

**Edexcel GCSE in
Arabic A – 4 skills (1606)
Arabic B – 3 skills (1607)**

First examination 2003

September 2001

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Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

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Publications Code UG008966

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Introduction

- **Arabic A 1606 (4 skills)**

This specification offers positive and appropriate assessment for Arabic language learners at key stage 4. Building on best practice, it affords students and teachers choice and scope for linking learning activities to student interests and new technology. It encourages the development of different language skills and provides opportunities to apply these across a range of contexts.

It is also possible to undertake GCSE examinations in Arabic without a speaking component. This specification provides appropriate information for the '3 skills' alternative GCSE since the listening, reading and writing papers are common. The alternative specification is:

- **Arabic B 1607 (3 skills)**

Key features

- Streamlined list of topic areas.
- Increased focus on ICT.
- Full INSET support, professional advice and guidance.
- New speaking test arrangements.
- Progression route to the Edexcel AS/AGCE Arabic specification.

Other modern foreign languages in the Edexcel GCSE portfolio

In addition to the Arabic GCSE featured in this specification, Edexcel also offer:

- **French** (1226)
- **German** (1231)
- **Italian** (1237)
- **Spanish** (1246)
- **Urdu** (1901)
- **French – Short course** (3226)
- **Japanese** (1752/3)*
- **Chinese** (1666/7)*
- **Modern Greek** (1776)
- **Russian** (1241)

*An alternative three skills GCSE (no speaking test) is also available in Japanese and Chinese

Summary of the specification content and scheme of assessment

This specification provides a framework for the development of effective language learning and use of the target language and relates to the requirements of the national curriculum orders for modern foreign languages in England, Wales and Northern Ireland.

It combines an emphasis on communication skills with reward for a practical knowledge and understanding of language structures and grammar. Rather than develop language within numerous topic areas, students will be encouraged to adapt and apply their target language to different contexts and situations. All papers are designed to match the language experience and maturity of candidates at key stage 4 and will draw on some of the language knowledge developed at key stage 3 or during initial exposure to the target language. The specification provides student-focussed papers for listening and responding, speaking (as appropriate), reading and responding and writing.

A list of five general topic areas and related sub-topics has been produced to provide learners with a clear focus but students will not cover all of these in each part of the examination. The speaking tests, for example, afford students an open choice of first conversation topic, but this is complemented by a reduced number of sub-topics for second and third conversation exploitation.

There is a single tier of entry for this specification. The following grids show the relationship between assessment objectives and examination components. Full assessment criteria for speaking and writing papers are given in this specification.

There has been special agreement with the Qualifications and Curriculum Authority (QCA) concerning the subject criteria for the '3 skills' GCSE in Arabic, Chinese and Japanese. Whereas the revised modern foreign language (MFL) GCSE criteria require a minimum of 20% of the total marks to be allocated to knowledge and accurate application of grammar and structures, this is reduced to 15% in the case of '3 skills' language GCSEs. In the latter qualification, the assessment of knowledge and application of grammar will be solely based on each candidate's performance in the writing paper. The endorsed '3 skills' GCSE certificate will clearly indicate that there has been no assessment of speaking skills.

NB: Due to changes in the MFL GCSE criteria, the 2003 specification does not permit dictionary access in any of the papers.

Arabic A (4 skills)

Paper/assessment objective	%	Method of assessment	Time
1 Listening and responding	25%	Terminal Examination	45 mins (+ 5 mins reading time)
2 Speaking	25%	Terminal Examination	8 – 12 mins
3 Reading and responding	25%	Terminal Examination	55 mins
4 Writing	25%	Terminal Examination	1 hour 15 mins

Arabic B (3 skills)

Paper/assessment objective	%	Method of assessment	Time
1 Listening and responding	33%	Terminal Examination	45 mins (+ 5 mins reading time)
3 Reading and responding	33%	Terminal Examination	55 mins
4 Writing	33%	Terminal Examination	1 hour 15 mins

Topic areas with related subtopics

<p>In the United Kingdom and abroad</p>	<ul style="list-style-type: none"> • Things to see and do • Life in the town, countryside, seaside • Weather and climate • Travel, transport and directions • Holidays, tourist information and accommodation • Services and shopping abroad • Customs, everyday life and traditions in target-language countries and communities
<p>Education, training and employment</p>	<ul style="list-style-type: none"> • School life and routine • Different types of jobs • Job advertisements, applications and interviews • Future plans and work experience
<p>House, home and daily routine</p>	<ul style="list-style-type: none"> • Types of home, rooms, furniture and garden • Information about self, family and friends • Helping around the house • Food and drink
<p>Media, entertainment and youth culture</p>	<ul style="list-style-type: none"> • Sport, fashion and entertainment • Famous personalities • The media • Current affairs, social and environmental issues
<p>Social activities, fitness and health</p>	<ul style="list-style-type: none"> • Free time (evenings, weekends, meeting people) • Special occasions • Hobbies, interests, sports and exercise • Shopping and money matters • Accidents, injuries, common ailments and health issues (smoking, drugs)

Availability of external assessment

Students **must** be externally assessed for all four (or three) papers. First assessment of this specification will be in summer 2003. Assessment will be available in each summer examination session thereafter.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and certain NLS/NVQ language units.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 5910.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the same title.

Specification aims and assessment objectives

National qualifications framework criteria

The specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for modern foreign languages.

Aims

The aims of this GCSE specification are to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. It is designed to enable students to:

- develop understanding of the spoken and written forms of the modern foreign language in a range of contexts
- develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity
- develop knowledge and understanding of countries and communities where the modern foreign language is spoken
- develop positive attitudes to modern foreign language learning
- provide a suitable foundation for further study and/or practical use of the modern foreign language.

NB: Clearly those requirements which relate to the development of oral skills do not apply to those undertaking the 3 skills GCSE.

Assessment objectives

All candidates will be required to demonstrate ability to:

AO1	understand and respond to spoken language	25% (33% – 3 skills)
AO2	communicate in speech, showing knowledge of applying accurately the grammar and structures prescribed in the specification	25% (N/A – 3 skills)
AO3	understand and respond to written language	25% (33% – 3 skills)
AO4	communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.	25% (33% – 3 skills)

NB: Assessment objective 2 relates to oral skills and does not apply to those undertaking the 3 skills GCSE.

Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum as listed below:

- acquiring knowledge and understanding of the target language
- developing language skills
- developing language-learning skills
- developing cultural awareness
- breadth of study.

Further information is given in *Learning and teaching requirements for key stages 3 and 4*.

Candidates will be required to:

- listen and respond to different types of spoken language
- express themselves in speech using a range of vocabulary, syntax and structures
- read and respond to different types of written language, including texts from ICT-based sources
- express themselves in writing using a range of vocabulary, syntax and structures
- understand and apply the grammar of the modern foreign language as detailed in the specification
- respond to materials from countries and communities where the modern foreign language is spoken.

In addition, candidates aiming at grades C-A* will be expected to:

- listen and respond to longer and more complex extracts of spoken language including some unfamiliar material
- speak at greater length, using a wider range of vocabulary and more complex syntax and structures
- read and respond to longer and more complex written texts including some unfamiliar material
- write at greater length, using a wider range of vocabulary and more complex syntax and structures
- understand and apply a fuller range of grammar, as detailed in the Linguistic structures (*Appendix 2*) section of this specification.

NB: The expectations for speaking are, of course, not applicable to candidates undertaking the 3 skills GCSE.

Specification content and scheme of assessment

Paper 1: Listening and responding

Candidates will be required to listen to a range of authentic recorded material spoken by native speakers. The teacher supervising the test will be required to stop the tape at appropriate points to allow candidates sufficient time to write their answers. Extracts will be of varying lengths and no undue burden will be placed on memory. Speed of delivery will range from near normal to normal and all recordings will be heard twice and students will be allocated five minutes reading time immediately before the start of this examination paper. Before each section, the topic title and scenario will be introduced followed by the rubric ‘read the following questions’.

The questions will elicit a combination of non-verbal responses, target language and English language answers. Up to 20% of the tasks set will require responses in English. These tasks will usually be placed at the end of the test. A range of test-types will be used and these may include grid completion, multiple-choice, matching, form or plan completion, note taking, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note taking or summary.

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded or removed for the quality of language. Questions will be presented in a ‘peaks and troughs’ format, which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty. Students will not gain any mark for use of English where a target-language response is required (and vice versa).

Content

The recorded material may include instructions, announcements, telephone messages, short narratives, descriptions and dialogues, short news items and advertisements.

Candidates will be required to:

- identify and note main points
- extract specific details.

Additionally, questions targeted at grades D and C may also require candidates to:

- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- understand reference to past, present and future events.

Questions targeted at C-A* may also involve a wider variety of spoken texts, such as extracts from radio broadcasts, discussions, presentations and interviews. For these questions, candidates will be required to:

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw conclusions
- understand reference to past, present and future events.

Paper 2: Speaking

- This test is a compulsory and integral part of the four skills GCSE. It is expected that key stage 4 students studying Arabic as a timetabled subject in school will undertake this paper. All marks awarded for speaking test performances fully contribute to the total marks and will count towards a candidate's overall grade.
- The 3 skills GCSE is available for candidates entering at centres without access to a teacher-examiner.
- Candidates will take part in a conversation on three topics and they will be assessed globally on the basis of their performance across all three topics. There is no role-play requirement for this specification. Although assessment should be qualitative rather than quantitative, it is expected that the total recording for each candidate should last between a minimum of 8 and a maximum of 12 minutes. Candidates are able to score the highest marks without 'perfect' or native speaker level Arabic.

Conversation 1

Candidates will have a **free choice** of first conversation topic. This will be agreed with the teacher in advance of the speaking test and should relate to any of the five main topic areas. For the first conversation, students may bring brief notes or a visual stimulus into the examination (no larger than an A5 piece of paper). A few target-language bullet points or a simple 'spider diagram' would be acceptable. Candidates will have the opportunity to introduce briefly their chosen topic (one minute maximum) to enable them to make a confident start. The first conversation should not exceed 3-4 minutes.

Although there is a free choice of topic area for the initial conversation, possible examples of student topic choices are given below. Exact topic choice will depend on the interests and language experience of the individual student. Those aiming at grade C and above will be expected to express opinions and give a range of appropriate time references.

In the UK and abroad	My best holiday ever
Education, training and employment	My work experience at...
House, home and daily routine	My ideal home
Media, entertainment and youth culture	... (famous personality)
Social activities, fitness and health	My free time

Conversations 2 and 3

The second and third topics will be allocated on a random basis as prescribed by Edexcel and will require the teacher-examiner to choose from a limited choice of three. (This will ensure that the second and third conversation topics are different to the main topic area selected for the first conversation.) Edexcel provide guidance on the types of question to be asked to ensure that candidates are given the opportunity to demonstrate their linguistic skills at an appropriate level. These will be sample questions showing how a conversation may be developed to allow candidate expansion within the related topic area, and are not compulsory.

Teachers are free to develop **any** related conversation sub-topic or sub-topics and some *possible* sub-topics are identified in the following grid. Although the choice and use of these sub-topics is at the teacher's discretion, there is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

As in the first conversation, those aiming at grade C and above will be expected to express opinions and give a range of appropriate time references.

Suggested sub-topics

In the UK and abroad	My region/town... (or region/town in target-language country that the student has either visited or researched) Holidays
Education, training and employment	School life and routine Future plans Work experience (if appropriate)
House, home and daily routine	My home and domestic routine Family Friends Food and drink
Media, entertainment and youth culture	Television/cinema/music/theatre
Social activities, fitness and health	Sports/exercise Free time/interests Health issues

For example, a student undertaking Education, training and employment as their second or third conversation topic area, could talk about all the related sub-topics (School life and routine, Future plans and work experience) or focus on just one. Teachers would be able to refer to the Edexcel revised bank of possible linked questions.

Assessment arrangements

All speaking tests will be conducted by the teacher-examiner and recorded on a date chosen by the centre within a period specified annually by Edexcel. Centres must then send all recordings to Edexcel for marking. Please refer to the assessment criteria for further information. Further support will be available at INSET training sessions.

Paper 3: Reading and responding

Candidates will be required to read a range of authentic written material of varying lengths. The questions will elicit a combination of non-verbal responses, target-language answers and answers in English. Up to 20% of the tasks set may require responses in English. These tasks will usually be placed at the end of the test.

A range of test-types will be used and may include grid completion, matching, form or plan completion, multiple-choice, note-taking, cloze tests, summary, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note-taking or summary.

Students will be exposed to a range of stimuli (advertisements, articles and short passages) and these will include texts from ICT based sources.

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded or removed for the quality of language. Students will not gain any mark for use of English where a target-language response is required (and vice versa). Questions will be presented in a 'peaks and troughs' format which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty. Dictionaries must not be used in these tests.

Content

The material for the test may include signs, notices, short advertisements, messages and letters (both printed and hand-written), information leaflets and newspaper and magazine extracts. Candidates will be required to:

- identify and note main points
- extract specific details.

Additionally, questions targeted at grades D and C may require candidates to:

- identify points of view
- show some understanding of unfamiliar language
- understand reference to past, present and future events.

Students will also be required to respond to some longer texts, both factual and non-factual (targeted at grades C-A*). They will be expected to:

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw inferences and conclusions
- understand reference to past, present and future events.

Paper 4: Writing

This paper will reward students for Communication and content as well as for Knowledge and application of grammar and structures:

- Task 1:** Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English. Task instructions will be given in English.
- Task 2:** Candidates will be required to write a postcard or similar message of approximately 30 words. Task instructions will be given in English.
- Task 3:** Candidates will be required to produce a piece of continuous writing of approximately 70 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Instructions will be given in English.
- Task 4:** Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structure and time references. They will be offered a choice of task and will be required to produce a piece of approximately 150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language.

Entry tiers

There is a single tier of entry for this specification as all papers have been designed to reward performances from grades G to A*.

Relationship of assessment objectives to scheme of assessment

The tables on page 3 show the overall weightings of the assessment objectives and the relationship between the assessment objectives and each of the examination components.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G. The full qualification may be taken more than once.

Language of assessment

Assessment of this specification will be through non-verbal or target-language responses although up to 20% of the tasks set in listening and reading papers will require responses in English. This is necessary in contexts which include simple authentic interpreting situations (eg your friend is unable to read Arabic and wants to know...). Assessment materials will be published in the target language with English support provided where appropriate (eg contextualisation).

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is available to private candidates. Please contact the Edexcel Customer Response Centre on 0870 240 9800 for further details.

NB: Those wishing to undertake a '4 skills' GCSE must ensure that their examination centre is able to provide an appropriate teacher -examiner to conduct the speaking test.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed. (AO1)

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated. (AO2)

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words. (AO3)

Candidates make short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated. (AO4)

Grade C

Candidates identify and develop main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts. (AO1)

Candidates develop conversations and simple discussions that include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate. (AO2)

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language. (AO3)

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message. (AO4)

Grade A

Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions. (AO1)

Candidates initiate and develop conversations and conclusions and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb forms. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures. (AO2)

Candidates understand gist and identify main points and detail in a variety of types of authentic and simulated texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language. (AO3)

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structures and verb forms. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose. (AO4)

Assessment criteria

Assessment criteria are designed to reward learners at GCSE level. It will therefore not be necessary for candidates to perform ‘perfectly’ in order to attract the highest marks available in each grid. References to ‘high standard’ should be interpreted in this context.

Speaking

Percentage weightings for the Speaking paper

Structure of speaking test		Mark allocation			Timing
		Communication and content	Application of language	Accuracy	
Conversation					
Topic 1	Chosen by the candidate	50%	25%	25%	8-12 minutes in total
Topics 2 and 3	Allocated by Edexcel				

Conversation

Communication and content

Application of language

Accuracy

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (all three topics). Please refer to the following assessment grid.

Conversation

Communication and content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive – expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	5	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items	5	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis.	4	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	3	Offers some examples of subordination. Mostly predictable lexical items deployed.	3	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher examiners' language and prompts. Opinions limited to basic likes and dislikes.	2	Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	2	Communicates main points despite high incidence of errors. Some 'prelearned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.

Writing mark scheme

The first question rewards candidates for communication only whereas all other questions attract marks for knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for communication and content, knowledge and application of language and accuracy. The knowledge and application of language mark scheme for question 2 incorporates elements that reward accuracy.

Question 1

Marked for communication only

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

Question 2

Marks are awarded globally across each task using the criteria below.

Communication and content	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication – single lexical items only.
0	No effective communication.
Knowledge and application of language	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure – prelearned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language – unconnected words or characters. No awareness of structure.
0	No language worthy of credit.

Questions 3 and 4

Marks are awarded for communication and content, knowledge and application of language and accuracy. Please refer to the following grids.

Communication and content	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or, alternatively, somewhat over-ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

Knowledge and application of language

5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial phrases, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language. There may be the occasional almost correct phrase or short sentence but this will be prelearned or stereotyped.
0	No language worthy of credit.

Accuracy of language	
5	High level of accuracy though not necessarily faultless. Orthography generally well mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language and most structures correct. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Inconsistency in structures but more correct than incorrect. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent errors.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language.
0	No language worthy of credit.

Summary of mark allocations for the writing paper

	Task 1	Task 2	Task 3	Task 4
Communication and Content	5	5	10	10
Application of Language	–	5	10*	10*

*Marks are equally divided between application of language and accuracy within this task.

Learning and teaching requirements for key stages 3 and 4

This specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below.

Acquiring knowledge and understanding of the target language

Pupils should be taught:

- the grammar of the target language and its application
- how to express themselves using a range of vocabulary and structures
- the principles and interrelationship of sounds and writing in the target language.

Developing language skills

Pupils should be taught:

- how to listen carefully for gist and detail
- correct pronunciation and intonation
- how to ask and answer questions
- how to initiate and develop conversations
- how to vary the target language to suit context, audience and purpose
- how to adapt language they already know for different contexts
- strategies for dealing with the unpredictable
- techniques for skimming and for scanning written texts for information including those from ICT-based sources
- how to summarise and report the main points of spoken or written texts, using notes where appropriate
- how to redraft their writing to improve accuracy and presentation, including the use of ICT.

Developing language-learning skills

Pupils should be taught:

- techniques for memorising words, phrases and short extracts
- how to use context and other clues to interpret meaning
- to use their knowledge of English or another language when learning the target language
- how to use dictionaries and other reference materials appropriately and effectively
- how to develop their independence in learning and using the target language.

Developing cultural awareness

Pupils should be taught about different countries and cultures by:

- working with authentic materials in the target language, including some ICT-based sources
- communicating with native speakers
- considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- considering the experiences and perspectives of people in these countries and communities.

Breadth of study

During key stages 3 and 4, pupils should be taught the Knowledge, skills and understanding through:

- communicating in the target language in pairs and groups, and with their teacher
- using everyday classroom events as an opportunity for spontaneous speech
- expressing and discussing personal feelings and opinions
- producing and responding to different types of spoken and written language, including texts produced using ICT
- using a range of resources, including ICT, for accessing and communicating information
- using the target language creatively and imaginatively
- listening, reading or viewing for personal interest and enjoyment, as well as for information
- using the target language for real purposes
- working in a variety of contexts, including: everyday activities, personal and social life, the world around us, the world of work and the international world.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of information technology, improving own learning and performance, working with others and communication.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

*Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that evidence for the key skill of Communication can only be evidenced in English, Irish or Welsh.

Key skills opportunities are detailed more fully in *Appendix 4*.

Social, cultural, spiritual, moral and ethical issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues.

Social and cultural issues

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Use of the target language in a range of contexts and for different purposes offers natural opportunities for students to consider and express opinions on a variety of social and cultural issues. In particular, the specification identifies the importance of developing student awareness of 'Current affairs, social and environmental issues'.

Spiritual, moral and ethical issues

General spiritual, moral and cultural values of society and the individual should also be upheld. The qualification encourages individual learning, pair work and group activities. When working with others, the respect of each member's personal beliefs is very important in building a positive and supportive environment in which to develop and respond. In producing and making notes on their own work and through research, students may address spiritual, moral and cultural implications and impact on others through their written and oral communication.

Education for citizenship

This specification makes a contribution towards coverage of the key stage 4 programme of study for Citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken.

This affords students an opportunity to consider themselves as world citizens as well as citizens of the United Kingdom and Europe.

Information and communication technology

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software increases and as access to e-mail and Internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language learning process. It provides an effective means of communication with foreign students and can facilitate independent target-language learning and research.

Environmental education, health and safety education and the European dimension

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of activities undertaken within the contexts of everyday activities, personal and social life, the world around us, the world of work and the international world which feature in this specification. Although Arabic is not an official language of the European Union, the specification provides opportunities for language activities that have a European or international dimension. For example, students may refer to European social issues, celebrities or visits. This is reflected in the topics and minimum core vocabulary of the specification. References may also be made to Arabic speaking communities in Europe.

Textbooks and other resources

Advice on language teaching resources is available from the following organisations:

CILT (Centre for Information on Language Teaching)

20 Bedfordbury
London WC2N 4LB

Tel: 020 7379 5110

Grant and Cutler Ltd
55-57 Great Marlborough Street

London W1V 2AY
Tel: 020 7734 2012

Association for Language Learning (ALL)

150 Railway Terrace
Rugby CV21 3HN

Tel: 01788 546443

Arabica
PO Box 150
Altringham
Cheshire WA15 8RR

Tel and Fax: 0161 904 8102. (For information and advice on the teaching and learning of Arabic.)

Useful Internet site addresses

All the websites listed commence <http://www>.

The sites given represent a selection of the large number available. The list should not be regarded as recommended or exhaustive. It is suggested that interested teachers and students should experiment and pursue their own research to find suitable and helpful websites.

bbc.co.uk/arabic

News in Arabic

middlebury.edu/~lit/arabic.html

Resources

aucpress.com

American University of Cairo

amazon.co.uk

For the purchase of resources

Examiners' comments and mark schemes

Examiners' comments and mark schemes will be issued to centres for each language after each examination session. Additional copies may be obtained from Edexcel Publications.

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 0870 240 9800
Fax: 020 7758 6960
E-mail: inset@edexcel.org.uk

Edexcel Publications

Specimen papers, teachers' guides and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4LN
Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found. The website is regularly updated, and an increasing amount of support material and information will become available through it.

E-mail

A special e-mail facility has been set up which is dedicated to providing centres with a modern foreign language advice and information service. Queries can be sent direct to modernlanguages@edexcel.org.uk

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

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Appendix 1 – GCSE Arabic rubrics

ARABIC RUBRICS

The key words and phrases used in rubrics across the papers are given below. They may be used either as printed or elements of them may be combined.

INSTRUCTIONS

الجملة التالية	اُمم ...
على الأسئلة التالية	أجب ...
على الرسالة/الخطاب	
الصورة/العبارة/الكلمة المناسبة	إختر ...
بإيجاز الأسباب ...	اذكر ...
الكلمات/التعابير التالية	استعمل ...
إلى الإعلان/الأنباء/الحوار	استمع ...
معنى العبارات/الكلمات التالية	اشرح ...
اسئلة	اطرح ...
مرادف/اضداد الكلمات والعبارات التالية/رأيك	اعط ...
	اقرأ ...
رسالة/بطاقة بريدية/مقالة	اكتب ...
الكلمة المناسبة/الشاذة	
علامة/إشارة ✓ أمام الجملة الصحيحة	ضع ...
الجملة الآتية باختيار الكلمة المناسبة	أكمل ...
الفراغ بالكلمة المناسبة	أملئ ...
إلى الصورة امامك	انظر ...
حوارا دار بين ...وبين ...	تصور ...
على الصورة/المقطع/الجملة/الفكرة الرئيسية	دلّ ...
الجملة التالية	رتّب ...
الأخطاء	صحّح ...
في أربعة أسطر من تركيبك ...	صف ...
بيتك/مدرستك ...	

العنوان المناسب	ضع ...
رقم الجملة المناسبة في الجدول	
عن الصورة الآتية بجملة تامة حسب المثال	عبّر ...
الأسباب/الأجزاء	عدّد ...
	فسّر ...
	قل ...
الأسباب/الأفكار/الاقتراحات	لخصّ ...
الحكاية	
إعلان/قائمة	هيا ...

OTHER WORDS AND PHRASES

ما معنى ...؟

ما الفكرة الأساسية ...؟

ما الذي قصده الكاتب من قوله ...؟

أيّ الأشخاص أحبّ إليك؟ لماذا؟

كما هو موضح في المثال.

Appendix 2 – GCSE Arabic linguistic structures

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of the modern foreign language during their course. Please refer to the following for an outline of the required linguistic structures.

The list given below sets out the linguistic structures with which candidates should be familiar. Structures required for activities targeted at grades C-A* have also been identified.

All letters and numerals: (sun and moon letters, hand-written and printed texts of different types)

Use of Hamza (initial, medial, final), **ta'marbuta**, **madda**, and other standard orthographic devices

Transliteration of common English and other loanwords in Arabic script

(C-A*) Knowledge of vowelling, such as nunation, to assist in comprehension of spoken and written text

Nouns: in the three cases: nominative, accusative, genitive;
Definite and indefinite;
Masculine and feminine;
Singular, dual and plural;
Common broken plurals;
also (C-A*) : notable exceptions to prevalent rule:
eg non-human plurals are grammatically feminine singular

Pronouns: personal, demonstrative, relative, interrogative

Adjectives: in the three cases: nominative, accusative,
genitive agreement in gender, number and use

Prepositions: the possessive and construct state (*Idafa*)

Nominal sentences: Subject and predicate in equational sentences
(C-A*) Sentences with *kana* and its common sisters and
with *inna* and its common sisters

Verbs: formation and use of common trilateral [and some examples
of quadrilateral verbs(C-A*)];the perfect, imperfect and
imperative; basic rules of the subjunctive and the jussive;
Essential weak verbs eg *masha*, *rama*, *qala*;
Essential doubled verbs eg *shadda*, *'adda*;
Essential hamzated verbs eg *ra'a*

Verbal sentences: word order; verb, subject, direct object;
Pronoun suffixes and the verb;
Negative sentences

Conjunctions: comparative and superlative

Adverbs: (C-A*) adverbial objects of manner and purpose

Exception: Basic rules eg use of *illa*

The conditional

Interjections: (C-A*) the vocative
Emphasis

Proper nouns: names of countries (Arab and non-Arab);
nationalities;
familiar personal Arab names;

The calendar: months of the Christian year will be expressed in the easier of the two
alternative forms eg July = *yuulyo* rather than *tammuz*

Numbers: Cardinal and ordinal numbers; fractions; expressions of time, date, age,
telephone numbers, prices, weights, measures.

Appendix 3 – GCSE Arabic minimum core vocabulary

Minimum Core Vocabulary for GCSE

At Home and Abroad

على اليمين

على اليسار

خارج البلد

استقبال

يرحّب

نشاطات

قطار

مطار

يلاحظ

يجب

تذكرة ذهاب وإياب

تذكرة ذهاب

تسليّة

آلة تصوير

يسمى

موقف باص

مصعد
يصل
تھبط (الطائرة)
على شاطئ البحر
مسافر
بيت شباب
طريق سريع
وابل من المطر
طائرة
أمتعة سفر
حمام
بلكون ، شرفة
ضاحية
بنك ، مصرف
قارب
عمارة
جميل ، رائع

مكتبة
تذكرة
دورة مياه
اقامة سعيدة
سفرة سعيدة
ضباب
مكتب الاشياء المفقودة
ريف
حافلة
مفترق طرق
بطاقة بريدية
مركز تسويق
مركز المدينة
حرارة
مخبز
قلعة
حارّ

سكة حديد
غالي
حصان ، فرس
سماء
المرور
مناخ
تلّ
مخيم
مركز شرطة
مليء ، محجوز
مركز رياضي
يدير قرص الهاتف
يقود
مكتب الودائع
يستمر
مفتش التذاكر
علاقة ، ربط

شاطئ

مرسى

غائم ، ملبد بالغيوم

يقلع

يصف

يفرغ محتويات حقيبة

ممنوع

درجات

غداً

منطقة ، مقاطعة

نشرة

يتزل

ملهيات

يطلّ على

جمارك ، جمرك

يتخطى

مستقيم

كنيسة

ازدحام

موقع

يتعطلّ

مكان

مملّ

بترين

شرق

دور

نجم

نزهة

عفوا ، عذرا

يسافر متطفلا

يخيم

ليتعرفّ على

يملاً تماماً بالوقود

يحزم

مزرعة

يحتفل بـ

اضوية مرور

استمارة

ابن

حوض ، نافورة

وشاح

برد، بارد

حدود

محطة

محطة باصات

يوقف السيارة

شرطي

شباك تذاكر

مواطن، ساكن

يسكن

تأريخي

دار بلدية
شامل ، مشتمل
صناعي
منتزه
حديقة حيوان
نافورة
يوم عطلة
عطلة عامة
كشك جرائد
بطارية ، مشعل
بطيء
حر
للإيجار
بعيد
يستأجر
حانوت ، دكان ، محلّ
سوق

يمشي

رديء

أطيب التحيّات

بحر

شكرا

تنبؤات الجوّية

متر

ظهر

جبل

يركب

محرك ، ماكنة

درّاجة نارّية

يموت

بعوضة ، ناموس

متحف

ثلج

غير صالح للشرب

شمال

غيمة

مكتب سياحة

عاصفة

غرب

فتّاحة علب

فتّاحة زجاجات

قصر

طرد ، طرود

مظلة

موقف السيارات

حديقة عامة

يُمرّ

بلد ، وطن

منظر جميل

فلم

يخسر ، يفقد

رخصة سياقة

شخص

هوية

قدم

ماش ، مشاة

مسيح

فاتن ، رائع

ميدان

شاطئ

تمطر (السماء)

مطر

جسر

باب

مكتب بريد

للشرب

قرب

قريب ، بجانب

رصيف

حيّ ، حارة

يستلم

يشكر

يملاً

يقابل

معلومات

يُحجز

تأخير

دوّار ، مستديرة

يسير

طريق رئيسي

طريق

يسمى

رمل

حقيقية

حقيقية نوم

فصل

غرفة انتظار

غرفة ألعاب

خال من الرصاص

يقف

يستحم

يتشمس

يوجد

امن

يبقى

اتجاه واحد

رجاءً

شمس

يعاني

كلس ، جبس

ملعب مدرج

يوقف ، يركن

جنوب

اضافة

جو ، حالة الجو

جولة

برج

يدير

الى الامام

سفرة

هادئ

نقل عام

يعبر

عطل ، عطلات

بقرة

حقيقية سفر

دراجة

ريح

باتجاه

مدينة

سريع

ينظر

سيارة

يطير ، يسرق

يريد

منظر

عربة نوم

منطقة مشاة

قطار

Education, Training and Employment

يساعد

يحب

قائد

يعلن

يستدعي

يتعلم

يتمرن ، يتدرب

تمرين ، تدريب

اجلس

حافلة ، باص

مستقبل

بناية ، عمارة

يتحدث

جيد

صندوق بريد

يعمل

مكتب

دفتر تمارين

حاسبة

مهنة

حقيبة مدرسية

سائق سيارة اجرة

يبحث عن

كيمياء

عطالة ، بطالة

لوحة مفاتيح

مصفف شعر ، حلاق

مدرسة

يبدأ

محاسب

ينصح ، يشير

مكالمة هاتفية

بريد

درس ، حصة

ملعب تنس

عشاء

فن ، فنون

يرسم

يكره

واجب بيتي

صعب

مؤهل

مدير مدرسة

قرص مرن

يتباحث ، يتناقش

يتبادل

شاشة

مدرسة

روضة

مدرسة ابتدائية

تلميذ

موظف

صاحب عمل

جدول زمني

ممل

دراسة

تدريس

يرسل

تربية رياضية

طالب

يدرس

مثال

مرسل

ذو خبرة ، ممارسة

يشرح

سهل

ساعي البريد

يكمل دورة دراسية

يحصل على خبرة مهنية

خطأ

استمارة

ينهي

تدريب

يحصل

محمدة

عطلة صيفية

صالة ألعاب

ساعة

رجل اعمال

آلة طباعة

يطبع

شفرة

مهندس

مشوق

مدرس

يوم

مختبر

لغة

رسالة

درجة

كتاب

جنيه استرليني

مدرسة

بناء

حانوت ، دكان

الة تسجيل صوت

الة تسجيل تلفازية

واطئ الدخل

موضوع ، مادة

ميكانيكي

طبيب

بريد الكتروني

قطار انفاق

موجه ، مشرف

مهنة

كلمة

علامة ، درجة

ابق على الخط

عامل

مشغول

حاسب الكتروني

ينسى

سروال ، بنطلون

ورق

رئيس

وقت الغداء

مدفوع

يدفع

يفقد ، يخسر

يسمح

يطلب عمل أو وظيفة

مفضل

يفضل

مدرس

برنامج

ماش على الأقدام

تقدم

مؤهل

خطة

فرصة ، وقت استراحة

مسطرة

موعد

العودة الى المدرسة

يعيد ، يكرر

الة تسجيل الكلمات

الهاتفية

يجيب

ملخص

احتجاز

اجتماع

حقيبة الظهر

يتقدم بطلب

معاش ، راتب

صف ، فصل دراسي

فصل موسيقى

غرفة المدرسين

يُحفظ

علم الاحياء

يتهجى

خادم مطعم

السنة الاولى

يقرع (الجرس)

عضو دورة (دراسية)

قلم حبر

لوحة

مبرة

يكتب على الالة

الكاتبة

يكلم بالهاتف

السنة الثالثة عشرة

ساحة الرياضة

طابع (بريدي)

يعمل

مدة

مقلمة ، حافظة اقلام

جامعة

معمل ، مصنع

مساعد ، موظف

مبيعات

قلم

سيارة

Health and Fitness

يتحسن

مصاب بوجع المعدة

مصاب بوجع الاذن

مصاب بالتهاب

الحنجرة

مصاب بالصداع

يشعر بالغثيان

مصاب بوجع الظهر

مصاب بوجع المعدة

مصاب بوجع الاسنان

يسبب الاذى لنفسه

قرص (دواء)

ينام

حمى

يدخن

حجارة

شديد

زكام

ممرض

رجل

مريض

مرض

طبيب

دواء

منديل ، محرمة

انف

عين

وصفة طبية

يلسع

لسعة

يأخذ ، يحمل

وصفة طهي

موعد

برد

صحي

يستريح

شراب سكري

رأس

يصاب بالمرض

يسعل

نباتي

معدة

عيون

House, Home and Daily Routine

مسن ، كبير السن

الاكبر سنا

عنوان

يساعد

ودي

يضيف

صداقة

صديق

حب

يحب

اناناس

مقبلات

شقة

شجرة

خزانة

طبق ، صحن

يسخن

يجوع

يبرد

موزة

زبدة

لحم بقري

يشرب

شربة ، شراب

علبة صفيح

هنيئا

حلوى

فم

قنينة

ذراع

مكتب

الاصغر

قهوة بالحليب

ابريق قهوة

اريكة

بطة

زرافة

جزرة

وجبة خفيفة

قدر

زبيب

كرز

كرسي

غرفة نوم

فطر

بطاطة مقلية

شراب شو كولاتة

ساخن

كرنب ، لهانة

قنبيط ، قرنبيط

ليمون

يأمر

مربي

مرتاح

محمدة

لحم اضلاع

رقبة

يقطع

سكين

لحاف ، بطانية

قشطة

شطيرة محمرة

خضر طازجة

ملعقة

ملء ملعقة

مطبخ

طباخ

غذاء

لذيذ

سن

حلو

دجاج رومي

عشاء

اصبع

ماء معدني

يطبخ

يغسل الاطباق

ينظم الحديقة

يرتب الفراش

يكمل العمل المتري

يكوي الملابس

يشترى الحاجيات المتزلية

طحين ، دقيق

تعبان

كرسي بمساند

شباك

زهرة ، وردة

شوكة

طازج

فراولة

ثلاجة

بطاطس مقلية

جبنة

طعام بحري

يبقى في الفراش

كعكة

غاز

ركبة

مثلجات

يسكن ، يعيش

رجل

بطاطس مقلية

زيت

لحم مختزير

حديقة

عصير

حليب

حوض غسيل

غسالة صحون

خضر

ليمونادة

فراش

ضوء

غسالة ملابس

يد

بيت

قدر طبخ

صباح

يخلط

يعد الطاولة

اثاث

سجاد

خردل

حروف صغير

حائط

غطاء مائدة

ينظف

طعام

بيضة

بصل

شراب فوار بنكهة البرتقال

اذن

وسادة

فتاحة علب

فتاحة قناني

خبز

خبز محمر

عطر ، نكهة

يشارك

خوخ

حشيش الحديقة

يخسر

فطور

عوينات

غرفة

قدم

خزانة

سقف

ارض

نبته

صحن

مقلاة

كمثرى ، عرموط

سمك

فلفل

تفاحة

بطاطس

باب

حساء ، شوربة

سلة مهملات

دجاج

عنب

يرتب

موسى

يعود الى المنزل

وجبة

يبقى

ساعة بمنبه

طابق ارضي

ستارة

رز ، ارز

حنفية

يشوي ، يحمر

سلطة خضراء

غرفة طعام

حمام

غرفة الجلوس

سجق

يُفَرِّشُ

يذهب للفراش ، ينام

يخلع ثيابه

يغتسل

ينهض

يخلق

يستيقظ

ملح

يخدم

يرتدي ، يلبس ثيابه

مساء

عشاء

شقة مؤلفة من غرفة واحدة

سكر

سجادة

متأخر

كعكة

خبز و زبدة

كوب

شرفة

شاي

سمك تونة

حجول

سداد فليبي

سقف

طماطم

يعمل

سمك تراوت

لحم عجل

زجاج

يسكب ، يسقي

قاعة

لحم

خمر ، نبيذ ، كحول

خل

وجه

صوت

دورة مياه

Media, Entertainment and Youth Culture

اخبار

بالغ

ممثل / ممثلة

تسليية

مدربون

تذكرة

دخول ، مداخيل

حزام

شهير

قناة

اغنية

يعني

مغني

قبعة

جوارب

احذية

قميص

كم

قطن

يبدأ

يكلف

جلد

رسوم متحركة

وثائقي

وشاح

برنامج تلفازي

مدخل

طالب

مروحة

متعصب لـ

فلم هزلي ، كوميدي

فلم عاطفي

فلم مغامرات

فلم مرعب

فلم بوليس سري

ينتهي

قفازات

مرتد لملاسه

معطف مطري

استعراض العاب

جريدة

تنورة

صوفي

لباس سباحة

عارض أزياء، عارضة أزياء

معطف

زينة

موضة

بنطلون

تمثيلية

ثقب الجسم

مقعد

هاتف نقال

سعر ، ثمن

بلوزة

مخفض

تخفيض

يحجز

احمر شفاه

فستان

حقيبة يد

عرض

متوالي

مع ترجمة مطبوعة

عرض (مسرحي)

يجول عبر الشبكة العالمية

بدلة رياضية

تسعيرة

تلفاز بقنوات فضائية

سترة

ثياب

Social Activities

تسوق

يشترى

قائمة السعر

يذهب لصيد السمك

يبحث

عيد ميلاد

مصرف جيب

مصعد

رياضيون

في الزاوية

كرة

شريط صور متحركة

طبول

مطهي جيدا

اهلا

نادي ليلي

وجبة شهية

رخص

سنة سعيدة

حفلة

زجاجة

اعمل بنفسك

مكتب صرافة

محل بيع تبوغ

هدية

صندوق

صنارة صيد السمك

بطاقة ائتمان

مركز تسوق

مركز رياضي

اطعمة معلبة

شيكات مسافرين

غالي

اختيار

يقدم طلبا

محل حلويات

زميل مراسلة

يقيم الكلفة

يرقص

يصرف

شطرنج

يستمع الى

يقبل

محل بيع الخضار

فريق

جولة خارجية

يذهب للسباحة

يذهب للعب بلوح التزلج

استخدام المراكب الشراعية

يوفر

ركوب الخيل

التزلج على الماء

التريض

ركوب الدراجات

التقبيل على كليتي الوجنتين

يعود لـ

يتمشى

يمشى لمسافة طويلة

تهاني

يغلق

العاب نارية

خطوبة

دعوة

لعبة

لعبة الكترونية

يوم اجازة

بداية السنة الجديدة

عطلة عامة

هنئكم بحلول عيد الميلاد

يحاضر

يقراً

وقت الفراغ

محل

نادي شباب

سوق

زواج

تغيير

ساعة

يسبح

عرس

يهدي هدية

افتتاح

محل بيع قرطاسية

عيد الفصح

عطر

هواية

محل بيع الكعك

بطارية

صحن اليوم

يغوص

مقاس (الحذاء)

محل بيع السمك

محفظة

يعرف

سعر

مسرور

قسم

ينظر

يلاقي

يزور

رواية

يتسلى

يغتسل

يتشمس

يرخي عضلاته

يرتاح

اخدم نفسك

الخدمة مشمولة

تتريالات

يخرج

رياضي

مخزن تجهيزات

قياس (للثياب)

شرفة

واجهه العرض

سفرة

Social Conventions

اراك غدا

اراك قريبا

في أي وقت
مع اطيب التمنيات
مع السلامة
النجدة
اهلا
تصبح على خير
مساء الخير
شكرا
اسف
رجاء
من فضلك

Prepositions

الى
بسبب
الى جانب
بعد
في نهاية

حوالي

قبل

مع

في بيت ما

ضد

في

من

خارج

خلف

مقابل

فوق

بين

حوالي

حتى

بعيدا عن

خلال

بين

في كل مكان

خلال

لكي

قرب

بدون

ما عدا

استنادا الى

تحت

فوق

باتجاه

Adjectives

لطيف

سعيد

مزعج

قديم ، سابق

غبي

جميل

جيد

مختصر

مثير للضوضاء

مكسور

عظيم

مريح

قصير

ذو مزاج جيد

واقف

مقزز

اخير

اسف

مسلي

ثمين

صعب

فعال ، نشط

غاضب

خارج

ضعيف

متعب

مزيف

مفضل

مغلق

مقفل

رائع

قوي

حر

سمين

عالي

لا يصدق

شاب

جميل

قبيح

خفيف

ثقيل

رائع

حلو

مشابه

ناضج

مهم

جديد

كثير العدد

كامل

مثير

ملئ

في عجلة

التالي

مغلق

مطلوب

ممتن

حقيقي

حكيم ، مهذب

صحيح

قدر

مثير للمشاعر

راض

مهتم

متشدد

وحيد

ساكن

مبكر

مثالي

مفيد

ساري المفعول

صحيح

Verbs

يرافق

يضيئ

ينتظر

لديه

يشرب

يغير

يختار

يفهم

يعد

يقود

يعتاد على

يعتقد

يقرر

يسأل

يشتهي

يقول

يجادل

يعطي

ينام

يكتب

يقترض

يسمع

يدخل

يأمل

يحاول

يكون

يغلق

يصيب

يدعو

يرمي

يترك

يستحق

يضع

يتسلق

يظهر

يفتح

يعفو

يتكلم

يترك

يسمح

يفرح

يبكي

يدفع

يقدر

يسافر

يشقى

يحمل

يقرض

Appendix 4 – Key skills

This GCSE offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed through this specification at level 2:

- information technology
- improving own learning and performance
- working with others
- *communication.

* Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that **evidence for the key skill of communication can only be evidenced in English, Irish or Welsh.**

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each paper (listening, speaking, reading and writing) within all the modern foreign language GCSEs featured in this specification will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Key skills (level 2)	Paper 1	Paper 2	Paper 3	Paper 4
Information technology				
IT2.1	3	3	3	3
IT2.2			3	3
IT2.3				3
Working with others				
WO2.1	3	3	3	3
WO2.2	3	3	3	3
WO2.3	3	3	3	3
Improving own learning and performance				
LP2.1	3	3	3	3
LP2.2	3	3	3	3
LP2.3	3	3	3	3
Communication				
C2.1a	3	3		
C2.1b		3		3
C2.2		3	3	3
C2.3				3

Information technology level 2

When producing work for any of the GCSEs in this specification, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

As part of their modern foreign language programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use standalone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.1	Search for and select information for two different purposes	1, 2, 3, 4	<p>Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.</p> <p>A student could, using key words, search, locate and extract target-language information from the Internet or other ICT sources on a given topic as appropriate to the activity (eg reviewing a tourist bulletin of a given locality and then selecting suitable holiday activities for different people with specific interests or requirements).</p>
IT2.2	Explore and develop information, and derive new information, for two different purposes	3, 4	<p>Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information could be derived from websites, eg football league table or another sports-related source from a target-language country, and this could be compared with results from the previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development, eg students could discover more information about a certain club and key players.</p> <p>Eg a student could undertake research into the ‘Most Popular Weekend Activities’ identified by contributors to an Internet discussion group in the target language. This information could be transferred into a table and provide a stimulus for an article (to be word processed in the target language). Additionally, students could contribute to the online discussion.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.3	<p>Present combined information for two different purposes</p> <p>This work must include at least one example of text, one example of images and one example of numbers</p>	4	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread.</p> <p>Eg a student could undertake a task such as the ‘Weekend Activities’ article (see IT2.2) and develop this as a piece of word-processed extended writing in the target language. This could possibly be enhanced with suitable graphics and charts/tables. The student would choose a suitable layout and insert symbols as appropriate to the target language.</p>

Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- printouts with annotations
- draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	1, 2, 3, 4	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg students agree tasks and responsibilities for carrying out a project comparing likes and dislikes about school with other class members, undertaking research, planning questionnaires, writing articles.</p> <p>Eg students plan an informative web page or video project on their town intended for a target-language audience.</p>
WO2.2	Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities	1, 2, 3, 4	<p>Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc, should be sought when needed.</p> <p>Eg students actively engage in activities to ensure completion of the 'School' project as mentioned above.</p>
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	1, 2, 3, 4	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.</p>

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance level 2

Within these MFL GCSEs, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and learning through a straightforward practical activity. This GCSE will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met	1, 2, 3, 4	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. Eg discussing planning and research procedures for an assignment and agreeing a deadline for plan and/or initial draft.
LP2.2	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets Improve your performance by: <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity 	1, 2, 3, 4	The plan should be implemented with performance reviews and should include working for short periods without close supervision. Eg agree to undertake independent study/homework as directed and respond to teacher guidance, interpreting general teacher/feedback and identifying errors within texts through consulting reference books, teacher or language assistant.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task	1, 2, 3, 4	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify, with for example their tutor, action for improving their performance.</p> <p>Eg target-setting review meeting may reveal that a student has developed a wide vocabulary but needs to be more secure with a range of tenses.</p> <p>Eg asking for advice and guidance from the teacher when referring to marked work.</p>

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	1, 2	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>Eg students choose a topic for discussion about different types of film. They would prepare this and then contribute to a class/group discussion. This activity would encourage students to give and justify opinions.</p>
C2.1b	Give a short talk about a straightforward subject, using an image	2, 4	<p>Following a period of research, students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or models, maps, etc.</p> <p>Eg a student could make a short presentation about their work experience. The presentation could be enhanced with a copy of a page from the work diary to illustrate the daily work routine and activities undertaken.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.2	<p>Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p>	2, 3, 4	<p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose, eg for a talk, discussion or an essay.</p> <p>Eg a student could read two extended letters from students living in a country where the target language is spoken giving information about and their views on a particular topic (eg school life). Students could then extract and summarise the main points from each letter.</p>
C2.3	<p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least one image</p>	4	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg a student could undertake an essay about a special occasion or visit. They could enhance the presentation with an annotated story board incorporating photographs, drawings, etc. This would be ideal preparation for the development of extended writing skills. Students could write a letter about a different topic as a contrasting activity.</p>

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

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