty first	الحاديَ والعِشْرون
thirtieth	الثَّلاثون
fortieth	الأرْبَعون
fiftieth	الخَمْسون
sixtieth	السِّتّون

Ordinal numbers (cont)

seventieth	السَّبْعون
eightieth	الثَّمانون
ninetieth	التِّسعون
hundredth	الْمائَة

Quantities and measures

a bottle (of)	زُجاجَة (....)
about twenty	حَوالي عِشْرين
about a hundred	حَوالي مائة
a dozen	دَسْتَة(12)
a jar (of)	جرّة/ برطمان (من)
a kilo (of)	كيلو (من)
a little of/few	قَليل / بَعْضٌ مِن
a litre (of)	ليتر (من)
a lot (of)	كَثير (من)
a little (of)	قَليل (من)
a packet (of)	عُلبة (مِن)
a piece (of)	قِطْعَة (مِن)
a quarter (of)	رُبْع (مِن)
a slice (of)	شَريحة (مِن)
a tin, box (of)	عُلْبَة معدنية، صُنْدوق (مِن)
centilitre	سَنتيليتر
centimetre	سَنتيميتر
double	مُزْدَوَج/ضِعْف
enough	كافٍ / كِفايَة
exactly	بالضَّبْط / تَمامًا

Quantities and measures (cont)

gramme	غرام/جِرام
half	نِصْف
kilometre	كيلومتر
less	أَقَّل
metre	مِتر
maximum	حَدّ أقْصى
minimum	حَدّ أدْنى
more	أكْثَر
(some) more	أكْثَر (قَليلاً)
many	عَديد مِن
only	فَقَط
quantity	كَمِّيَة
quarter	رُبْع
quite a few	عَدَد لَيْسَ بِالقَليل
several	بِضْع/ بِضْعة
some	بَعْض
third	ثُلْث
too much; too many	كَثير جدّاً / العَديد جِدّاً
weight	وَزْن

Some useful connecting words

according to	وفقاً لِ / طِبْقاً لِ
also	أيْضاً
and	وَ
because	لأَنَّ
because of	بِسبب
but	لكِنْ / لكِنَّ
even if	حَتَّى وَلَوْ
finally	أَخيراً
first of all	أوَّلاً وَقَبْلَ كُلَّ شَيء
however	وَمَعَ ذلِك
if	إذَا
in order to	لِكَيْ/لِأجل
or	أوْ
perhaps	رُبّما
so	لِذا
then	ثُمَّ
therefore	لذلك، وبناءً عليه

Time expressions

after	بَعْد
afternoon	بَعْدَ الظُّهْر
already	سابِقاً / في ذَلِكَ الحين
always	دائِماً
as soon as	بِمُجَرَّد أنَّ
at the start	في البِدايَة

Time expressions (cont)

at the same time	فِي نَفْسِ الوَقْت / فِي ذاتِ الوَقْت
before	قَبْل
day	يَوْم / نهار
day (a whole day)	يَوْم (يَوْم كامِلْ)
during/for	خِلال / فِي أثْناء
early	فِي وَقْتٍ مُبَكِّر / مُبَكِّراً
evening	المَساء
evening (a whole evening)	المَساء (المَساء كُلُّهُ)
every day	كُلَّ يَوْم
fortnight	أُسْبوعان
from	مِن
from time to time	مِن وَقْتٍ لِآخَر
just now, in a little while	فِي الحال / بَعْدَ قَليلٍ مِنَ الوَقْت
immediately	فَوراً / حالاً
later	فِي وَقْتٍ لاحِق
last night (yesterday evening)	مَساءَ أمْس
last night (during the night)	اللَّيْلَة الماضِيَة (لَيلاً)
midday	مُنْتَصَف النَّهار
midnight	مُنْتَصَف اللَّيْل
minute	دَقيقَة
morning	الصَّباح
morning (the whole morning)	الصَّباح (الصَّباح كُلُّه)
night	اللَّيْل
now	الآن

Time expressions (cont)

once	ذاتَ مَرَّة
on time	في الوَقْتِ المُحَدَّد
punctual	دَقيق في مَواعيدِه
since	مُنْذُ
soon	قَريباً
the day after tomorrow	بَعْدَ غَد
the day before yesterday	أوَّلَ أمْس
the next day; following day	اليَوْم التَّالي؛ اليَوْم القادِم
the night before/evening	اللَّيْلَة السَّابِقَة / مَساءً
time	الوَقْت
today	اليَوْم
tomorrow	الغَد
twice	مَرَّتان
week	أُسْبوع
weekend	عطلة نِهايَة الأُسْبوع

Times of day

(at) 1 a.m.	في تَمامِ السَّاعَةِ الواحدَة صَباحاً
1 p.m.	السَّاعَة الواحِدة مَساءً
nine o'clock in the evening	السَّاعَة التَّاسِعَة مَساءً
13.00	السَّاعَة الواحِدة ظُهْراً
at exactly 2 o'clock	في تَمامِ السَّاعَة الثَّانِيَة
at about ……. o'clock	في حَوالي السَّاعة .....
it is five past three	السَّاعَة الآن الثَّالِثَة وَخَمْسِ دَقائِق
five to three	الثَّالِثَة إلاّ خَمْسِ دَقائِق
half past ten	العاشِرَة وَالنِّصْف

Times of day (cont)

ten past four	الرَّابِعَة وَعَشَر دَقائِق
ten to four	الرَّابِعَة إلاَّ عَشَر دَقائِق
quarter to six	السَّادِسَة إلاَّ رُبْعاً
quarter past seven	السَابِعَة وَالرُبْع

Days of the week

Monday	الاثْنَيْن
Tuesday	الثُّلاثاء
Wednesday	الأرْبِعاء
Thursday	الخَميس
Friday	الجُمْعَة
Saturday	السَّبْت
Sunday	الأحَد
(on) Monday	في يوم (الاثْنَيْن)
(on) Monday morning	في صباح يوم (الاثْنَيْن)
(on) Monday evening	في مساء يوم (الإثْنَيْن)
on Mondays	في أيّام (الاثْنَيْن)
every Monday	كل يوم اثْنَيْن

Months and seasons of the year

month	شَهْر
January	يَناير/ كانون الثَّاني
February	فبراير/ شِباط
March	مارِس / آذار
April	أبريل / نيسان
May	مايو / أيار
June	يونْيو / حزَيْران

Months and seasons of the year (cont)

July	يولْيو / تَمّوز
August	أغُسْطُس / آب
September	سبْتمْبَر / أيْلول
October	أُكْتوبَر /تِشْرين الأوَّل
November	نوفِمْبَر / تِشْرين الثَّاني
December	ديسِمْبَر / كانون الأوَّل
season	فَصْل / مَوْسم
(in) autumn	(في فَصْلِ) الخَريف
(in) spring	(في فَصْلِ) الرَّبيع
(in) summer	(في فَصْلِ) الصَّيْف
(in) winter	(في فَصْلِ) الشتاء

Question words

how?	كَيْفَ؟
how far?	كَم الْمَسافَة؟
how long?	كَم الطول؟
how much?	بِكَمْ؟
how many?	كَم الْعَدَد؟
how often?	كَمْ مَرَّة؟
how old (are you)?	كَمْ عُمْرُك؟
what?	ماذا؟
what? (as subject)	ما؟ (بِالنِّسْبَة لِمَوْضوعٍ ما)
what? (as object)	ماذا؟ (بِالنِّسْبَة لِشيءٍ ما)
what colour?	ما لون؟
(at) what time?	في أيِّ وَقْت؟
what/which?	ماذا / أيّ؟

Question words (cont)

when?	مَتى؟
where?	أيْنَ؟
which one (s)?	أيَّ واحِدٍ (أيَّهُم)؟
who?	مَنْ؟
whose?	لمِنْ؟
why?	لماذا؟

Other useful expressions

all the better	عَلى نَحْوٍ أفْضَل
good luck	حَظًّا سَعيداً
here is/are	إلَيْكَ هذا الشَّيء / هذِه الأشْياء
how do you spell that?	كَيْفَ تَتَهَجَّى ذلِك؟
I don't know	لا أعْرِف
I don't mind	لا أُمانِع
I don't understand	لَمْ أفْهَم
I have	لدى/ عندي
interest	اهتمام/ مَنفعة/ مَصلحة
I'm fine; it's OK	أنا بخير/ الأمر عَلى ما يرام
I've had enough	لقد اكتفيت
I like it	أُحِبُّ ذلِك
in my opinion	أرى أنَّ / في رَأْيي
it annoys me	يُزعجني/ يضايقني ذلِكَ الأمْر
it depends	يُعْتَمد عَلى
it doesn't matter	لا أهَمِّيَةَ لِذلِك
it's all the same to me	الأمْرُ سَواءٌ بِالنِّسْبَةِ لي
it makes me laugh	إنَّه يُضْحِكُني

Other useful expressions (cont)

it’s not worth it	الأمْرُ لا يَسْتَحِقُّ ذلِك
let's go	دَعْنا نَذْهَب / لِنَذْهَب
personally	شَخْصِيّاً
of course	طبعاً
okay (in agreement)	مُوافِق (عِنْدَ المُوافَقَة)
once again	مَرَّةً أُخْرى
so, so	تَقْريباً
so much the better	ذلِك أفْضَل بِكَثير
that doesn’t interest/appeal to me	هذا الأمْر لا يَهمُّني/ لا يعْنيني / لايَجْذبُني
that’s enough	هذا يَكْفي
there is/are	يُوجد
to be about to	عَلى وَشَك
to be in the process of	قَيْد التَّنْفيذ
too bad, what a shame	سَيِّئ لِلْغاية / لِلْأَسَف
you are not allowed to	غَير مَسْموح لَكَ بِ
you must (one must)	يَجِبُ عَلَيْكَ (يَجِب عَلى أيِّ شَخْصٍ)
what does that mean?	ماذا يَعْني ذلك؟
with pleasure	بِكُلِّ سُرور

Other high-frequency words

as, like	كَما / مِثْل
end	النِّهايَة
everybody	الجَميع
except	إلاّ
figure (number)	رَقْم (عَدَد)
for example	عَلى سَبيلِ المِثال / مَثَلًا

Other high-frequency words (cont)

importance	أهـمّيَّة
knowledge	معرفة
Miss	آنسَة
Mr (also Sir)	سَيِّد
Mrs (also Madam)	سَيِّدَة/ حَرم (أيْضاً مَدام)
number	عَدَد
number (e.g. phone number)	عَدَد (مِثْلُ رَقْمِ الهاتِف)
pleasure	مُتعة
reason	سبب
reply/answer	ردّ / إجابة
someone	شَخْصٌ ما
something	شَيءٌ ما
that	ذلِك
thing	شَيء
time (occasion)	الزَّمَن (مُناسَبَة / حَدَث)
type (kind of)	النَّوْع (نَوْعُ الشَّيء)
use/benefit	استعمال / فائدة
way (manner)	الطَّريقَة (أُسْلوب/ سلوك)
with	مَعَ
without	بِدون
work/hard work	العمل / العمل الجادّ

Countries

Algeria	الجزائِر
Austria	النمْسا
Bahrain	البَحرَين
Belgium	بَلْجيكا
Canada	كَنَدا
China	الصِّين
Denmark	الدَّنِمارك
Egypt	مِصْر
England	إنْجِلْتَرا
France	فَرَنْسا
Germany	أَلْمانْيا
Great Britain	بِريطانْيا العُظْمى
Greece	اليونان
Holland/Netherlands	هولَنْدا / الأراضي المنخفضة
India	الهِنْد
Iraq	العِراق
Iran	إيران
Ireland	أيرْلَندا
Italy	إيطاليا
Jordan	الأردُن
Kuwait	الكُوَيْت
Lebanon	لُبْنان
Libya	ليبْيا
Morocco	المَغرِب

Countries (cont)

Nigeria	نيْجيريا
Oman	سلطنة عُمان
Pakistan	باكِسْتان
Palestine	فِلَسطين
Qatar	قَطَر
Russia	روسيا
Saudi Arabia	المَمْلَكَة العَرَبِيَّة السَّعودِيَّة
Scotland	إسْكُتلنْدا
Spain	أسْبانيا
Sudan	السُّودان
Switzerland	سُويسرا
Syria	سوريا
Tunisia	تونُس
Turkey	تُرْكِيا
United Arab Emirates	الإمارات العَرَبِيَّة المتَّحِدَة
United Kingdom	المَمْلَكَة المُتَّحِدَة
United States	الوِلاياتِ المُتَّحِدَة
Wales	ويلز
Yemen	اليَمَن

Continents

Africa	أفْريقيا
Asia	آسْيا
Australia	أسْتراليا
Europe	أُوروبا

Continents (cont)

North America	أمريكا الشَّماليَّة
South America	أمريكا الجَنوبِيَّة

Nationalities

Algerian	جَزائري
American	أمْريكي
Austrian	نَمْساوي
Belgian	بَلْجيكي
British	بريطاني
Canadian	كَنَدِي
Chinese	صيني
Corsican	كورْسيكي
Danish	دَنِماركي
Dutch	هولَنْدي
Egyptian	مِصري
English	إنجليزي
European	أوروبي
French	فَرنسي
German	أَلْماني
Greek	يوناني
Indian	هِندي
Iraqi	عِراقي

Nationalities (cont)

Irish	أيرْلندي
Italian	إيطالي
Jordanian	أُرْدُني
Lebanese	لُبْناني
Libyan	ليبي
Moroccan	مَغْرِبي
Pakistani	باكستاني
Palestinian	فِلَسْطيني
Russian	روسي
Saudi	سَعودي
Scottish	إسكتلندي
Spanish	أسباني
Swiss	سويسري
Syrian	سوري
Tunisian	تونسي
Turkish	تُرْكي
Welsh	ويلزي
Yemeni	يَمَني

Areas/mountains/seas

Arabian Gulf	الخَليج العَرَبي
Atlantic ocean	الْمُحيط الأطْلَسي
The Alps	جِبال الألب
The Dead Sea	البَحْرالمَيِّت
East	شَرْق
The English Channel	القَناة الإنجليزية
The Mediterranean sea	البَحْرالمُتَوَسط
The Indian Ocean	الْمُحيط الْهِنْدي
North	شَمال
The Red Sea	البَحْر الأحمر
Region	مِنْطَقَة
Sinai Desert	صَحْراء سيناء
South	جَنوب
West	غَرْب

Social conventions

best wishes	أطْيَب الأماني
don't mention it	عَفْواً / لا شُكْرَ عَلى واجِب
enjoy yourself/yourselves!	اقْضِ / اقْضُوا وَقتاً طيباً!
goodbye	وَداعاً/ مع السلامة
good evening	مَساءَ الخَيْر
good morning	صَباحَ الخَير
goodnight	طابَتْ لَيْلَتُكُم
have a good journey	أتَمَنَّى لَكَ/ لكم رِحْلَة جَيِّدَة
have a good day/evening	أتَمَنَّى لَكَ يَوْماً / مساءً جيِّداً

hello (on the telephone)	مَرْحَباً (عِنْد التَّحدُّث في الهاتِف)
hello; good morning	مَرْحباً؛ صَباحَ الخَيْر
help!	النَّجْدة!
hi	مَرْحَباً
I beg your pardon? Pardon?	أسْتَميحُكَ عُذْراً؟ مَعْذِرَةً؟
It's a pleasure	إنَّهُ مِن دَواعي سُروري / بِكُلِّ سُرور
meeting; meeting place	لِقاء؛ مَكانُ اللِّقاء
meet you at 6 o'clock	ألْتَقي بِكُمْ في تَمامِ السَّاعةِ السَّادِسَة
no thank you	لا، شُكْراً لَكَ
of course	بالتَّأْكيد
please (request - formal/informal)	رَجاءً (طَلَب – رَسْميّ / غَيْر رَسْميّ) / مَن فَضلِك
see you later	أراكَ لاحِقاً
see you soon	أراكَ قَريباً
see you tomorrow/on Friday	أراكَ غَداً / في يَوْمِ الجمْعَة
sorry	آسف
(I'm) sorry (informal/formal)	أنا مُتَأسِّف (غير رَسْميّ / رَسْميّ)
thank you (very much)	شُكْراً (جَزيلاً)

Language used in dialogues and messages

address	العُنْوان
area code	الرَّقْم أو الرَّمْز الهاتِفي لِمِنْطَقَةٍ ما
call me (informal/formal)	اتَّصِل بي (غَيْر رَسْميّ / رَسْميّ)
dial the number	أُطْلُب الرَّقْم
email	بَريد إلِكْتروني
for the attention of	لِعِنايَة / لِلْاطِّلاع
further to/following	بِالإضافَة إلى / عَطْفًا عَلى ما سَبَق

Language used in dialogues and messages (cont)

I will put you through	سوفَ أوصّلُكَ عبْر الهاتِف بِمَن تُريد
I'll be right back	سَأعودُ حالاً
I'm listening	أنا أسْتَمِع
message	رِسالَة
mobile phone	هاتِف جَوّال / نَقَّال
moment	لَحْظَة
on line	عَلَى الخَطْ
on the line/speaking	عَلَى الخَطْ / يَتَحَدَّث
please repeat that	الرَّجاء التَّكْرار / كَرِّرْ ذَلِكَ رَجاءً
postcode	الرَّمْزُ البَريدي
receiver (telephone)	السمّاعة (هاتف)
sent by	مُرسل مِنْ قِبَل
stay on the line	انْتَظِرْ عَلَى الْخَطّ
telephone	هاتِف
text message	رِسالَة نَصِّية
tone	نَغْمَة
voice mail	البَريد الصَّوْتي
wait	انتظِرْ
wrong number	الرَّقْم غَيْر صَحيح

Section 2 – Topic-specific vocabulary

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

Foundation tier

appetite	شَهِية
apple	تُفّاحَة
apricot	مِشْمِش
banana	مَوْز
bean	فاصولْيا
beer	بيرة
beef	لَحْم بَقَري
bill	فاتورَة حِساب
biscuit	بَسْكويت
boiled	مَسْلوق
bottle	قِنينَة / زُجاجَة
bread	خُبْز
breakfast	إِفْطار/ فطور
butter	زُبْدَة
cabbage	مَلْفوف/ كُرنب
café	مَقْهى
cake	كَعْك
carrot	جزَر
cauliflower	قَرْنَبيط
cereals	حُبوب (كورن فليكس)
cheese	جُبْن
cherry	كرَاز

Foundation tier (cont)

chicken	دَجاج
chips	رَقائِق البَطاطِس المَقْلِية
chocolate	شوكولاتَة
choice	اخْتِيار
closed (on Mondays)	مُغْلَق (في أيَّامِ الاثْنَيْن)
cocoa	كاكاو
coffee	قَهْوَة
cold sliced meat	شَرائِح لَحْم بارِد
cooked	مَطْبوخ
cream	قِشْطَة
crisps	رَقائِق البَطاطِس الجافّة
cucumber	خِيار
cup	كوب/ كأس
customer	زُبون
delicious	لَذيذ
dessert	حَلْوى
dining room	غُرْفَة الطَّعام
dish of the day	طَبَق اليَوْم
drink(s)	شَراب / مَشْروب(ات)
egg	بَيْضَة
enjoy your meal!	تَمتَّع بِوَجْبَة شَهِية!
evening meal, dinner	وَجْبَةِ المَساء، العَشاء
fish	سَمَك

Foundation tier (cont)

fixed price menu	قائِمَة أسْعار ثابِتَة /محدّدة
food	طَعام
food shopping	تَسَوُّق الْأَطْعِمة
fork	شَوْكَة
fruit	فاكِهَة
fruit juice	عَصير فاكِهَة
glass	كأْس (زُجاجي)
grapes	عِنَب
green beans	فاصوليا خَضْراء
ham	لَحْم خَنْزير
hamburger	هامبرجر
hot chocolate	شكولاته ساخِنَة
hypermarket	سوق كَبير
ice cream	مُثَلَّجات / الآيس كريم
ice cream parlour	صالَةِ الآيس كريم / المُثَلَّجات
inn	نُزُل / حانَة
jar	جَرَّة /برطمان /مَرطَبان
jam	مُرَبَّى
juice	عَصير
kebab	كَباب
knife	سِكّين
lamb	لحم ضأن/خَروف
lemon	لَيْمون
lemonade	عَصير اللَّيْمون

Foundation tier (cont)

lettuce, salad	خَسّ، سَلَطَة
lunch	وَجْبَة الْغداء
main course	الطَّبَق الرَّئيسي
margarine	سَمْن نَباتي
meal	وَجْبَة
meat	لَحْم
melon	شَمّام
menu	قائِمَة طَعام وَمَشْروبات
milk	لبن / حَليب
mince	لَحْم مَفْروم
mineral water	مِياه مَعْدَنِيَّة
mixed	مُخْتَلَط/ خليط
money	نُقود / فُلوس
mushroom	فِطْر
mustard	خَرْدَل
napkin	مِنْديل
oil	زَيْت
onion	بَصَل
omelette	عجّة /بَيْض مَخْفوق وَمَقْلي
orange	بُرْتَقال
packet	حِزْمَة
pasta	مَكرونة
pastries	مُعَجَّنات

Foundation tier (cont)

peas	بسلّة /بازِلّاء
peach	خَوْخ
pear	كُمّثرى/ آجاص
pizza	بيتْزا
pepper	فُلْفُل
pepper (vegetable)	فُلْفُل (خَضْراوات)
pineapple	أناناس
pizzeria, pizza restaurant	مَطْعَم بيتزا
place setting	وضع وترتيب أدَوات المائِدَة
plate	طَبَق / صحن
plum	بَرْقوق
pork	لَحْم خَنزير
portion	جُزْء / قِطعَة
pot of coffee	وِعاء (إناء) / أبريق القَهْوَة
pot of tea	وِعاء (إناء) / أبريق الشَّاي
potato	بَطاطِس
prepared food/ready meal	طَعام مُعَد / وَجْبَة جاهِزَة
radish	فِجْل
restaurant	مَطْعَم
rice	أَرُز
roast	مَشْويّ
roll (bread)	رغيف (خُبْز)
salt	مِلْح
salty	كثير الملح

Foundation tier (cont)

sandwich	شَطيرة / ساندويتش
sausage	سُجُق
self-service	خِدْمَة ذاتِيَّة
service	خِدْمَة
slice	شَريحَة
snack	وَجْبَة خَفيفَة
snack bar	مَطْعَم وَجْبات خَفيفَة
soup	حِساء / شَوْرَبَة
spoon	مِلْعَقَة
strawberry	فَراوِلَة
steak	شَريحَة لَحْم
sweet	حَلْوى
sweet (tasting)	حُلو (مَذاق)
sugar	سُكَّر
table	طاوِلَة / مِنضدة
table cloth	غطاء طاوِلَة
tasty	طَيِّب المَذاق / شَهِي
tea	شاي
tea room	غُرْفَة/ قاعة الشّاي
tea spoon	مِلْعَقَة الشّاي
tip (money)	بَقْشيش (مبلغ من مال)
to order	طَلَب
to pay	دَفَع

Foundation tier (cont)

to serve	خَدَم
to taste	تَذَوَّق
to wait at table, to serve	قَدّم الطَّعام، خَدَم الضُّيوف
tomato	طَماطِم
tuna	تونَة (سمك)
vegetable	خَضْراوات
vegetarian	نَباتي
vinegar	خَل
waiter/waitress	نادِل / نادِلَة/ خادم (ة) مطعم/ جرسون (ة)
water	ماء
wine	خَمْر / نَبيذ
yoghurt	زَبادي

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

Higher tier

appetising	فاتِحْ لِلْشَهية
bitter	مُرّ
boiled egg; hard-boiled egg	بَيْض مَسْلوق؛ بَيْض مَسْلوق جَيّداً
drink before meal	شَراب قَبْلَ الوَجْبَة
duck	لَحْم البَط
fried egg	بَيْض مَقْلي
fruit tea	شاي بطعم الفَواكِه
full fat milk	حَليب / لبن كامِل الدَّسَم

Higher tier (cont)

garlic	ثَوْم
goat's cheese	جُبْن الماعِز
goose	أَوز
gravy	صَلْصَة اللَّحْم
homemade	مَنْزِلِيّ الصُّنْع
honey	عَسَل نحل
leeks	كرَّاث
lettuce	خَس
loaf	رَغيف
medium steak	شَريحَة لَحْم نِصْف مَطْبوخَة
organic food	طَعام طَبيعي/ عُضْوي
pistachio	فُسْتُق
rare steak	شَريحَة لَحْم مَطْبوخَة قليلًا
raw	نيء
salmon	سَمَك السَلَمون
saucer	صَحْن / طبق صَغير
scrambled egg	بَيْض مَخْفوق
sea food	مَأْكولات بَحْرِيَّة
skimmed milk	لبن خالٍ مِنَ الدَّسَم
(semi) skimmed milk	حَليب / لبن نصف دسَم
smoked	مُدَخَّن
spicy	حَارّ / مُبَهَّر
spinach	سَبانِخ

Higher tier (cont)

steamed (boiled)	مَطْبوخ عَلَى البُخار (مَسْلوق)
supper	وجبة العَشاء
tasty	طَيِّب المَذاق
tray	صينِيَّة
trout	سَمَك السَّلَمون المُرَقَّط
turkey	ديك رومي
veal	لَحْم العجل الصغير
well-cooked	مَطْبوخ جَيّداً

Identity and culture: Words relating to dress and style

Foundation tier

belt	حِزام
pair of boots	زوج من الأحْذِيَة
shorts	سروال
bra	حَمَّالَة صَدر
bracelet	سِوار
casual jacket	سْتْرَة عادِيَّة
changing room	غُرْفَة تَغْيير المَلابِس
clothes	مَلابِس
clothes shop	مَتْجَر لِبَيْعِ الْمَلابِس
coat/overcoat	مِعْطَف
cotton	قُطن
cotton (made of cotton)	قُماش قُطْني (مَصْنوع مِن القُطْن)
dress	فُسْتان

Foundation tier (cont)

earring	حَلَق الأُذُن
fashion	الموضَة
fashionable	أَنيق / يَتْبَع الموضَة
fitting room	غُرْفَة القِياس
glove	قُفَّاز
handbag	حَقيبَة يَد
hat	قُبَّعَة
it fits/suits you	تُناسِبُكَ / مُلائِمَة لَكَ
jacket	سُتْرَة
jeans	بنطلون / بِنطال جينز
jeweller's (shop);	مَتْجَر الصّائِغ /محلّ الجواهرجي
jewellery (craft)	مُجَوْهَرات (صناعة – حِرْفَة)
jewels	جَواهِر
leather/made of leather	جِلْد / مَصْنوع مِنَ الجِلْد
linen (made of linen)	كِتّان (مَصْنوع مِنَ الكِتّان)
lipstick	أَحْمَر شَفايِف
make, brand	صُنْع، عَلامَة تِجارِية
medium (size)	مُتَوَسِّط (مَقاس)
necklace	قِلادَة
nightdress	ثَوب النَّوْم
old fashioned	قَديم الطِّراز
pants, briefs	سَراويل، سَراويل داخِلِية
perfume	عِطْر

Foundation tier (cont)

pyjamas	لِباس نَوْم/ المنامة
ring	خاتِم
scarf	وِشاح
shirt	قَميص
shoe	حِذاء
shoe shop	مَتْجَر أحْذِيَة
shorts	سَراويل قَصيرَة
size (general)	مَقاس (عام)
shoe size	مَقاس الحِذاء
skirt	تَنّورَة
slipper	نِعال
small	صَغير
smart	أنيق
sock	جَوْرَب
sports shirt	قَميص رِياضة
suit	بَدْلَة
swimming costume/trunks	لباس السِّباحة / سَراويل (البحر) السِّباحَة
tie	رَبْطَة عُنق
tracksuit	بَدْلَة رِياضة
trainers	حذاء رِياضة
trousers	بنطلون / بِنْطال
umbrella	مِظَلَّة
watch	ساعَة
wool (woollen)	مَلابِس صوف (مَصْنوعَة مِنَ الصّوف)

Identity and culture: Words relating to dress and style

Higher tier

cap	قُبَّعَة
cardigan	سُتْرَة مِن صوف مَحْبوك
dressing gown	ثَوب النَّوم
dyed	مَصْبوغ
makeup	مُسْتَحْضَرات تَجْميل
model	موديل/ نموذج
polo shirt	قَميص البولو
silk (made of silk)	حَرير (مَصْنوع مِنَ الحَرير)
slippers	نِعال
sports kit	لَوازِم أَلْعاب رِياضِيَّة
spotted	مُنَقَّط
straw hat	قُبَّعَة مِنَ القَش
striped	مُقَلَّم
sweater, jumper	قَميص مِنَ الصّوف
sweatshirt	قَميص ثَقيل
tattoo	وَشَم
tight	ضَيِّق
tights	جوارب نسائية
to have one's hair cut	قَصّ شَعْره
to have one's hair done	حَلق شَعْره
to put on makeup	تَضَع مَساحيق التَّجْميل
velvet (made of velvet)	مَخْمَلِيّ (مَصْنوع مِنَ المَخْمَل / القطيفة)
loose	فَضْفاضَة

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

Foundation tier

armchair	أريكَة
at home; at my/our house	في المَنْزِل؛ في مَنْزِلي / مَنْزِلِنا
aunt	عَمَّة / خالَة
baby	طِفْل/ رضيع
bald	أصْلَع
bathroom	حَمّام
beard; bearded	لِحْيَة ؛ مُلْتَحٍ
beautiful	جَميل
bedroom	غُرْفَة نَوْم
(date of) birth	تاريخُ الميلاد
birthday	عيدُ الميلاد
birthplace	مَحلُّ الميلاد
block (of flats)	مَجْموعَة شُقَق سَكَنِيَّة
born	مَولود
bossy	مُتَسَلِّط
body piercing	ثُقْب الجَّسَد / الجِّسْم
boy	صَبيّ / وَلَد
brother(s)	أخ (أُخْوَة)
brother-in-law	أخو الزَّوْج أو الزَّوْجَة أو زَوْجُ الأُخْت
cat	قِطَّة
celebrity	شُهْرَة / شَخْص مَشْهور
chair	كُرْسي

Foundation tier (cont)

character	سلوك
character, personality	شَخْصِيَّة
charming	جَذّاب
chatty	ثَرْثار
child	طِفْل
clothes	مَلابِس
comfortable (house, furniture)	مُريح (مَنْزِل، أثاث)
cousin	ابْنُ العَم أو الخال
curly	مُجَعَّد
dad	أب
daughter	ابْنَة
dead	مَيِّت / مائِت
dining room	غُرْفَةُ الطَّعام
divorced	مُطلَّق
dog	كَلْب
engaged	مَخْطوب (ة)
eyes	عُيون
face	وَجْه
family	عائِلَة / أسرة
famous	مَشْهور
father	والِد
feeling	شُعور
first name	الاسْم الأوَّل

Foundation tier (cont)

flat; apartment	شَقَّة؛ مَسْكن
friend	صَديق
friend (also boyfriend, girlfriend)	صَديق (أيْضًا خَليل، خَليلة)
friendly	لَطيف / وَدود
friendship	صَداقَة
furniture	أثاث
garden	حَديقَة
garage	جَراج / كراج
girl	فَتاة
glasses	نَظّارات / عُوَيْنات
goldfish	سَمَك ذَهبيّ
granddad	جَدّ
grandchild	حَفيد
grandfather	جَدّ
grandma, granny	جَدّة، جَدّة مِن ناحِيَة الأُم
grandmother	جَدَّة
grandparents	أجْداد
hair	شَعْر
honest	أمين
house	مَنْزِل
husband	زَوْج
ideal	مِثاليّ
in a good/bad mood	في حالة مِزاجيّة جيّدة / سيّئة

Foundation tier (cont)

in love	عاشِق
intelligent	ذَكيّ جِدّاً / عَبْقَري
invitation	دَعْوَة
kitchen/cuisine	مَطْبَخ
kiss	قُبْلَة
lazy	كَسول
life	حَياة
lively	نَشِط
living room, front room	غُرْفَة مَعيشة، غُرْفة جُلوس
lounge	غرفة انتظار
man	رَجُل
married	مُتَزَوِّج
mean, nasty	حَقير، شِرّير
member of the family	عُضو في العائِلة
mood	حالة مِزاجيّة
mother (mum)	أُم
moustache(s)	شارِب (شَوارِب)
mouth	فَم
multicultural	مُتَعَدِّد الثَّقافات
naughty	شَقيّ
neighbour(s)	جار (جيران)
nephew	ابن الأخ أو الأُخت
nice, kind	لَطيف، طَيِّب القَلْب

Foundation tier (cont)

nice, likeable	لَطيف، مَحْبوب
nickname	اسم تدليل
niece	ابنة الأخ أو الأُخت
normal	عادي/ طبيعي
old	قَديم
old fashioned	زي قديم
older	أَكْبَر سِنًّا
oldest (brother/sister)	الأكبر سِنًّا (أخ/أخت)
only child	طِفْل وَحيد
optimistic	مُتفائِل
parents	الأبَوان (أب وأُم) / الوالِدَان
party	حَفْلَة
pen friend	صَديق بالـمُراسَلَة
people	ناس
person	شَخْص
pessimistic	مُتَشائِم
pet	حَيْوان أليف
place of residence	مَكان / محلّ الإقامَة
present; gift	هَديَّة؛ هِبَة
rabbit	أرنَب
reason	سَبَب
reasonable	مَعْقول
relationship	صِلَة / عَلاقَة

Foundation tier (cont)

religion	دين
self (myself, yourself etc)	الذَّات (نَفْسي، نَفْسَك الخ)
selfish	أنانيّ
sense of humour	روح الدُّعابة و المرح
separated	منفصل
serious	جادّ
siblings	أشِقّاء
sister(s)	أخْت (أخَوات)
sister-in-law	أخت الزَّوْج أو الزَّوْجَة أو زَوْجَةُ الأخ
sofa; settee	أريكَة؛ مَقْعَد طَويل
son	ابْن
son-in-law/daughter-in-law	زَوْج الابْنَة / زَوْجَةُ الابْن
step (members of family)	قريب / صلة (أفراد العائِلة)
study (room)	غُرْفَةُ الدِّراسَة
surname	لَقَبُ العائِلَة
symbol	رمز
thin/slim	نَحيل / رَشيق
tidy; neat	مُرَتَّب / أنيق
tortoise	سُلَحْفاة
twin	تَوْأَم
ugly	قَبيح
uncle	عَم أو خال
unemployed	عاطِل

Foundation tier (cont)

unbearable	لا يُطاق
untidy	غَيْر مُرَتَّب
visit	زِيارَة
well behaved	حَسَنُ السُّلوك
wife	زَوْجَة
woman	امْرأة
youth	شَباب

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

Higher tier

a good deed	حَسَنَة/ ثواب
acquaintance, friend	تَعارُف، صَديق
adopted	مُتبنّى
adventurous	مُغامِر
annoying	مُزْعِج
argument	جِدال
behaviour	سُلوك
career	مِهْنَة المُسْتَقْبَل
character trait	سِمَة شَخْصِيَّة
cheeky	وَقِح
comfortable (at ease)	مُريح (سَهل)
conceited	مَغْرور
depressed	مُكْتَئِب

Higher tier (cont)

detached (house)	مُنْفَصِل (مَنْزِل)
discrimination	تَمْييز عنصري
faith (religious)	إيمان (دينيّاً)
fiancé(e)	خَطيب (خَطيبَة)
furnished	مَفْروش
gang	عصابَة
gender, sex (male/female)	نوع الجنس (ذَكَر/ أُنثى)
generous	كَريم
hall (in house); lobby	قاعَة (في المَنزِل)؛ رَدْهَة
identical twins	تَوائِم مُتَماثِلَة
independent	مُسْتَقِلّ
jealous	غَيّور
lively	نَشِط / حَيَوي
loyal, faithful	مُخْلِص، وَفِيّ
mad, crazy	مَجْنون، مَخْبول
meeting	لِقاء
old age	الشَّيْخوخَة
old people's home	دارُ المُسِنّين / العَجَزَة
pensioner, senior citizen	مُتقاعِد، مُواطن كَبيرُ السِّن
priest	كاهِن/ قسّيس
profession	مِهْنَة
racist	عُنْصُري
relationship	صِلَة
relative(s)	قَريب (أقْرِباء)

Higher tier (cont)

reliable	مَوْثوق/ يُعتمَد عليه
role model	قُدْوَة
self-confident	واثِق مِن نَفْسِه
self- confident	الثِّقَة بِالنَّفْس
semi-detached house	مَنْزِل شُبه مُنْفَصِل
sensitive	حَسّاس
sexist	مُتَحَيِّز لِجِنْسِه
similar	مُماثِل
single parent	يَعيش مَعَ أحَد الوالدَيْن
single person; single	شَخْص بِمُفْرَدِه؛ أعْزَب
spoilt	مُدَلَّل
spot, pimple	بُقْعَة، بَثْرَة
stubborn	عَنيد
study; home office	حجرة الدِراسَة/ المكتب في المنزل
survey	مَسْح / دِراسَة
terraced house	مَنْزِل غَيْر مُنْفَصِل
tropical	اسْتِوائِية
underage	قاصِر
understanding	مُتَفَهِّم
well-balanced	مُتَّزِن

Verbs associated with relations, relationships, personal and physical characteristics

to annoy	أَزْعَج
to quarrel	خاصَم
to argue	جادَل
to babysit	اعْتَنى بِالأَطْفال
to be in a good/bad mood	كان في حالَةٍ مِزاجِيّة جَيِّدَة / سَيِّئَة
to care for, to look after	اعْتنى بِـ / اهْتَمَّ بِـ
to celebrate	احْتَفل
to chat, chatter	دَرْدش، ثَرْثر
to get divorced	طَلَّق
to look (angry/happy etc)	بدا (غاضبًا / سعيدًا)
to respect	احْتَرَم
to separate, to split up	فصَل، قَسّم
to disadvantage	أضرَّ
to experience	اخْتَبر / قاسى
to pick on, to harass, to bully	أَزْعَج، ضايِق، لام
to resemble/look like	شابَه/مُماثَل
to support	دعَّم / ناصَر
to thank	شَكَر

Identity and culture: Cultural life, sports and leisure

Foundation tier

activity	نَشاط
adventure film	فيلم مغامَرات
amusement	تَسْلِيَة
athletics	أَلْعاب رِياضِيَّة
award	جائِزة
badminton	الرِّيشَة
ball	كُرَة
band/group	فِرْقَة / مَجْموعَة
basketball	كُرَةُ السَّلَّه
body building	كمال الأجسام
book	كِتاب
boxing	مُلاكَمَة
bride	عَروس
camera	كاميرا
canoeing	تَجْديف
cartoon	رُسوم مُتَحَرِّكَة
cat	قِطَّة
CD (compact disc)	قُرْص مدمج/ مَضْغوط
celebration, party	احْتِفال / حَفْلَة
changing rooms	غُرَف تَغْيير الملابِس
chess	شَطرَنْج
Christmas	عيد الميلاد (الكريسماس)
Christmas Eve	عَشِيَّة عيد الميلاد

Foundation tier (cont)

clarinet	مِزْمار
classical/classic	كلاسيكي / تَقْليدي
climbing/rock climbing	تَسَلُّق / تَسَلُّق الصُّخور
club	النّادي
collect	يَجْمَع
collection	مَجْموعَة
comic (magazine)	مَجَلَّة أطفال
competition	مُنافَسَة
computer game	لُعْبة الحاسوب
concert	حَفل موسيقي
cycling	رُكوب الدَّرّاجات
dance/dancing	رقَص / الرَّقْص
detective/police	مُخْبِر/ شُرْطَة
disco	مَرْقَص / مَلْهى
documentary	وَثائِقي
drum	طَبل
Easter	عيد الفِصْح
engagement	ارْتِباط
entertainment	تَسْلِية
equipment	مُعِدّات/ آلات
extreme sports	رِياضَة عَنيفَة
fantasy film	فيلْم خَيالي
flute	الناي
folk music	موسيقى شَعْبِيَّة

Foundation tier (cont)

football	كُرَةُ القَدَم
free time	وقْت فراغ
game	لُعْبَة
groom	عَريس
guitar	جيتار/ قيثارة
gymnastics	رِياضَة بَدَنِيَّة
handball	كُرَةُ اليَد
Happy birthday!	عيد مِيلاد سَعيد!
Happy New Year!	سنة جديدة سعيدة!
hobby	هِوايَة
hockey	لعبَة الهوكي
horror film	فيلْم رُعْب
ice skating	التَّزَحْلُق عَلى الجَّليد
judo	لعبَة الجّودو
karate	لعبَة الكاراتيه
keyboard	لَوْحَة المَفاتيح
leisure	وَقْتُ الفَراغ
leisure activity	نَشاط تَرْفيهي
life	حَياة
magazine	مَجَلَّة
marriage; wedding	زَواج / زَفاف / عرس / فرح
martial arts	ألعاب المصارعة
mobile phone	هاتِف /جَوّال/ نَقّال

Foundation tier (cont)

mother's day	يَوْمُ الأُم
mountain bike	دَرّاجَة جَبَلِيَّة
mountaineering	تَسَلُّق الجِّبال
music	موسيقى
New Year	سَنَة جَديدَة
news	أخْبار
nightclub	مَلْهى لَيْلي
orchestra	أوركِسْترا / فِرْقة موسيقيَّة
parachuting	القَفْز بِالمِظَلات
piano	بيانو
play	مَسْرَحِيَّة
player	مُمَثِّل
pleasure	مُتْعَة
pocket money	مَصْروف الجَّيْب
pop music	موسيقى البوب
quiz show	مُسابَقَة ثَقافِيَّة
race/racing	سِباق / تَسابُق
rap	موسيقى الراب
reading	قِراءَة
recorder (instrument)	مُسجّل (جِهاز)
referee	حَكَم
riding	رُكوب
rock music	موسيقى الروك
romantic	رومانسي

Foundation tier (cont)

romantic film/love film	فيلْم رومانسي / فيلْم غَرامي
rugby	لُعْبَةُ الرَّجبي
sailing	الإبْحار
saxophone	ساكسفون
science fiction film	فيلْم خَيال عِلْمي
series	مُسَلْسَل
show (theatre etc); TV show	عَرض (مَسرحي الخ)؛ بَرْنامَج تلفِزيوني
singer	مُطْرِب
smart phone	الهاتف الذكي
soap (opera)	مَسْرحِيةٌ إذاعِيَّة أوتلفِزيونية
song	أُغْنِيَة
sport	رِياضَة
sports ground	مَلاعِب رِياضِيَّة
sporty	رِياضي
spy story	قِصَّة جاسوسيَّة
squash	لُعْبَةِ السكواش
stage	خَشَبَةُ المَسْرَح
straight	مُستَقيم
surfing	رِياضَة التزلّق على الأمْواج
swimming	سِباحَة
table tennis	تَنْس الطَّاوِلَة
team	فَريق
tennis	التَّنس

Foundation tier (cont)

theatre	مَسْرَح
tournament/match	مُباراة
toy	لُعْبَة
trumpet	بوق
TV channel	قَناة تِلفِزْيونيَّة
violin	ألة الكَمان
volleyball	الكُرَة الطّائِرة
youth club	نادي الشَّباب

Identity and culture: Cultural life, sports and leisure

Higher tier

archery	رِياضة الرِّماية بالقَوْس والنشّاب
board game, electronic game	لُعْبَة الألواح، لُعْبَة إلكترونِيَّة
camcorder/video camera	كاميرا التَّسْجيل / كاميرا الفيديو
cave	مغارة/كهف
championship	البُطولَة الرياضية
drama (TV)	الدراما التِلفِزْيونيَّة
dubbed (film)	مُدَبْلَج (فيلم)
earphones	سمّاعات أُذُن
engagement	ارْتِباط/ الخطوبة
fence	سِياج/سور
fishing rod	قَضيب لِصَيْد الأسْماك
generations	أجيال
goal	هَدَف
half-time	نِصْف الوَقْت
knowledge	مَعْرِفَة

Higher tier (cont)

league; division (sports)	الدَّوْري؛ قِسْم (رِياضَة)
marriage ceremony; wedding	مَراسِم الزَّواج؛ زفاف
melody/tune	أغْنِيَة / لَحْن
musical comedy	كوميديا موسيقيّة
mystery (story/film)	غُموض (قِصَّة أو فيلم)
original version	نُسْخَة أصْلِيَّة
remote control	جِهاز التَّحكُّم عَن بُعْد
rowing	رِياضَة التَّجْديف
sailing boat	قارب شِراعي
satellite (TV) channels	القَنَوات التليفزيون الفَضائية
sitcom	مسرحية هزلية
skate boarding	التَّزَلُّج عَلى الأَلواح
skiing	التَّزَلّج عَلى الجَّليد
sports equipment	مُعِدّات رِياضِيَّة
straight (hair)	شَعْر غير مُجَعَّد
subtitles	تَرْجَمَة الحِوار على الشريط السينمائي
to attend (match etc)	حضَر (مُباراة الخ)
to be a member of	التحق كَعُضو في
to congratulate	هَنّأ
to get married	تَزَوَّج
to dance	رقَص
to do sport	مارس الرِّياضَة
to do gymnastics	لَعب الجُّمْباز
to exercise	مارس التَّمارين الرِّياضِيَّة
to fish/go fishing	اصطاد السَّمَك / ذهب لِصَيْدِ السَّمَك

Higher tier (cont)

to go for a walk/stroll	ذهَب لِلْتَنَزُّه سَيْرًا عَلى الأَقْدام/في نُزْهَة
to go horse riding	ذهَب لِرُكوبِ الخَيْل
to sail	أبحر
to score a goal	أحْرز هَدَفاً
to shoot	أطْلق النَّار
to skateboard	تَزَلّج عَلى الألْواح
to swim	سبَح
to take part (in)	شارك (في)
to train	تَدَرَّب
tournament	مُباراة
viewer/audience	المُشاهِد / الجُمْهور
water skiing	التَّزَلُّج عَلى الماء
windsurfing	رِياضَة رُكوب الأمْواج شراعيّاً

Identity and culture: using social media

Foundation and higher tiers

advantages	فوائِد/ مزايا
blog	مُدَوَّنَة
chat rooms	غُرَف دَرْدَشَة
(to) chat on line	دَرْدش عَلى الإنْتَرنِت
computer	حاسوب
connection	اتِّصال
cyber bullying	الاعتداء على الضعفاء إلكترونياً
digital	رَقْمي
disadvantages	مَساوئ
disk	اسْطُوانَة

Foundation and higher tiers (cont)

e-mail	بَريد إلكتروني
homepage	الصَّفْحَة الرَّئيسيَّة
internet	الإنترنت / الشبكة المعلوماتية /العنكبوتية
internet page	صَفْحةُ الإنترنت
down	أسفل
new technology	التقنية جَديدَة
password	كَلِمةُ السِّر
risk	مُخاطَرَة / خَطَر
screen	شاشَة
security	أمْن
Social media network	شَبَكَات التواصل الاجْتِماعِي
social network	شَبَكَة اجْتِماعِيَّة
software	بَرْمَجيّات (بَرامِج تَشْغيل الحاسوب)
to burn	نَسخَ ألكترونيّاً
to download	نَزَّل
to erase, delete	مَحا، حَذَف
to load	حَمَّل
to save, to store	حَفَظ /خَزّن
to surf (the net)	تَصَفَّح (الإنترنت)
to type	كَتَب بِواسِطة لَوحَةِ المَفاتيح عَلى الحاسوب
to upload	حَمّل
upper	أعلى
virus	فَيْروس
web	شَبَكَة
webcam	كاميرا الحاسوب

Foundation and higher tiers (cont)

web page	صَفْحَة الحاسوب
website	مَوْقِع إلكتْروني

Local area, holiday and travel

Foundation tier

abroad	خارِج البِلاد
accommodation	محلّ الإقامَة / السكن
adult	بالِغ
agricultural	زِراعي
air conditioning/air-con	تَكْييف الهَواء / مُكَيِّف الهَواء
airport	مَطار
arrangements	ترتيبات
area (in town)	مِنْطَقَة (في المَدينَة)
arrival	وصول
art gallery	قاعة الفنون
bakery; baker's shop	مَخْبَز؛ مَتْجَر الخَبّاز
balcony	شُرْفَة
bank	بَنك / مصرف
bar	بار
basement	قَبو/ أسفل الطابق الأرضي
bath	حَوْض اِسْتِحْمام
bathroom	حَمّام
beach	شاطِئ
bed	سَرير
bed and breakfast accommodation	مَكان(نُزُل) إقامَة لِلْمَبيت والإفْطار
bicycle/bike	دَرّاجَة / دَرّاجَة هَوائِيَّة

Foundation tier

boat	قارِب
book of tickets	دَفْتَر تَذاكر
border	حُدود
brand/make	عَلامَة تِجاريَّة / صُنْع
bridge	جِسْر/ كوبري
brochure/leaflet	كُتَيِّب / نَشْرَة
building	بِناء/ عمارة
bus (by bus)	حافِلَة (بِالحافِلَة)
bus/coach station	مَحَطَّة حافِلات
bus stop	مَوْقِف الحافِلَة
business/trade	أعْمال / تِجارَة
butcher's shop	مَحَل جَزّار (قَصّاب)
café	مَقْهى
calm/peaceful	هادِئ / سِلْمي
campsite	مُخَيَّم
car	سَيارَة
caravan	قافِلَة/ مقطورة سكنية
car park	مَوْقِف سَيّارات
castle	قَلْعَة
cathedral	كاتِدْرائيَّة
church	كَنيسَة
cinema	سينما
closed	مُغْلَق
closing	إغْلاق
coach	مُدَرِّب

Foundation tier (cont)

coast	ساحِل
comfortable	مُريح
commercial	تِجاري
compartment	مَقْصورَة
connection	اتِّصال
corner	رُكْن / زاوِيَة
country	دَوْلَة / قُطْر/ بلد
countryside	ريف
crossing (ferry)	عُبور (بِالعَبّارة)
crossroads	تَقاطُع طُرُق
cycle path	مَسار لِلْدرّاجات
degree	دَرَجَة
delay	تَأْخير
department (in a shop)	قِسْم (في مَحَل)
department store	مَتْجَر كَبير ذو أقْسام مُتَعَدِدَة
departure	مُغادَرَة
destination	وِجْهَةُ السفَر
diesel (fuel)	ديزل (وَقود)
direct	مُباشَرَة
direction	اتِّجاه
double room	غُرْفَة مُزْدَوَجَة
driver	سائِق
driving licence	رُخْصَة قِيادَة
electrical goods	سِلَع كَهْرُبائِيَّة
emergency	طَوارِيء

Foundation tier (cont)

enjoy your stay!	تَمَتَّع بِإِقامَتِكَ!
entertainment	تَرْفيه
entrance	مَدْخَل
entry	دُخول
euro	يورو
excursion	نُزهَة / رِحلَة
exhibition	مَعْرَض
exit	خُروج
factory	مَصْنَع
fair/festival	مَعْرَض، مِهْرَجان
fare	أُجْرَة
farm	مَزْرَعَة
ferry	عَبّارَة
free (available, vacant)	مَجّانًا (مُتَوَفِّر، شاغِر)
flight	رحلات طَيَران
floor (1st, 2nd)	الدَّوْر/ الطابق (الأوَّل، الثَّاني)
(it is) forbidden to…	ممنوع فِعْل ...
foreigner	أجْنَبي
form	اسْتِمارَة
full	كامِل
full board (all meals included)	إقامَة كامِلَة (تَشْمُل جَميع الوَجْبات)
games room	غُرْفَةَ أَلْعاب
garage, service station, petrol station	مِرْآب ،موقف سيَّارات ، مَحَطَّة صِيانَة، مَحَطَّة بَنزين
grocery; grocer’s shop	بِقالَة؛ مَتْجَر بِقالَة

Foundation tier (cont)

ground floor	الطّابِق الأَرْضي
guest (in a hotel); customer	ضَيْف (في فُنْدُق)؛ زَبون
guide	مُرْشِد / دليل سِياحي
guided tour	جولة سياحية بمساعدة مرشد
heating	تَدْفِئَة
hill	تَل
hire	أَجَّر
historic	تاريخي
historic places	أماكن تاريخية
holiday	عُطْلَة
hospital	مُسْتَشْفى
hotel	فُنْدُق
household goods shop	مَتْجَر لِلْسِلَع المَنْزِلِيَّة
hypermarket	سوق كَبير
ice rink	مَزْلَجَة جَليد
identification; ID	بطاقة تَعْريف شَخْصِيَّة / هُوِيَّة شَخْصِيَّة
in advance	مُقَدَّماً
included	شامِل
indoor swimming pool	مَسْبَح داخِلي
industry	صِناعَة
industrial	صِناعي
information office	مَكْتَب مَعْلومات
inside	داخِل
journey	رِحْلَة
key	مِفْتاح

Foundation tier (cont)

lake	بُحَيْرَة
landmarks	معالِم
left luggage office	مَكْتَب حفظ الأَمْتِعَة
leisure centre	مَرْكز التَّرْفيه
library	مَكْتَبَة
lift	مَصْعَد
line/route	خَط / طَريق
litter/rubbish bin	صَنْدوق القِمامَة / النُّفايات
local inhabitant	ساكِن مَحَلّي
lorry	شاحِنَة
lost property office	مَكْتَب المُمْتَلكات المَفْقودَة
luggage	أَمْتِعَة
luxurious	فاخِر
map (of a country, road map)	خَريطَة (لِبَلَدٍ ما، خارِطَة طَريق)
map (of the town)	خَريطَة (لِمدينة)
market	سوق
means of transport	وَسائِل النَّقل
monument	نُصْب تِذْكاري
moped	درّاجَة ناريَّة صغيرة
motorbike	دَرّاجَة نارِيَّة
motorway	طَريق سَريع
mountain	جَبَل
mosque	مَسْجِد
museum	مَتْحَف
nation	وَطَن/ أُمّة

Foundation tier (cont)

newspaper stall	كُشْك صُحُف
night club	نادي لَيْلي
occupied/taken	مأْهول/ مشغول / مَحْجوز
office	مَكْتَب
open	مَفْتوح
on foot	سَيْرًا عَلى الأَقْدام
on the left	عَلى اليَسار/ الشمال
on the right	عَلى اليَمين
one way street	شارِع اِتِّجاه واحِد
outing; trip	نُزْهَة؛ رِحْلَة
outside	في الخارِج
outside/in the open air	في الخارِج / في الهَواءِ الطَّلق
to pack/unpack (cases)	حزَم / يَفُك الأَحْزِمَة (حَقائِب)
palace	قَصْر
park	مُنْتَزَه/ حديقة
passenger	راكِب
passport	جَواز سَفَر
passport control	مُراقَبَة جَوازات السَّفَر
pedestrian	مُشاة
pedestrian area	مِنْطَقَة لِلمشاة
pedestrian crossing	عُبور المُشاة
petrol	بَنْزين
picturesque	رَائِع المَنظَر
pillow	وِسادَة
place	مَكان

Foundation tier (cont)

playground	مَلْعَب
plane	طائِرة
platform	مِنَصَّة/رصيف
policeman	شُرْطيّ
police station	مَرْكَز شُرْطَة
port	ميناء
postcard	بِطاقَة بَريدِيَّة
poster/notice	مُلْصَق / إِشْعار
post office	مَكْتَب بَريد
pound (money/weight)	جُنَيْه (نُقود) / باوند حوالي نصف كيلو (وزن)
price list	قائِمة أَسْعار
priority	أَفْضَلِيَّة/ أولوية
problem	مُشْكِلَة
public holiday	عُطْلَة رَسْمِيَّة
public transport	النَّقْل العام
railway	سِكَّة حَديد
reception	اسْتِقْبال
receptionist	مُوَظَّف اسْتِقْبال
reduction	تَخْفيض
region	مِنْطَقَة
rent; rental	إيجار/ تَأْجير
reservation	حَجْز
return ticket	تَذْكَرَة ذَهاب وَإِياب
river	نَهْر
road/street	طريق/شارِع

Foundation tier (cont)

(bed)room (in a hotel)	غُرْفَة نَوْم (في فُنْدق)
sea	بَحْر
(at the) seaside	عَلى شاطئ البَحر
season	فَصْل / موسم
sheet	وَرَقَة / ملاءة سرير
ship	سَفينَة
shopping centre	مَرْكَز تَسَوُّق
show	عَرْض
shower	دُشْ
sign	إشارَة
single ticket	تَذْكَرَة
single room	غُرفَة مُفْرَدَة
situated	قائِم / واقِع في
ski resort	مُنْتَجَع لِلْتَزَلُّج
sleeping bag	كيس نَوْم
sleeping car (in a train)	عَرَبَة نَوم (في قِطار)
snack bar, buffet (on a train)	مَطْعَم وَجْبات خَفيفَة، بوفيه (في قِطار)
soap	صابون
souvenir	تِذْكار/ هَدِيَّة تِذْكارِيَّة
sports centre	مَرْكَز رِياضي
spacious	واسِع
square (in town)	ساحَة (في مَدينَة)
stadium	مَلْعَب/ استاد

Foundation tier (cont)

star	نَجْمَة
stairs; staircase	دَرَج / سلالم المبنى
station (railway)	مَحَطَّة (سِكَك حَديديَّة)
stop (bus, tram etc)	مَحَطَّة (حافِلات وترام وغيرِها)
suburb; outskirts of town	ضاحِيَة؛ ضَواحي المَدينَة
suitable for drinking	صالِحَة لِلْشُرْب
suitcase	حَقيبَة سَفَر
summer camp	مُخَيَّم صَيْفي
supplement	مُلْحَق
supermarket	سوبَرماركِت
swimming pool	مَسْبَح
taxi	سَيَّارَة أُجْرَة
television set	جَهاز التِّلْفاز
tent	خَيْمَة
tennis court	مَلْعَب تَنْس
ticket; tram, bus or metro ticket	تَذْكَرَة / ترام / حافِلَة / مِتْرو
ticket inspector	مُفَتِّش التَّذاكِر
ticket office	مَكْتَب/ شبّاك التَّذاكِر
till	آلة النُّقود
timetable	جَدْوَل زَمَني
tobacconist's shop	مَتْجَر سَجائِر
toilets	مَراحيض
toilet paper	وَرَق تواليت
toothbrush	فِرْشاة أَسْنان

Foundation tier (cont)

toothpaste	مَعْجون أَسْنان
tour	جَوْلَة سِياحِيَّة
tourism	سياحَة
tourist/tourists	سائِح / سُيّاح
tourist (adjective)	سائِح (صِفَة)
tourist attraction	مَعْلَم سِياحي يَجْذب السُّياح
tourist information office	مَكْتَب المَعْلومات السِّياحِيَّة
tower	بُرْج
town	بَلْدَة
town centre	وَسَط المَدينة
town hall	قاعَة المَدينة
traffic	حَرَكَةُ المُرور
traffic jam	الازْدِحام المُروري
traffic lights	إشارات المُرور
train	قِطار
tram	ترام
travel agency	وِكالَة سَفَر
traveller	مُسافِر
(to) turn/switch on	شَغَّل / فَتَح
(to) turn/switch off	أَوقَف تَشْغيل / أغْلَق
twin-bedded room	غرفة مجهزة بِسَرِيرَيْن
underground railway	سِكَك حديديَّة تَحْت الأَرْض
underground station	مَحَطَّة مِتْرو أَنْفاق

Foundation tier (cont)

view (over)	طَلَّ (عَلى)
village	قَرْيَة
waiting period/time limit	فَتْرَة اِنْتِظار/ مُهْلَة مَحْدودَة
waiting room	غُرْفَة الانْتِظار
wash basin	حَوْض غَسيل
way out/exit	مَخْرَج / مَنْفَذ خُروج
welcome	أَهْلاً بِكُم
window	نافِذَة
(shop) window	واجهة عرض (مَتْجَر)
winter holidays	عُطْلات شِتْوِيَّه
youth hostel	مَساكِن الشَّبيبة / بُيوت الشَّباب
zoo	حَديقَة حَيَوانات

Local area, holiday and travel

Higher tier

ATM/ cash point	صَرّاف آلي /جِهاز نُقود جِداري آلي
air transport	نَقْل جَوّي
arrival	وصول
bed linen	بَياضات وَملاءات الأسِرَّة
(bike) hire	اسْتِئْجار دَرّاجَة
(to) board (plane, ship)	صعَد عَلى مَتْن (طائِرة، سَفينة)
(to) brake	فَرمل / أوقف
brakes	فَرامِل/ كوابح
canal	قَناة مائِيَّة
Customs	جَمارِك

Higher tier (cont)

dry cleaner's/dry cleaning	مَحَلّ تَنْظيف الملابس
emergency exit	مَخْرَج طَوارِئ
event	حَدَث
fast train	قِطار سَريع
fireworks	اَلْعاب ناريَّه
fountain	نافورَة
heavy goods vehicle (HGV)	مَرْكَبَة بَضائِع ثَقيلَة (شاحِنات ثَقيلة)
helicopter	طائِرَة هليكوبتر
hospitality	ضِيافَة
ironmonger's/hardware shop	تِجارَة حَديد / مَتْجَر أجْهِزَة
launderette	مغسلة عمومية
motorway junction	تَقاطُع عَلى الطَّريق السَّريع
motorway services	مَحَطّات اسْتِراحة وَخَدَمات عَلى الطُّرُق السَّريعَة
no entry (when driving)	لا يُسمَح بالدُّخول (عِنْد قِيادَة السَّيّارات)
no parking	مَمْنوع وقوف السَّيّارات
noise	ضَجيج
(to) overtake	تَجاوَز
package holiday	رِحْلَة سِياحِيَّة شامِلَة
park; green space	مُنْتَزَه / مساحات خَضراء
procession	مَوْكِب استعراض
registration/booking in	التَّسْجيل / الحَجْز في
roundabout (in road)	دَوَّارة مُروريَّة/ ميدان (عَلى الطَّريق)
run over (traffic accident)	يَدْهَس (حادث سير)

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

Higher tier (cont)

rush hour	ساعَة الذِّروة /ازدِحام السَّير
savings bank	بَنْك (مَصرَف) اِدِّخار
seaside resort	مُنْتَجَع بَحْري
seat belt	حِزام مَقْعَد
speed	سُرْعَة
speed limit	الحَدُّ الأقْصى لِلْسرْعَة
surrounding area/vicinity	المِنْطَقَة المُحيطَة / المُجاوِرَة
to put someone up; accommodate	لِتَسْكين شَخْصٍ ما؛ سَكِّن
to take place	حَدَث / بدأ
to stay (for a holiday)	أقَام / بَقِي (لِقَضاء عُطْلة)
toll	رُسوم عَلى الطَّريق
vehicle	مَرْكَبَة

Words and phrases associated with weather

Foundation tier

bad	سَيّئ
breeze	نسيم
bright	مُشْرِق
climate	مَناخ
cloud	سحاب / غيام
cloudy	غائِم
cold	بارِد
degree (temperature)	دَرَجَة (دَرَجَة الحَرارة)

Foundation tier (cont)

dry	جاف
fog/mist	ضَباب
heat	حَرارَة
highest temperature	أَعْلى دَرَجَة حَرارَة
hot	حار
in the east	في الشَّرْق
in the north	في الشَّمال
in the south	في الجَّنوب
in the west	في الْغَرْب
it is freezing	الطَّقْس برد قارس
it is lightning	إنها تُبْرِق
it is raining	إنها تُمْطِر
it is snowing	الجليد يتَساقَط
it is thundering	إنها تَرْعَد
lowest temperature	أَدْنى دَرَجَة حَرارَة
moderate	معتدل
nice (weather)	الطَّقْس لَطيف
rain	مَطَر
rainy	مُمْطِر
sky	سَماء
season	مَوسِم
snow	جليد
storm	عاصِفَة
(it is) stormy	الطَّقْس عاصِف

Foundation tier (cont)

sunny	مُشْمِس
the sun is shining	الشَّمْس مُشْرِقَة
to freeze	تَجَمَّد
to rain	أمْطَر
to shine	سَطَع
to snow	تَسَاقَطت الثُّلوج
weather	الطَّقْس
weather report	تَقْرير الطَّقْس
wind	رِياح

Words and phrases associated with weather

Higher tier

average temperature	مُعَدَّل دَرَجات الحَرارَة
bright spell	فَتْرَة مُشْرِقَة
changeable	قابِل للتَغيير
foggy/misty	ضَبابي
high temperature	دَرَجَة حَرارَة عالِيَة
low temperature	دَرَجَة حَرارَة مُنْخَفِضَة
showers (rain)	زَخّات المَطَر
stormy	عاصِف
to brighten up	سَطَع (الجوّ)
weather forecast	النَّشْرَة الجَوّيَّة

Asking for directions

Foundation and higher tiers

are you going on foot/in a car?	هَل سَتَذْهَب سَيْراً عَلى الأقْدام / بالسيّارة؟
as far as	إلى هذا الحَد
continue	اسْتَمِرّ
cross (over)	عَبَر
go straight on	اذْهَب مُباشَرَةً إلى
high street	الشَّارِع الرَّئيسي/ التِّجاري
how do I get to?	كَيْفَ يُمْكِنُني الذَّهاب إلى؟
it is 100 metres away	يَقَع عَلى بُعد 100 مِتر
it is very close	إنها قَريبَة جدّاً
take the first road on the left/right	خُذ الطَّريق الأَوَّل عَلى اليَسار/اليَمين
turn left	انْعَطِفْ يَساراً
turn right	انْعَطِف يَميناً

Dealing with problems

Foundation tier

address	عُنْوان
bill	فاتورَة حِساب
breakdown	تعطل السيارة
broken	مَكْسور
colour	لَوْن
complaint	شَكْوى
correct number	رَقْم صَحيح
customer	زَبون
customer service	خِدْمَة الزَّبائِن
damage	ضَرَر

Foundation tier (cont)

delivery	خِدْمَة تَوْصيل
email address	عُنْوان البَريد الإلكتروني
form	اسْتِمارَة
guarantee	ضَمان
lost	مَفْقود
mistake	خَطأ
mistake/fault	خَطأ / خَلَل
payment method	طَريقَة الدَّفْع أو السَّداد
purse	مِحْفَظَة
quantity	كَمِّية
receipt	إيصال
reduction	تَخْفيض
repair	يُصَلِّح
replacement (part)	اسْتِبْدال (جُزء)
service	خِدْمَة
size	حَجْم
theft/robbery	سَرِقَة / اسْتيلاء عَلى
to complain	تَقَدَّم بِشَكْوى

Foundation tier (cont)

to deliver	وَصَّل/ نَقَل
to exchange	تَبَادَل
to pay	دَفَع
to repair	أَصْلَح
to replace	اسْتَبْدَل
telephone number	رَقْم هاتِف
to work	عَمِل
waiting time	وَقْتُ الإِنْتِظار
wallet	مِحْفَظَة
wrong number	رَقم غَيْر صَحيح

Dealing with problems

Higher tier

instructions for use	تَعْليمات الإِسْتِخْدام
insurance	تَأْمين
progress, improvement	التَّقَدُّم / التَّطَوُّر
to bring back; take back	اسْتَعَاد / اسْتَرْجَع
to guarantee	ضَمَن / كَفَل
to return/give back	أَرْجَع / أَعَاد
to insure	أَمَّن

Terms to do with school and education

Foundation tier

absent	غائِب
achievement, performance	إنجاز، أداء
answer	إجابَة / رد
biology	عِلم الأَحْياء
board (whiteboard)	لَوْحَة (سبورة بيضاء)
book	كِتاب
break	اِسْتِراحَة
calculator	آلة حاسِبَة
canteen	مَطْعَم / قاعَة طَعام
careers adviser	مُسْتَشار وَظيفي
caretaker (e.g. school)	مَسئول بِناية (مَدْرَسَة مَثَلا)
chemistry	كيمياء
class test, assessment	اِخْتِبار صَفّي، تَقْييم
classroom	قاعة الدِّراسَة / صَف
clever	ذَكي
secondary school	مَدْرَسَة ثانَويَّة
copy/script (exam paper)	نُسْخَة / وَثيقَة (وَرَقَة امْتِحان)
corridor	رَواق/ ممرّ
desk	طاوِلَة / مَكْتَب
detention	اِحْتِجاز(عُقوبة)
dictionary	قاموس
drama	دراما
drama group, acting group	فِرْقَة مَسْرَحِيَّة، مَجْموعَة تَمْثيل
design technology	تَقَنِيَّة (تَكْنولوجيا) التَّصاميم

Foundation tier (cont)

education	التَّعْليم
English	الإنجليزية
exchange	تَبادُل
exercise book	دَفْتَرالتَّمارين
exercise, practice	تَمارين، تَدْريبات
experiment	تَجْرُبَة
following points	النقاط التالية
food technology	تَقَنِيَّة (تَكْنولوجيا) الطَّعام
foreign languages	لُغّات أجْنَبِيَّة
fountain pen	قَلَم حبر
French	فِرَنْسي
future plans	خِطَط مُسْتَقْبَلِيَّة
geography	جُغْرافِيَة
German	أَلْماني
glue	صَمْغ
gym	نادي رِياضي
gymnastics	رِياضَة بَدَنِيَّة
half-term	نِصْف الفَصْل الدِّراسي
hardworking	مُجْتَهِد في عَمَلِهِ
head teacher	مُديرُ المَدْرَسَة
history	تاريخ
(school) holidays	عُطْلات مَدْرَسِيَّة
homework	واجِب مَنْزِلي
Italian	إيطالي
kindergarten, nursery school	رَوْضَة، مَدْرَسَة حَضانَة

Foundation tier (cont)

(modern) languages	لُغات حَديثَة
language lab	مُخْتَبَر اللُّغَة
Latin	لاتيني
lesson	دَرْس
library (school)	مَكْتَبَة (مَدْرَسِيَّة)
lunch break	اِسْتِراحَة الغَداء
mark/grade	عَلامَة / دَرَجَة
maths	رِياضِيات
media studies	دِراسات إعْلامِيَّة
mixed	مُخْتَلَط
music	موسيقى
must	يجب/ يلزم
opinion/opinions	رَأي / آراء
oral	شَفَوي
page	صَفْحَة
pen, ballpoint pen	قلم جاف
pencil	قلم رَصاص
pencil case	مِحْفَظَة أقْلام
Physical Education (PE)	دَرْس التَّرْبِيَة الرِّياضِيَّة
physics	فيزياء
plan/project	خِطَّة / مَشْروع
playground	مَلْعَب
present (in school)	حاضِر (في المَدْرَسَة)
primary school	مَدْرَسَة ابْتِدائِيَّة

Foundation tier (cont)

progress	تَقَدُّم
pupil	تلميذ
qualification	المُؤَهِّل العلمي
question	سُؤال
religion, Religious Studies	دين / دِراسات دينيَّة
report	تَقْرير
result	نَتيجَة
rubber	مِمْحاة
rule	قاعِدَة
ruler	مِسْطَرَة
school bag	حَقيبَة مَدْرَسِيَّة
school book	كتاب مَدْرَسِي
school bus	حافِلَة مَدْرَسِيَّة
school day	يَوْم مَدْرَسِي
school group/party	مَجْموعَة / جَماعَة مَدْرَسِيَّة
school hall	قاعَة المَدْرَسَة
school leaving certificate	شَهادَة التَّخَرُّج مِن المَدْرَسَة
school report/certificate	تَقْرير المَدْرَسَة / شهادة
school trip	رِحْلَة مَدْرَسِيَّة
school year	سنة دِراسِيَّة
sciences	عُلوم
scissors	مِقَص
serious (hardworking)	جادّ (مُجْتَهِد في عَمَلِهِ)

Foundation tier (cont)

Spanish	إسباني
sports field	مَلْعب رِياضي
sports hall, gym	قاعَة الرِّياضَة / صالة الألعاب الرِّياضِيَّة
staff room	غُرْفة المُوَظَّفين
state school	مَدْرَسَة حُكوميَّة
strict	صارِم/ ملتزم
strong, good at (subject)	قَويّ، جَيّد في (مادَّة)
student	طالِب
subject	مادَّة
success	نَجاح
successful	ناجِح
summer holidays	عُطْلات صَيْفيَّة
supply teacher; cover teacher	مُعَلِّم احْتِياطي / مُعَلِّم بَديل
team/favourite team	فَريق / فَريق مُفضل
team work	عَمَل جَماعي
technology	تِكْنولوجيا/ تقنية
test	اِخْتِبار
tie	رَبْطَة عُنُق
timetable	جَدْول الحِصَص الدِّراسيَّة
thought/thoughts	فِكر / أفكار
to calculate	حَسَب
to correct	صَحَّح
to pass (exam)	اجْتَاز (اِمْتِحان)

Foundation tier (cont)

to pay attention/to be careful	انْتَبَه / اهْتَمّ
to practise	مَارَس
to repeat	أَعَاد/ كَرَّر
to repeat a year	أَعَاد السَّنَة
to revise	رَاجَع
to teach	عَلَّم
to work hard	عَمِل بِجِدّية
unfair	غَير مُنصِف/ عادل
uniform	زيّ مُوَحَّد / زيّ رَسْميّ
vocational school; technical college	مَدْرَسَة مِهَنِيَّة / كُلِّيَّة تَقَنِيَّة
weak, bad at (subject)	ضَعيف، سَيّئ في (مادَّة)
worksheet	وَرَقَة عَمَل
year seven	السَّنَة السَّابِعَة
year eight	السَّنَة الثَّامِنَة
year nine	السَّنَة التَّاسِعَة
year ten	السَّنَة العاشِرَة
year eleven	السَّنَة الحادِيَة عَشرة
year twelve	السَّنَة الثَّانِيَة عَشرة
year thirteen	السَّنَة الثَّالِثَة عَشرة

Terms to do with school and education

Higher tier

achievements	انجازات
assembly	جمعيّة
boarding school	مَدْرَسَة داخِلِيَّة

Higher tier (cont)

business studies	دِراسات تجارية
class register	سِجل صَفّي
core/compulsory subject	مادَّة أساسيَّة / إلْزاميَّة
degree (university)	دَرَجَة (شَهادة) (جامِعيَّة)
do badly/fail	أدَّى بِشَكْلٍ سَيّئ / فَشَل
economics	عِلْم الاقْتِصاد
essay	مَوضوع/ مقال/ بحث
final exam	امْتِحان نِهائي
foreign language assistant	مُساعِد لُغَة أجْنَبِيَّة
gifted	مَوْهوب
head teacher of lycée or college	مُدير المدرسة / الكُلّية
humanities (history-geography)	العُلوم الإنسانية (تاريخ وجُغرافيَة)
Information and Communication Technology (ICT)	تِكْنولوجيا المَعْلومات والاِتِّصالات
ink cartridge	خَرطوشَة حِبْر
legend	أُسطورَة
meeting, discussion	اجْتِماعات / مُناقَشات
optional (subject)	مادَّة (اخْتِياريَّة)
parents' evening	اجْتِماعات أَوْلياء الأُمور بالمُدَرِّسين
permission	سَماح / رُخْصَة/ تصريح
projector	كَشّاف ضَوئي
personal and social education (PSE)	التَّرْبيَّة الشَّخْصيَّة والاجْتِماعيَّة
physics and chemistry	فيزياء وكيمياء

Higher tier (cont)

pressure	ضَغْط
principle	مُدير مَدْرَسَة خاصَّة او كُلِّيَّة
pronunciation	تَلَفُّظ / نُطْق
renewal	تَجديد
responsibility	مسئوليَّة
school exchange	تبادُل مَدرَسي
sociology	عِلْم الإِجْتِماع
studies	دِراسات
supervisor	مُشْرِف
term	مُصْطَلَح
to agree (with) something	اتَّفَق (مَعَ) عَلى شيءٍ ما
to be cancelled (lessons)	مَطْلوب إِلْغاء (دُروس)
to compare	قَارَن
to drop a subject	إِسْقاط (تَرْك) مادَّة
to have a detention	تَعَرَّض لِلْحَجْز
to improve	حَسَّن
to move up (to the next form/year)	انْتَقَل (إِلى مَرْحَلَة / سَنَة تالية)
to pronounce	لَفَظ / نَطَق
to sit an exam	خَضَع للاخْتِبار
to skive/to skip/bunk lessons	أَهْمَل / حَذَف / تَغَيَّب عَن الدُّروس
to spell	تَهَجّى
to teach	عَلَّم
to translate	تَرْجَم
training centre	مَرْكَز تَدْريب

Higher tier (cont)

translation	تَرْجَمَة
waste of time	إضاعَة وَقْت / مضيعة للوقت

Future aspirations, study and work

Foundation tier

actor, actress	مُمَثِّل، مُمَثِّلَة
advertisement	إعْلان
air hostess/air steward	مُضيفَة جَوِّيّة / مُضيف جَوّيّ
ambition	طُموح
answer phone	الهاتِف ذو التسجيل الصوتي
apprenticeship	فَتْرة تَدْريب عَلى مِهْنَة
artist	فَنّان
badly paid	بِراتِب غَير جَيِّد
baker	خَبّاز
builder	بَنّاء
business/shop	عَمَل / مَتْجَر
busy	مَشْغول
butcher	جَزّار
cashier	أمين الصُنْدوق
charity	مُؤَسَّسَة خَيْرِيَّة
civil servant	مُوَظَّف حُكومي
coffee (tea/lunch) break	اسْتِراحَة لِتَناول القَهْوَة (شاي / غداء)
colleague	زَميل
company	شَرِكَة
computer science	عُلوم الحاسوب

Foundation tier (cont)

computer scientist	عالِم حاسوب
conference	مُؤْتَمَر
cook	طبّاخ
(a) day's leave	إجازَة ليَوْمٍ واحِد
dentist	طَبيب أسْنان
designer	مُصَمِّم
doctor	طَبيب
drama	دراما
dream	حُلْم
driver	سائِق
educational	تَرْبَوي
electrician	عامِل كَهْرَباء
employee	مُسْتَخْدَم/ موظّف
employer	مُسْتَخْدِم / صاحِب العَمَل
employment	توظيف / استخدام
employment agency	مكتب (وكالة) تشغيل
engineer	مُهَنْدِس
experienced	ذو خِبْرَة
farmer	مُزارِع
farm worker	عامِل مَزْرعَة
fashion	الموضَة
file	مِلَف
fireman	رَجُل الإطْفاء
folder	حافِظَة مِلَفّات
form	اسْتِمارَة

Foundation tier (cont)

interview (job)	مُقابَلَة (وَظيفَة)
interview (TV or magazine)	مُقابَلَة (تلفزيون أو مَجَلَّة)
job	وَظيفَة
journalist	صَحافي
language	لُغَّة
manager	مُدير
marketing	تَسْويق
mechanic	ميكانيكي
meeting	لِقاء
musician	موسيقي
nurse	مُمَرِّضَة
part time	دَوام جُزْئى
per hour	بالساعَة
pharmacist	صَيْدَلي
plan, project	خِطَّة، مَشْروع
planned/ plans	مُخَطَّط/ خطط
plumber	سَبّاك
poet	شاعِر
police officer	ضابِط شُرْطَة
programmer	مُبَرْمِج
rep, sales representative	مَنْدوب، مَنْدوب مَبيعات
salary	راتِب
sales assistant	مساعد المبيعات
sewing, tailoring	خِياطَة / حِياكَة

Foundation tier (cont)

situation wanted	وظائِف مَطْلوبَة
skills	مَهارات
society	مُجْتَمَع
teacher	مُعَلِّم
teacher (primary)	مُعَلِّم (ابْتِدائي) / مُدَرِّس
technician	فَنّي
telephone call	مُكالَمَة هاتِفيَّة
terms of employment	شُروط العَمَل
to apply for a job	تَقَدَّم بِطَلَب لِلْحصول عَلى وَظيفَة
to do something	قَام بعمل ما
to do a course	تَلَقَّى دَوْرَة تَدْريبيَّة
to fill in a form	مَلَأ اسْتِمارَة
to file	حَفِظ في مِلَفّ
to organise	نَظَّم
to print	طَبَع
to study	دَرَس
to type	طَبَع (على لَوْحَة مَفاتيح)
travel agency	وِكالَة سَفَر
unemployment	بطالَة
university	جَامِعَة
university degree	دَرَجَة جامِعيَّة
voluntarily/without pay	تَطوُّعاً / بِدون أَجْر
waiter/waitress	نادِل / نادِلَة

Foundation tier (cont)

well paid	يَتَقاضى راتِباً جَيِّداً
work	عَمَل
work experience	خِبْرة عَمَل

Future aspirations, study and work

Higher tier

aim/goal	هَدَف / غايَة
apply; enrol	تَقَدَّم بِطَلَب؛ سجّل
appointment	مَوْعِد
apprentice	مُبْتَدئ
architect	هَنْدَسه مِعْمارِيَّة
charity sale	بَيْع لِصالِح عَمَل خَيْري
data base	قاعِدَة بَيانات
data file	مِلَف بَيانات
enclosed	مرْفَق
extracurricular activities	أنشِطَة لاصَفّيّة
hard disk	قُرْص داخِل جِهاز الحاسوب
higher education	التَّعْليم العالي
impression	انْطِباع
in aid of	بِهَدَف مُساعَدَة
internship	فَتْرَة تَدريب
job advert/vacancy	إعْلان وَظيفي / وَظيفَة شاغِرَة
job/position	وَظيفَة / منصب
key (on keyboard)	مفْتاح (في لَوْحَة المَفاتيح)
keyboard	لَوْحَةُ المَفاتيح

Higher tier (cont)

law (study of the subject)	القانون (دِراسَة المادَّة)
lawyer	محامٍ
letter of application	خَطاب التَّقَدُّم بِطَلَب لِلْحُصول عَلى وَظيفَة
link	رابط
medicine (study of the subject)	الطِّب (دِراسةِ المادَّة)
memory card	بِطاقَة الذّاكِرَة
mouse	فأرة الحاسوب
printer	طابِعَة
profession, job, occupation	مِهْنَة / عَمَل / وَظيفَة
programmer	مُبَرْمِج
promotion prospects	فُرَص التَّعْزيز
qualification	المؤهَّل العِلْمي
qualified	مُؤَهَّل
school education	تَعْليم مَدْرَسي
signature	تَوقيع/ إمضاء
success	نَجاح
successful	ناجِح
teaching; education (as a subject)	تَدريس؛ تَعْليم (كمادَّة)
to enclose/to attach	أرْفق / ألحق
to introduce oneself	يُقَدِّم نَفْسَهُ
to volunteer	تَطَوَّع
touch screen	شاشَة باللَّمْس
to underline/emphasise	وَضَع خَطّاً (تَحت الكلمة)/ أَكَّد عَلى

Higher tier (cont)

university	جامِعَة
voluntary work	عَمَل تَطَوُّعي
volunteer	تَطَوُّع
witness	شاهِد
webmail	البَريد الألكتروني
word processing	اسْتِعْمال الحاسوب لغَرَض الكِتابَة الألكترونية

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

Foundation tier

animals	حَيَوانات
campaign	حَمْلَة
charity	مُؤَسَّسَة خَيْرِيَّة
coal	فَحْم
country	بَلَد
disaster	كارِثَة
drinking water	مِياه الشُّرب
drought	جَفاف
earth	الأَرْض
electricity	كَهْرُباء
energy; power	طاقَة / قُوَّة
environment	بيئَة
fair trade	التِّجارَة العادِلَة
festival (music)	مِهْرَجان موسيقي
flood; flooding	فَيَضان / طَوَفان

Foundation tier (cont)

for/against	لِصالِح / ضِد
forest	غابَة
gas	غاز
global/world wide	عالَمي / في جَميع أنْحاء العالَم
hunger/famine	جوع / مَجاعَة
hurricane	إعْصار
international	دَوْلي
lack (of)	نَقْص (في) شيءٍ ما
national	وطني
natural resources	مَوارِد طَبيعيَّة
oil	نِفْط
Olympic games	ألعاب أوليمْبيَّة
organisation	مُنَظَّمة
people	النّاس
planet	كَوْكَب
pollution	تَلَوُّث
poverty	فَقْر
protection	حِمايَة
rainforest	غابَة تَسْقُطُ عَلَيْها أمْطار غَزيرَة
recycling (e.g. paper/glass)	إعادة تدوير النُفايات (مثل الوَرَق والزُّجاج)
refugee	لاجئ
rubbish	قِمامَة
to die	مَات
to live	عَاش
to pollute	لَوَّث

Foundation tier (cont)

to protect	حَمَى
to recycle	أَعَاد التَّدوير / كَرَّر النُّفايات
to save (water)	ادَّخَر (المِياه)
war	حَرْب
world	العالَم
world cup (football)	كأْس العالَم (لِكُرَة القَدَم)

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

Higher tier

climate	مَناخ
earthquake	زِلْزال
fresh water	مِياه عَذْبَة
global warming	احْتِباس حَراري
instant	فَوْري
malnourished	يُعاني مِن سوء التَّغْذِيَة
rights of man; peoples' rights	حُقوق الإنْسان؛ حُقوق الشُّعوب
salt water	مِياه مالِحَة
security	أَمْن
solar power	الطَّاقَة الشَّمْسيَّة
species	أجْناس/ أنواع
sports event	حَدَث رياضي
spying	تَجَسُّس
starving	يَموتُ جوعاً
to (make) compost	صنَع سِمَاداً عُضْوِيّاً

Higher tier (cont)

to benefit	اسْتَفَاد
to lack	افْتَقَر إلى
to contaminate	لَوَّث
to save; to keep safe	أَنْقَذ / حَافَظ عَلى السَّلامَة
to sort/separate (e.g. rubbish)	فَرَز/ فَصَل (مثل القِمامَة)
to stay in contact	بَقِي عَلى اتِّصال
to survive	بَقِي عَلى قَيْد الحَياة
to threaten	هَدَّد
unfortunate; needy	غَيْر محظوظ ، مُحْتاج
volcano	بُرْكان
weather	الطَّقس

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

Bahram Bekhradnia
President, Higher Education Policy Institute

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Dr Peter Hill
Former Chief Executive ACARA

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

Professor Jonathan Osborne
Stanford University

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

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.

[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	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.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	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.	The QN for this qualification is: 603/1172/1
Subject codes	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.	GCSE – 1AA0
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

*www.gov.uk/government/publications/2018-performance-tables-discount-codes

Sb041018 Alfresco\GCSE\9781446956403_GCSE2017_L12_ARABIC_ISSUE3.DOC.1–200/0

Edexcel, BTEC and LCCI qualifications

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

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 446 95640 3

All the material in this publication is copyright
© Pearson Education Limited 2018

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

Pearson
Edexcel

ISBN 978-1-4469-5640-3