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Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE

In Arabic (1AA0) Paper 3H: Reading
and understanding in Arabic

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Summer 2019

Publications Code 1AA0_3H_1906_ER

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Introduction

This was this first year of testing 1AA0_3H, based on the new 2017 specification as first assessment.

The paper tests candidates' comprehension of written material based on the themes of:

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.
- **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 exchange

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

In addition, candidates are required to be able to translate a passage from English into Arabic.

In each of the Foundation Tier and Higher Tier papers, there are 50 marks available over 10 questions.

Questions are of various types: filling in blanks, cloud with 12 options, boxes and open response and they test the skill of comprehension.

Answers are not expected to be full sentences except in the translation question when candidates are expected delivery a coherent text in English with good quality of language.

1AA0_3H_Q01

Clip 1:

The Young Environmentalist Magazine

1 Read the report below about this magazine.

تصدُرُ مجلَّةُ البيئة للشباب كلَّ شهرين ويمكن للشباب أن يبدؤوا اشتراكهم في نادي البيئة للشباب الموجودة داخل المجلَّة ليصبح عضواً في النادي. وإذا شارك الشاب في كتابة أو رسم موضوع للمجلَّة، ولو لمرة واحدة، فإنه سيحصل شهادة تقدير من المجلَّة على ذلك.

وتُرشد المجلَّة نشر معلومات عن البيئة تكون مفيدة للشباب عن طريق المواضيع والرسوميات. كذلك تساعد المجلَّة الشباب على أن يُحسِّنوا من ثقته بنفسه، عندما يكتب الموضوع بنفسه.

كما يتم تبادل المعلومات البيئية على الساحة العنصرية مثل المجلَّة والتعرف على المشاكل البيئية في البلدان العنصرية الأخرى.

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

(a) How can a young person join the Young Environmentalist Club? (1)

write an application form.

(b) In which way does the magazine help young people with their self-confidence? (1)

Shows their pictures to the people.

(c) Why is the magazine important for the environment in Arab countries? (1)

Makes people aware.

(Total for Question 1 = 3 marks)

This candidate scores 2 of the available 3 marks.

The candidate successfully answered 1a & 1c and as a result has been awarded a mark for 1a and a second mark for 1c, but doesn't give the right answer for 1b.

Think about the meaning of the question and aim to understand the key words (in this script related to 1b are: يُحسِّن، ثقته)

Clip 2:

The screenshot shows a web browser window with the URL <https://uk.pearsonopen.com/epen-score/backread.html>. The page title is "The Young Environmentalist Magazine". The main text is in Arabic, describing a magazine for young people. Below the text are three questions in English, each worth 1 mark, with handwritten answers in blue ink.

The Young Environmentalist Magazine

1 Read the report below about this magazine.

تصدر مجلة "البيئة للشباب" كل شهرين ويمكن للشباب أن يمدوا استشارة "نادي البيئة للشباب" الموجودة داخل المجلة ليصبح عضواً في النادي. وإذا شارك الشاب في كتابة أو رسم موضوع للمجلة، ولو لمرة واحدة، فإنه سيحصل شهادة تقدر من المجلة على ذلك.

وتريد المجلة نشر معلومات عن البيئة تكون مفيدة للشباب عن طريق المواضيع والرسومات. كذلك تساعد المجلة الشاب على أن يُحسِّن من ثقته بنفسه، عندما يكتب الموضوع نفسه.

كما يتم تبادل المعلومات البيئية على الساحة العربية عبر المجلة والتعرف على المشاكل البيئية في البلدان العربية الأخرى.

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

(a) How can a young person join the Young Environmentalist Club? (1)
They fill in a paper with information. They exchange their ideas.

(b) In which way does the magazine help young people with their self-confidence? (1)
It helps them as it lets them write their own paragraph.

(c) Why is the magazine important for the environment in Arab countries? (1)
In basic countries. It is important because it gives people knowledge about the environmental problems in other Arab countries.

(Total for Question 1 = 3 marks)

This candidate scores 3 of the available 3 marks.

The candidate offers a complete answer.

Although the candidate might not understand one word in a sentence, they established that there is a task of 'filling a form' 'write by themselves' in 1a and 1b, and in 1c the candidate managed to explain the message to overcome the word 'exchange-تبادل' and so all the marks were awarded.

It's very important for the candidates to establish the meaning and try to express themselves in their own words which the above script gives a good example of such a strategy.

1AA0_3H_Q02

Clip 1

وجبة تقليدية
By Najeeb Mahfouz

2 Read the following description of a traditional Arab meal.

في مزرعة العائلة في البيت بصوت عالٍ فجأة وقت الاستيقاظ.
فتح أبوك الصوت نظير البيل وأعلن الهواة الطوبى. برقع صوتك أمم. فقد سبقت الصبح بالاستيقاظ.
استقبل هذا الحدث الكثير.
كأنك لم تُفك سارة حتى تحسبوا حول الساعة.
عدت البكرة في البيت. ألقى الأب الأوز في السماء البيت. بدأت الضحكة في السطح والضحكات
الأطفال تفر. وسرعان ما اندلعت الكراسي حول العذوة المشددة وعليها أختاب جهة وتدود.
وبدا الأطفال يأتون الخرج مع الضحك والكتابة والكرار يظفرون. ضحكات الضحكة، بينما بدأت الأم بوجع آكواب
الشاي وهي تزد.
تسرعون أسرعوا الضحك يقررت.

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

(a) What noise was heard before anyone woke up? (1)

(b) Who was the first to wake up? (1)
The mother

(c) How did the children react when they were woken up? (1)
They were very angry

(d) What words did the mother repeat? (1)

(Total for Question 2 = 4 marks)

This candidate scores 1 of the available 4 marks.

The candidate successfully answered 1b but missed the rest and as a result has been awarded only one mark for 1 and 0 marks for the rest.

The text has few key words that accessibility to understanding the text would not happen if the candidate weren't familiar with these words as in this example (مُنْبَه، ضحكات، أسرعو)

Clip 2:

وجبة تقليدية
By Najeeb Mahfouz

2 Read the following description of a traditional Arab meal.

في مزرعة العائلة في البيت بصوت عالٍ فجأة وقت الاستيقاظ.
فتح أبوك الصوت نظير البيل وأعلن الهواة الطوبى. برقع صوتك أمم. فقد سبقت الصبح بالاستيقاظ.
استقبل هذا الحدث الكثير.
كأنك لم تُفك سارة حتى تحسبوا حول الساعة.
عدت البكرة في البيت. ألقى الأب الأوز في السماء البيت. بدأت الضحكة في السطح والضحكات
الأطفال تفر. وسرعان ما اندلعت الكراسي حول العذوة المشددة وعليها أختاب جهة وتدود.
وبدا الأطفال يأتون الخرج مع الضحك والكتابة والكرار يظفرون. ضحكات الضحكة، بينما بدأت الأم بوجع آكواب
الشاي وهي تزد.
تسرعون أسرعوا الضحك يقررت.

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

(a) What noise was heard before anyone woke up? (1)
The alarm

(b) Who was the first to wake up? (1)
The father mother

(c) How did the children react when they were woken up? (1)
They were laughing

(d) What words did the mother repeat? (1)
Hurry up

(Total for Question 2 = 4 marks)

Q02a 0 1 1
Q02b 0 1 1

This obviously fully understood the text and especially the key words and successfully answered all questions correctly.

1AA0_3H_Q03: This question targets grades: 6-7.

Clip 1:

The screenshot shows a web browser window displaying a Pearson ePEN Backreading test. The page title is "Why speak Arabic?". The test instructions are: "3 Read the following comments by people from different countries talking about their reasons for speaking Arabic." The reading passage contains five comments in Arabic, each attributed to a person: Iskandar, Adam, Suzy, Diego, and Maria. Below the passage are five questions in English, each worth 1 mark. The candidate's handwritten answers are as follows:

- (a) What is Iskandar's role? **He is an invigilator.**
- (b) In which way does Adam believe he can improve his Arabic? **By speaking**
- (c) Why is Suzy studying Arabic? **She likes Arabic literature.**
- (d) Why does Diego prefer to learn Arabic rather than French? **It is their neighbour's language.**
- (e) Why does Maria want to learn Arabic? **she wants to work in an Arabic country.**

The total for Question 3 is 5 marks. A barcode is visible at the bottom of the test page.

This candidate tried well, however, and again struggled with key words (-مشرف-supervisor) in 1a, and -ثقافة-culture in 1c. In 1d, the candidate was very close to get the right answer, but missed 'neighbouring countries'. Therefore, the candidate was awarded 2 marks of 5 available marks.

Clip 2:

Why speak Arabic?

3 Read the following comments by people from different countries talking about their reasons for speaking Arabic.

اسكندر بالله العربية.	أولاً بكم علينا كتب اسكندر وأنا من مصر وسأكون شرف هذا الشهدى وليبدأ المحادثة
آدم العربية؟	أنا من فولدا أعتقد أن تحسين لغتي العربية لا يحصل إلا بالشهادة. وأتم لعماداً يهتمون باللغة
سوزي العربية.	أنا من إيطاليا وأحب اللغة العربية لسبب واحد وهو أنني أتعلم اللغة العربية.
ديغو العربية لأنها لغة جزراً من الشعوب.	أنا من جنوب تشيلي وكان علينا في المدرسة أن نتعلم لغة ثانية إذا العربية إذا الفرنسية وهكذا
ماريا أسكن في إنجلترا وأنا مهتمة باللغة العربية لأني أريد البحث عن عمل في بلد عربي.	

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

(a) What is Iskandar's role? (1)
He is a Sheriff

(b) In which way does Adam believe he can improve his Arabic? (1)
In speaking more

(c) Why is Susi studying Arabic? (1)
She loves arab culture

(d) Why does Diego prefer to learn Arabic rather than French? (1)
It's the language of their neighbouring countries

(e) Why does Maria want to learn Arabic? (1)
She wants to find work in an arabic country

(Total for Question 3 = 5 marks)

This candidate successfully answered 1b to 1e successfully but struggled with the word 'supervisor'. This candidate clearly understood the text well and his attempt to answer 1a was based on 'mushreff' in Arabic with 'sheriff' in English.

The candidate was awarded 4 marks of 5 available marks.

1AA0_3H_Q05: This question targets grades 7-8

Clip 1:

اليوم الأول لي في المدرسة

كنت أنتظر أول يوم أذهب فيه إلى المدرسة وأنا فاقد العنبر. فقد كان يتشخص علي ذلك أن يكون لي خفية مدرسة وللام وقتب. وأيضاً أن أتعجب بي أمي التي كانت تبحث إن ترى في بيتها شيئاً ودفتر ولقلاماً.

وجاء ذلك اليوم، وأخذني أبي إلى المدرسة تبتكراً وأنا سعيد أنني يخاطبه أمك بما يتظنني. كان في المدرسة عذبة طيوف إشراف عليها خمسة معلمين. كانت فرقة صفي مشهورة بمقاعد خشبية قديمة جداً. جلسنا وكان المقعد أول شيء ألتصق. كانت بخلاف عند الخلو من المعلمين في الهواء لا تتصلان الأرض. لهذا السبب بدأت أذوم بهما تينياً وتينياً وبساراً، وأني الأمام وأني الفراء. لاحظ المعلم ما أفعله وقال لي بأن التقليد المؤذوب يجب أن يحلض هادئاً.

استفضنا المعلم لطف وكان قصير القامة. ولكن عندما حالت ساعة القرس صباح بنا: "مكتوراً" فنحننا ثم أمرنا بفتح الكتاب وبدأنا نردد وراءه: ألف. با. تا. ثا. جيم. حا. حاء...

تلك المدرسة التي كانت تدخلني المرارة الحروف العربية.

Answer the following questions in English.

(a) The boy was Scared to go to school. (1)

(b) The boy's mother was Proud of him. (1)

(c) The teachers caused the boy's discomfort. (1)

(d) The teacher shouted when he got something wrong (1)

(e) What did the teacher look like? (1)
short

(f) What did the first lesson include? (1)
The learn Arabic letters

(Total for Question 5 = 6 marks)

This candidate misunderstood a large part of the text and this resulted in scoring 3 marks of the available 6 marks.

It is very important for candidates to familiarise themselves with the vocabulary list and for this reason, this candidate didn't manage to understand the first sentence (انتظر، فاقد الصبر) and all of the second paragraph.

Clip 2:

The screenshot shows a browser window with the URL <https://uk.pearsonpen.com/epen-score/backread.html>. The page title is "my first day at school". The main content is a reading passage in Arabic titled "اليوم الأول لي في المدرسة". Below the passage are six multiple-choice questions in English. The candidate's handwritten answers are as follows:

Answer the following questions in English.

(a) The boy was excited to go to school. (1)

(b) The boy's mother was PROUD of him. (1)

(c) Old wood chairs caused the boy's discomfort. (1)

(d) The teacher shouted when It was the time to start the lesson. (1)

(e) What did the teacher look like?
He was short. (1)

(f) What did the first lesson include?
Learning the Alphabet Arabic Alphabets. (1)

(Total for Question 5 = 6 marks)

The candidate scored 6 of the available 6 marks.

The candidate successfully answered all questions and as a result has been awarded full marks. It is clear that this candidate understood the text fully, especially the key words.

1AA0_3H_Q06a: This question targets grade 9

Clip 1:

The screenshot shows a browser window with the URL <https://uk.pearsonpen.com/epen-score/backread.html>. The page title is "1AA0_3H_Q06a - 1AA0_3H_Q06a". The main content is a question in English: "What does this blog say? Put a cross in each one of the three correct boxes." Below the question is a table with seven options (A-G) and checkboxes. The candidate has checked boxes for options A, B, C, D, E, and G. A handwritten note next to the table says "x one more and a half".

Example	Ayesha's parents were happy with her plans.	<input type="checkbox"/>
A	The purpose of Ayesha's visit was sightseeing.	<input checked="" type="checkbox"/>
B	Ayesha's family went to live in a small town.	<input checked="" type="checkbox"/>
C	Ayesha met a few of her childhood friends.	<input checked="" type="checkbox"/>
D	Ayesha left Somalia as a child.	<input checked="" type="checkbox"/>
E	The family went to live in South America.	<input checked="" type="checkbox"/>
F	Ayesha's visit lasted a few months.	<input type="checkbox"/>
G	Food was an important part of Ayesha's visit.	<input checked="" type="checkbox"/>

Handwritten note: x one more and a half.

Navigation buttons: Skip, Exit Scoring, Other Actions.

Question ID: Q06a. Progress: 0, 1, 2, 3. Score: 1st 508636PE.

RESPONSE_STATE: 15, WF: 30, RESPONSE: 2928120, DOC_ID: 0461002365835

This candidate misunderstood part of the text about south of USA with South America. The candidate was awarded 2 marks of the available 3 marks.

It is important for candidates to seek accurate comprehension of the texts in this question paper.

Clip 2:

The screenshot shows a digital reading interface for a question. The question asks: "(a) What does this blog say? Put a cross in each one of the three correct boxes. (3)". Below the question is a table with seven options, A through G, each with a checkbox. The correct answers are A, B, and E. The interface also shows a progress bar for question Q06a, a timer, and a score of 151/500036PE.

Option	Description	Selected
Example	Ayesha's parents were happy with her plans.	<input checked="" type="checkbox"/>
A	The purpose of Ayesha's visit was sightseeing.	<input checked="" type="checkbox"/>
B	Ayesha's family went to live in a small town.	<input checked="" type="checkbox"/>
C	Ayesha met a few of her childhood friends.	<input type="checkbox"/>
D	Ayesha left Somalia as a child.	<input type="checkbox"/>
E	The family went to live in South America.	<input checked="" type="checkbox"/>
F	Ayesha's visit lasted a few months.	<input type="checkbox"/>
G	Food was an important part of Ayesha's visit.	<input type="checkbox"/>

This candidate was awarded 3 marks of the available 3 marks. Fully understood the text.

1AA0_3H_Q06 b-c: This question targets grade 9

Clip 1:

The screenshot shows a digital reading interface with handwritten answers. Question (b) asks: "Why did Ayesha feel she already knew her homeland? (1)". The handwritten answer is: "because when her feet touch the floor since when she was 3 yrs old she felt she grows here". Question (c) asks: "What were the differences between Ayesha's homeland and where she grew up? (1)". The handwritten answer is: "She used to live in a different country where the language is different and culture but she felt in her house when she is in her homeland". Below the answers, the text "(Total for Question 6 = 5 marks)" and "TOTAL FOR SECTION A = 28 MARKS" is visible.

This candidate was awarded 1 mark of the available 2 marks. The response to 6b relates to different part of the text which shows that the candidate misunderstood or assumed the answer and did not follow the text.

Clip 2:

The screenshot shows a web browser window displaying the ePEN2 Backreading interface. The page title is "ePEN2 Backreading" and the URL is "https://uk.pearsonpen.com/epen-score/backread.html". The interface includes a toolbar with various annotation tools and a "Share" button. The main content area contains the following text:

Answer the following questions **In English**.

(b) Why did Ayesha feel she already knew her homeland? (1)

Because of all the stories she listened to by her father about her ^{homeland} ~~land~~.

(c) What were the differences between Ayesha's homeland and where she grew up? (1)

The language and culture are different.

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

The Windows taskbar at the bottom shows the search bar, task view, and various application icons. The system tray on the right shows the time as 23:43 on 05/06/2019.

This candidate was awarded the full 2 marks, showing that the candidate fully understood the related parts of the text.

1AA0_3H_Q08: This is a target language and a crossover to Foundation Tier question and targets grade 5:

Clip 1:

The screenshot shows a question in Arabic. The text describes a school trip to a farm. A table lists activities: 'عرض خلب التصوير' (Photography exhibition), 'مهرجان بغداد للأعلام' (Baghdad flag festival), 'احتفال لبنان الرقص' (Lebanon dance celebration), and 'مهرجان دبي للمأكولات' (Dubai food festival). The question asks to identify an activity that fits a blank in the text. The candidate has written 'الاصطياد' (hunting) in the blank.

This candidate was awarded 2 marks of the available 5 marks. This question requires identifying which activity fits the blank.

Clip 2:

The screenshot shows the same question as in Clip 1. The candidate has written 'اصطياد الأسماك' (fishing) in the blank.

This candidate clearly understood the text and was awarded full marks.

1AA0_3H_Q09: This is a target language question and targets grades 8-9:

Clip 1:

9 اقرأ هذه القصة عن عُثْر بن عبد العزيز والشَّعْمَاء، ثمَّ أجب عن الأسئلة التي تلي:

في ليلة مُثْفَرَة وباردة، أتى على الخليفة عُثْر بن عبد العزيز برسالة سرية من مدينة بعيدة. استقبله الخليفة الحُسن استقبالاً وأجلسه بجانبه وأشعل له شئمة كبيرة غير المسك. بعد أن قرأ الخليفة الرسالة سأل الخليفة الرسول: "أجرتنا أيها الرسول عن إنجازات أهل البلد الذي أتيت منه، وعن الأسعار، وأموار وأشغال الناس والمفرد هناك؟"

أجبر الرسول عُثْر كلَّ ما يعرفه وأجاب عن جميع الأسئلة. ولما فرغ عُثْر من أسئلة الرسول، "يا أيبرنا كيف حالك وحال أهلنا؟"

فجاء، مشى الأمير إلى الشئمة الكبيرة وتلق فيها فامطأها، ثمَّ نادى على عابديه أن يعطيه الشئمة الصغيرة. عاد العابود بشئمة صغيرة يأتي منها ضوء ضئيل. تعجب الرسول مشاً قام به عُثْر ثمَّ قال: "يا أيبرنا فقلت شيئاً قد خترني فاشبع لي أن أسألك؟"

قال له عُثْر: "وما هو سؤالك؟"

قال الرسول: "لماذا أطفأت الشئمة الكبيرة عندما سألتك عن حالك وحال أهلنا؟"

قال عُثْر: أطفعت الشئمة الكبيرة أثناء حديثنا عن أمور الناس وكنت أسألك عن أمروهم وأحاجتهم، فلما صار الأمر له علاقة بي أطفأت الشئمة الكبيرة، واستخدمت الشئمة الصغيرة عندما تكلمت عن نفسي وحتى لتمتلي أنا وأهلي.

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو هدف زيارة الرسول إلى الخليفة عُثْر بن عبد العزيز؟
(1)
لتي... قد يتكلمين... على الاوصو...

(b) ما هو أول شيء قام به عُثْر بن عبد العزيز عندما تقدم الرسول بالقرب منه؟
(1)
اشهد شئمة صغيرة...

(c) لماذا احار الرسول بعد أن سأل الخليفة عن أموره العامة؟
(1)
لأنه... عمتي... الى... الكبيرة... واطأها...

(d) ما هي الفكرة وراء استخدام الشئتين الكبيرة والصغيرة؟
(2)
الشئمة الكبيرة... تمثّل... جميع الناس... الشئمة الصغيرة... تمثّل... أسرة واحدة...

This candidate did well and was awarded 4 marks of the available 5 marks. The candidate missed one point.

Clip 2:

9 اقرأ هذه القصة عن عُثْر بن عبد العزيز والشَّعْمَاء، ثمَّ أجب عن الأسئلة التي تلي:

في ليلة مُثْفَرَة وباردة، أتى على الخليفة عُثْر بن عبد العزيز برسالة سرية من مدينة بعيدة. استقبله الخليفة الحُسن استقبالاً وأجلسه بجانبه وأشعل له شئمة كبيرة غير المسك. بعد أن قرأ الخليفة الرسالة سأل الخليفة الرسول: "أجرتنا أيها الرسول عن إنجازات أهل البلد الذي أتيت منه، وعن الأسعار، وأموار وأشغال الناس والمفرد هناك؟"

أجبر الرسول عُثْر كلَّ ما يعرفه وأجاب عن جميع الأسئلة. ولما فرغ عُثْر من أسئلة الرسول، "يا أيبرنا كيف حالك وحال أهلنا؟"

فجاء، مشى الأمير إلى الشئمة الكبيرة وتلق فيها فامطأها، ثمَّ نادى على عابديه أن يعطيه الشئمة الصغيرة. عاد العابود بشئمة صغيرة يأتي منها ضوء ضئيل. تعجب الرسول مشاً قام به عُثْر ثمَّ قال: "يا أيبرنا فقلت شيئاً قد خترني فاشبع لي أن أسألك؟"

قال له عُثْر: "وما هو سؤالك؟"

قال الرسول: "لماذا أطفأت الشئمة الكبيرة عندما سألتك عن حالك وحال أهلنا؟"

قال عُثْر: أطفعت الشئمة الكبيرة أثناء حديثنا عن أمور الناس وكنت أسألك عن أمروهم وأحاجتهم، فلما صار الأمر له علاقة بي أطفأت الشئمة الكبيرة، واستخدمت الشئمة الصغيرة عندما تكلمت عن نفسي وحتى لتمتلي أنا وأهلي.

أجب عن الأسئلة التالية باللغة العربية. ليس من الضروري كتابة جمل كاملة.

(a) ما هو هدف زيارة الرسول إلى الخليفة عُثْر بن عبد العزيز؟
(1)
سأل... رسالة... من... بصريّة... بصريّة...

(b) ما هو أول شيء قام به عُثْر بن عبد العزيز عندما تقدم الرسول بالقرب منه؟
(1)
لأنه... شئمة... كبيرة...

(c) لماذا احار الرسول بعد أن سأل الخليفة عن أموره العامة؟
(1)
لأنه... عمتي... الى... الكبيرة... واطأها...

(d) ما هي الفكرة وراء استخدام الشئتين الكبيرة والصغيرة؟
(2)
الشئمة الكبيرة... تمثّل... جميع الناس... الشئمة الصغيرة... تمثّل... أسرة واحدة...

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

This candidate was awarded the full 5 marks. This candidate's answers have a high level of accuracy too.

1AA0_3H_Q10: This question targets grades 6-9

Clip 1:

The screenshot shows a web browser window with the URL <https://uk.pearsonopen.com/epen-score/backread.html>. The page content is as follows:

SECTION C
Translation

10 Translate this passage into English.

كل صيف تُنظّم مدرستنا رحلة وهذه السنة ذهبنا إلى منطقة جبلية قريبة من بيروت. كان المنظر جميلاً جداً من فوق الجبل وقضينا وقتاً ممتعاً نتسلق الجبال وتمشّي بين الأشجار. أعطانا المدرسون معلومات مفيدة عن طيور المنطقة والتي سندرس عنها في المستقبل. بعد انتهاء الرحلة رجعنا إلى منازلنا نشعر بالتعب ولكن بالتعب أيضاً.

Every summer ~~the school has~~ our school has a trip and this year we went to a mountain area close to Beirut. The ~~weather~~ ^{climate} was very beautiful on top of the mountain and we had a an amazing time ~~celebrating~~ ^{worshipping} at the mountains and walked between the trees. It gave ~~them~~ ^{the} schools beneficial skills on travelling in the areas and we will study about it in the future. After the trip completed we ~~came~~ ^{came} back to our place ^{with} feeling of happiness but tired as well.

(Total for Question 10 = 7 marks)

This candidate was awarded 5 marks of the available 7 marks in this translation question. The candidate made good attempts when faced with difficult vocabulary for them.

Clip2:

10 Translate this passage into English.

كل صيف نُنظّم مدرستنا رحلة وهذه السنة ذهبنا إلى منطقة جبلية قريبة من بيروت. كان المنظر جميلاً جداً من فوق الجبل ولقينا وقتاً ممتعاً نستقي الجبال ونتمشى بين الأشجار. أعطانا المشركون معلومات مفيدة عن طيور المنطقة والتي سندرس عنها في المستقبل. بعد انتهاء الرحلة رجعنا إلى منازلنا نشعر بالثقة ولكن بالنعب أيضاً.

Every summer our school organises a school trip and this year we went to a mountain area near Beirut. The view was really beautiful from up the mountain, we spent our times climbing the mountains and walking between the trees. The teachers gave us helpful information about the birds in the area that we are going to study in the future. After finishing the trip we went back to our houses feeling happy but tired.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

This candidate was awarded the full 7 marks. This candidate's translation of the text have a high level of quality of language and transferred the meaning of all key words accurately too.

Summary

- Knowledge and understanding of the vocabulary and its variations is a key to candidate s' performance in this reading paper.
- It is crucial for candidates to study the vocabulary list in order to assist them in understanding the texts in the questions.
- Candidate s must be aware of non-vocabulary words which are especially included in the texts for questions 5 (10 words), question 6 (14 words) and questions 9 (12 words). Six of these words in each aforementioned three questions will have marks awarded to it. These 6 words can be in one question or spread across two or three questions about each text.
- It was noticeable that some candidates didn't their answers on the text (good examples are in candidate responses to questions 5 & 6. candidates are strongly advised to base their answers on the text and not what they wished it to be.
- Candidates must read the instruction (rubric) well and give time to understanding the text. Few candidates underlined certain words/phrases and establish their meanings which is a good technique.

