

Edexcel GCSE in Arabic

(2AR01) (3AR0S) (3AR0W)

For first teaching from 2009

Sample Assessment Materials



Welcome to the GCSE 2009 Arabic Sample Assessment Materials.

These sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of questions styles where appropriate – we've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper, outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Arabic

Unit 1: Listening and understanding in Arabic

Sample Assessment Material

Time: 45 minutes and 5 minutes reading time

Paper Reference

5AR01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write while the CD is playing. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions

Some questions must be answered with a cross in a box ☒.

If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

Jamila's school timetable

- 1** Jamila is telling you what lessons she has on Mondays. You will hear her statement twice.

Below is an empty timetable.

Write the letter that stands for the subjects she mentions in the spaces provided.

M	9.00 – 9.55	10.00 – 10.55		11.30 – 12.25		1.30 – 2.25	2.30 – 3.25	3.30 –
O								
N								
D	M							
A								
Y								

Example: M = Mathematics

A = Arabic

H = History

B = Biology

F = Fine Arts

E = English

M = Mathematics

G = Geography

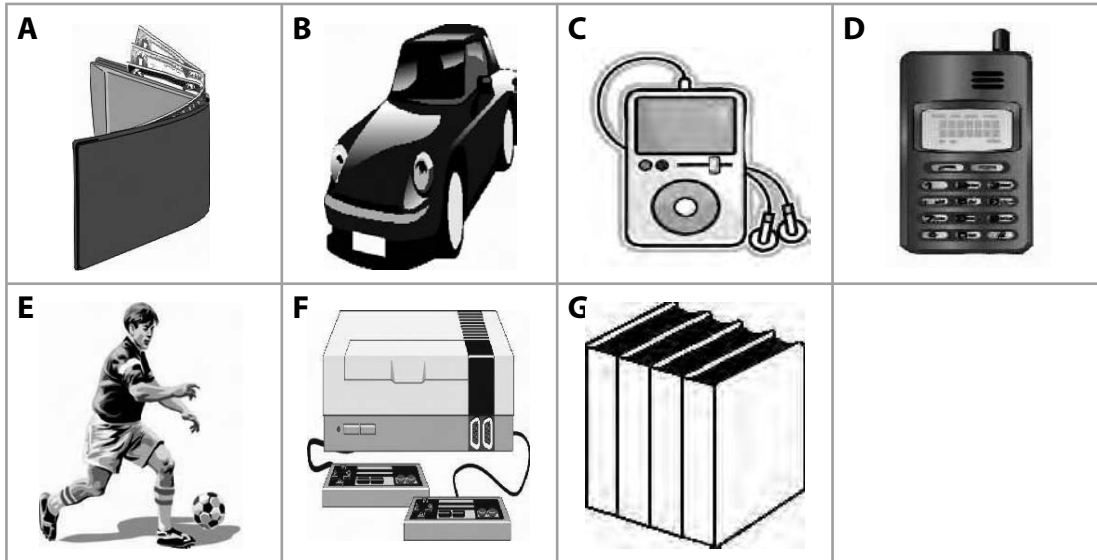
S = Sport

(Total for Question 1 = 5 marks)

The most important thing for me

2 You hear some people talking about what they like best.

Choose the correct picture for each question and put a cross ☒ in the correct box.



	A	B	C	D	E	F	G
Example:	☒	☒	☒	☒	☒	☒	☒
(i) Nadia	☒	☒	☒	☒	☒	☒	☒
(ii) Omar	☒	☒	☒	☒	☒	☒	☒
(iii) Ali	☒	☒	☒	☒	☒	☒	☒
(iv) Ibrahim	☒	☒	☒	☒	☒	☒	☒
(v) Mariam	☒	☒	☒	☒	☒	☒	☒

(Total for Question 2 = 5 marks)

Work

3 Widad is talking about her work in Dubai.

Choose the correct word to complete each sentence.

Put a cross ☒ in the correct box.

Example: Widad works in a big ...

(i)	... supermarket.	<input type="checkbox"/>
(ii)	... restaurant.	<input type="checkbox"/>
(iii)	... hotel.	<input checked="" type="checkbox"/>

(a) She works as a ...

(i)	... waitress.	<input type="checkbox"/>
(ii)	... receptionist.	<input type="checkbox"/>
(iii)	... chambermaid.	<input type="checkbox"/>

(b) She thinks her job is ...

(i)	... boring.	<input type="checkbox"/>
(ii)	... interesting.	<input type="checkbox"/>
(iii)	... difficult.	<input type="checkbox"/>

(c) She can speak ... languages.

(i)	... two	<input type="checkbox"/>
(ii)	... three	<input type="checkbox"/>
(iii)	... many	<input type="checkbox"/>

(d) She goes to work ... days a week.

(i)	... five	<input type="checkbox"/>
(ii)	... six	<input type="checkbox"/>
(iii)	... two	<input type="checkbox"/>

(e) At work, she wears clothes ...

(i)	... she does not like.	<input type="checkbox"/>
(ii)	... she likes.	<input type="checkbox"/>
(iii)	... that are red.	<input type="checkbox"/>

(Total for Question 3 = 5 marks)

Mahmood's grandfather

4 Mahmood is talking about his grandfather.

Put a cross in the **four** correct boxes.

Example: Everyone liked Mahmood's grandfather.	<input checked="" type="checkbox"/>
(a) He was his father's father.	<input type="checkbox"/>
(b) He was his mother's father.	<input type="checkbox"/>
(c) He worked as an architect in Bahrain.	<input type="checkbox"/>
(d) He was a petroleum engineer.	<input type="checkbox"/>
(e) He lived with his family in Bahrain until 1996.	<input type="checkbox"/>
(f) He worked in Bahrain for 36 years.	<input type="checkbox"/>
(g) He died at home at the age of 86.	<input type="checkbox"/>
(h) The last time he saw his friends in Amman was in 1986.	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Directions

5 You are looking for a bank and a restaurant in an Arab town. You ask a passer-by for directions.

Put a cross ☒ in the correct box.

(a) Where is the bank?

- (i) The bank is in the first street on the right
- (ii) It's in the last street on the right
- (iii) It's at the end of this street on the right

(b) Where is the restaurant?

- (i) second street on the right
- (ii) first street on the left
- (iii) turn right, then first left

(Total for Question 5 = 2 marks)

Football - Euro 2008

6 Mohammad is talking to his friend Khalid about a match they watched the night before.

Put a cross in the correct box.

(a) Khalid watched the France v Holland match

- (i) with his friends.
- (ii) at home.
- (iii) at his brother's house.
- (iv) at the club.

(b) Salih found the match

- (i) pleasing
- (ii) boring
- (iii) exciting
- (iv) upsetting

(c) Salih's wife is

- (i) Swiss
- (ii) French
- (iii) frenzied
- (iv) unhappy

(d) One of the countries Mohammad supports in this competition is

- (i) Portugal
- (ii) France
- (iii) Spain
- (iv) Holland

(e) Khalid thinks that the country that might win the cup is

- (i) Turkey
- (ii) Holland
- (iii) France
- (iv) Portugal

(Total for Question 6 = 5 marks)

Shopping




7 Leila is telling you about her shopping trip yesterday.

Put a cross ☒ in the correct box for each of the statements made.




Example:

A 	B 	C 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




(i)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




(ii)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



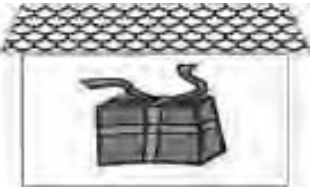
(iii)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iv)

A  <input type="checkbox"/>	B  <input type="checkbox"/>	C  <input type="checkbox"/>
---	---	---

(v)

A  <input type="checkbox"/>	B  <input type="checkbox"/>	C  <input type="checkbox"/>
---	---	--

(Total for Question 7 = 5 marks)

Karima's house

8 Karima is talking about her house.

Look at the 10 statements below and put a cross ☒ next to the **five** correct statements.

- (a) Karima lives near London with her parents. ☒
- (b) She lives in a small village outside London. ☒
- (c) The house she lives in has only four rooms. ☒
- (d) They have a room reserved for guests. ☒
- (e) There are flowers in the garden at the back of the house. ☒
- (f) She has a brother and a sister younger than her. ☒
- (g) The little ones play in the garden when the weather is fine. ☒
- (h) Her mother takes the children out to the shops at times. ☒
- (i) Karima helps look after the children at times. ☒
- (j) She prefers to look for entertainment in the area where she lives. ☒

(Total for Question 8 = 5 marks)

An invitation

9 Shakir meets his friend Suleiman in town.

Below is a page from his diary with some information missing.

Fill in the missing information **in English**.

Saturday 14th June

I met Suleiman in town.

Example He invited me to a party.....

Day / date: (a)

Time: (b)

Place: (c)

I must buy him a present for his (d)

(Total for Question 9 = 4 marks)

A magazine article

10 Walid and Salwa are talking about a magazine article. Your English friend wants to know what is being discussed.

Answer her questions **in English**.

(a) Who bought Om Kulthum's scarf? (1)

(b) How much did he pay? (1)

(c) Why did he buy it, according to Walid? (2)

(d) Why is Princess Diana mentioned in this conversation? (Give **two** reasons.) (2)

1

2

(e) Why is the charity OXFAM mentioned here? (1)

(f) What is Walid's opinion of people who give to charity? (1)

(g) What does he end up wondering about? (2)

(Total for Question 10 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

Sample Mark Scheme

Unit 1: Listening and Understanding in Arabic

Question Number	Answer	Mark
1	G, E, H, F, S 1 mark for each correct answer	5

Question Number	Answer	Mark
2(i)	D	1

Question Number	Answer	Mark
2(ii)	E	1

Question Number	Answer	Mark
2(iii)	C	1

Question Number	Answer	Mark
2(iv)	F	1

Question Number	Answer	Mark
2(v)	G	1

Question Number	Answer	Mark
3(a)	(ii)	1

Question Number	Answer	Mark
3(b)	(ii)	1

Question Number	Answer	Mark
3(c)	(iii)	1

Question Number	Answer	Mark
3(d)	(ii)	1

Question Number	Answer	Mark
3(e)	(i)	1

Question Number	Answer	Mark
4	(b) (d) (f) (g)	1 mark for each correct answer

Question Number	Answer	Mark
5(a)	(iii)	1

Question Number	Answer	Mark
5(b)	(i)	1

Question Number	Answer	Mark
6(a)	(iii)	1

Question Number	Answer	Mark
6(b)	(iv)	1

Question Number	Answer	Mark
6(c)	(ii)	1

Question Number	Answer	Mark
6(d)	(i)	1

Question Number	Answer	Mark
6(e)	(ii)	1

Question Number	Answer	Mark
7(i)	B	1

Question Number	Answer	Mark
7(ii)	A	1

Question Number	Answer	Mark
7(iii)	C	1

Question Number	Answer	Mark
7(iv)	A	1

Question Number	Answer	Mark
7(v)	B	1

Question Number	Answer	Mark
8	(b) (d) (f) (g) (i)	1 mark for each correct answer

Question Number	Answer	Mark
9(a)	Next Friday/20 th June	1

Question Number	Answer	Mark
9(b)	8.30/20.30	1

Question Number	Correct Answer	Reject	Mark
9(c)	Hilton Hotel	Hotel on its own	1

Question Number	Answer	Mark
9(d)	Birthday	1

Question Number	Correct Answer	Reject	Mark
10(a)	A rich Arab	A rich man	1

Question Number	Answer	Mark
10(b)	\$5,000,000 / five million dollars	1

Question Number	Answer	Mark
10(c)	May be a collector of memorabilia (1) of the great and famous (1) (or words to that effect)	2 (1 mark for each correct answer)

Question Number	Answer	Mark
10(d)	She was famous (1) her clothes sold for a lot of money too (1)	2 (1 mark for each correct answer)

Question Number	Answer	Mark
10(e)	Either The Princess gave the money she raised from the sale of her clothes to charities such as Oxfam Or It is one of the charities that received money from the sale of the Princess's clothes.	1

Question Number	Answer	Mark
10(f)	He respects them	1

Question Number	Answer	Mark
10(g)	Who sold Om Kulthum's scarf (1) and what he did with the money (1)	2 (1 mark for each correct answer)

Unit 1 Transcript

JAMILA'S SCHOOL TIMETABLE

Example:

أول درس عندي هو درس الرياضيات

Question 1

ثم درس الجغرافيا في الساعة العاشرة

الساعة ١١:٣٠ اللغة الإنجليزية

الساعة ١:٣٠ بعد الظهر تاريخ

الرسم والفنون الجميلة في الساعة الثانية والنصف

وأخيراً من الساعة الثالثة والنصف نبدأ بالألعاب الرياضية في ملاعب المدرسة

THE MOST IMPORTANT THING FOR ME

Example:

أهم شيء لي هو محفظتي

Question 2

وأنت يا ناديا؟

ناديا: أهم شيء لي هو هاتفي الجوّال

وأنت يا عمر؟

عمر: الكرة . الكرة أهم شيء لي بدون شك

وأنت يا علي؟

علي: أنا لا أخرج من البيت بدون جهاز الأغاني المسجّلة أم بي ٣

وأنت يا ابراهيم؟

ابراهيم: جهاز الألعاب الإلكترونية بغرفتي أهم شيء لي

وأنت يا مريم؟

مريم: أنا لا أستطيع أن أعيش بدون كتبي

WORK

Question 3

أعمل في فندق كبير في دبي. يوجد في الفندق مطاعم ودكاكين وتسهيلات كثيرة. أنا موظفة استقبال. أقوم بأعمال عديدة ولا أشعر بأي ملل. أرحب بالضيوف وأجيب على أسئلتهم وهذا يوفر لي المجال لأن استعمل اللغات الأجنبية التي أتكلّمها بسهولة وهي الإنجليزية والفرنسية والألمانية. أذهبُ إلى العمل كل أيام الأسبوع ما عدا يوم الخميس. راتبي لا بأس به لذلك أصرف كثيراً من النقود في شراء الثياب الجميلة لكن للأسف أثناء العمل عليّ أن ألبس بذلة نظامية ولونها الأخضر لا يعجبني.

MAHMOOD'S GRANDFATHER

Question 4

كان المرحوم جدّي، أبو والدتي ، رجلاً محبوباً لدى الجميع . عمل مهندساً في شركة النفط في البحرين لمدة ستّ وثلاثين سنة ثم ترك العمل هناك عام ١٩٩٦ ورجع إلى عمّان ليقضي السنين الأخيرة من حياته مع أهله وأصدقائه. توفي في فراشه قبل سنتين وكان عمره ٨٦ سنة.

DIRECTIONS

Question 5

- لو سمحت يا عمّ ، هل يوجد بنك في هذه المنطقة؟ M
- نعم، امشي إلى الأمام من هنا والبنك الأهلي في آخر الشارع على اليمين. H
- شكراً يا عمي ، سؤال آخر لو سمحت. هل يوجد مطعم قريب من هنا؟ M
- نعم، المطعم اللبناني. خذي ثاني شارع على يمينك والمطعم في أول الشارع على اليسار. H
- شكراً جزيلاً. M
- العفو يا ابنتي . مع السلامة. H

FOOTBALL - EURO 2008

Question 6

- محمد: ماذا فعلت مساء أمس يا خالد؟
- خالد: ذهبت إلى بيت أخي صالح لأشاهد مباراة هولندا وفرنسا. وأنت؟
- محمد: كنت في النادي مع الأصدقاء وشاهدنا المباراة على الشاشة الكبيرة هناك.
- خالد: كانت المباراة مثيرة للغاية! وأنا يعجبني كثيراً المنتخب الهولندي ولكن النتيجة لم تسرّ أخي صالح أبداً لأنه يحبّ المنتخب الفرنسي ويشجعه دائماً.
- محمد: بالطبع. زوجة أخيك فرنسية، أليس كذلك؟
- خالد: نعم، هي فرنسية. ولكن أمها من أصل عربي سوري.
- محمد: من سيحصل على البطولة برأيك يا خالد؟
- خالد: برأيي الفوز سيكون للمنتخب الهولندي. وأنت يا محمد، من تريد أن يفوز بالكأس؟
- محمد: إما تركيا أو البرتغال.
- خالد: سوف نرى.

SHOPPING

Example:

ذهبت أمس بسيارة ماما إلى وسط المدينة للتسوق

Question 7

- .i كان اليوم ممطراً
- .ii اشترت أولاً شمسية سوداء اللون كبيرة الحجم
- .iii بعد ذلك اشترت حقيبة يد من دكان صغير
- .iv ثم صادفت في الطريق زميلة لجأت إليّ وإلى مظليّتي
- .v أخيراً ذهبنا معاً إلى محلات الأحذية وبقينا هناك حتى توقف المطر.

KARIMA'S HOUSE

Question 8

اسمي كريمة ، أعيشُ في بيت أمي في قرية صغيرة خارج مدينة لندن . بيتنا كبير ، فيه أربع غرف نوم :
غرفتي، وغرفة أمي ، وغرفة الضيوف، وغرفة אחتي وأخي الصغيرين . عندنا حديقة خلف البيت لكنها
ليست صالحة لزرع الأزهار. يلعب فيها الصغار عندما يكون الجو معتدلاً ودافئاً. بيت أمي بعيد عن
الدكاكين وأماكن التسلية ولهذا أبقى في البيت في غرفتي وأساعد أمي في الاعتناء بالصغار أحيانا .

AN INVITATION

Question 9

- شاكر: مساء الخير يا سليمان!
- سليمان: أهلاً ، مساء النور يا شاكر . صدفة طيبة. قل لي يا شاكر هل أنت مشغول يوم الجمعة القادم؟
- شاكر: لماذا؟
- سليمان: عندي حفلة.
- شاكر: وما المناسبة؟
- سليمان: عيد ميلادي.
- شاكر: كل عام وأنت بخير.
- سليمان: شكرا يا أخي. هل تستطيع الحضور؟
- شاكر: نعم، بكل تأكيد. متى موعد الحفلة؟
- سليمان: يوم الجمعة الساعة الثامنة والنصف مساءً. لا تنسى يوم الجمعة ٢٠ يونيو . مع السلامة.
- شاكر: لحظة. لم تعطني عنوانك. أين ستكون الحفلة؟
- سليمان: آسف، نسيت أن أقول لك : ستكون الحفلة في فندق الهلتون. سأراك هناك إن شاء الله. إلى اللقاء.
- شاكر: إلى اللقاء . في أمان الله.

A MAGAZINE ARTICLE

Question 10

وليد: لماذا تبتسمين يا سلوى وأنت تقرئين؟

سلوى: أبتسم لأني قرأت أن أحد الأغنياء العرب اشترى منديل المغنية العظيمة أم كلثوم بخمسة ملايين دولار. حتى لو كان عندي خمسين مليون دولار لما دفعت هذا المبلغ!

وليد: لا بد أن هذا الأخ يجب شراء التذكارات الشخصية للمشاهير. ألم تسمعي بثياب الأميرة ديانا عندما كانت تبيعها بمبالغ هائلة؟

سلوى: نعم ولكن كان هدف الأميرة دفع ثمن ثيابها للمنظمات العالمية مثل OXFAM التي تساعد فقراء العالم .

وليد: هذا صحيح ومساعدة الفقراء عمل خيريّ، وأنا احترم كل من يفعل الخير . من باع منديل أم كلثوم يا ترى؟ وماذا فعل بالملايين الخمسة؟

Edexcel GCSE

Arabic

Unit 2: Speaking in Arabic

Sample Assessment Material

Time: 8-10 minutes (across two tasks)

Paper Reference

5AR02/01

You do not need any other materials.

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Introduction

Students **must** undertake **two** tasks in this unit:

1. A picture-based discussion or presentation (with following questions) related to a chosen theme
2. A general conversation related to a chosen theme

Picture-based discussions

The following provide an indication of the sort of photographs or images that students may wish to use when undertaking a picture-based discussion.

Media, travel and culture



1. ما هي أفضل المحطات الاخبارية التي تفضل متابعتها؟ ولماذا؟
2. لو كان لديك الاختيار ان تعمل مراسل / صحفي في بلد ما، ما هي البلد التي تفضل ان تعمل بها؟ ولماذا؟
3. ما أهمية الاعلام لدينا؟ ولماذا؟
4. هل تعتقد بان المحطات الاخبارية متزنة في ايصال الخبر؟ أعطني مثالا. *
5. ما هي المشاكل التي يواجهها من يعمل في مجال الاعلام؟ *

(Possible questions for those seeking grades C-A*)

Media, travel and culture



1. في أي بلد تقع الاهرامات؟ وهل ذهبت الى هناك؟
2. ما الذي يميز الاهرامات عن غيرها من المعالم السياحية في العالم؟
3. هل تحب زيارتها (مرة أخرى)؟ ولماذا؟
4. اذا طلب منك صديق ان تعطيه فكرة عن السياحة في مصر ماذا تقول له؟ *
5. كانت الاهرامات احد عجائب الدنيا السبع، هل تعتقد بانها ما زالت احد العجائب المهمة؟ ولماذا؟ *

(Possible questions for those seeking grades C-A*)

**Picture of a person in their workplace
(to be supplied by candidate)**

1. لماذا أخترت هذه الصورة؟
2. ما هي الوظيفة التي تتمنى ان تحصل عليها في المستقبل؟ ولماذا؟
3. ما الذي تقوم به حاليا للتحضير لذلك؟
4. ما اهمية العمل ضمن مجموعة؟*
5. ما هي خبرتك في العمل حتى الان؟*

(Possible questions for those seeking grades C-A*)

**Picture of the student's
favourite football team
(to be supplied by candidate)**

1. من هو أفضل لاعب في هذا الفريق؟ وما الذي جعله الافضل؟
2. ما هي صفات لاعب الكرة الجيد؟
3. ها تتابع مباريات كأس العالم؟ وما رأيك في مباريات كأس العالم الماضية؟ ولماذا؟
4. ما اهمية لعبة كرة القدم في حياتنا؟ *
5. تخيل بأنك مدير هذا الفريق، ماذا تغير لتجعله الافضل؟ *

(Possible questions for those seeking grades C-A*)

Presentations

The following are **possible** titles for presentations that students could deliver (up to a **maximum of 2 minutes** within a total assessment time of 4-5 minutes) before responding to related questions. Naturally, there is considerable potential for students to propose different presentations that coincide with their individual interests.

It is expected that students become familiar with preparing for and delivering presentations. Teachers may help prepare their students to undertake this test type in general terms but must refrain from feeding back on any rehearsed presentations specifically intended for a final assessment.

Many of the titles below are quite open ended to ensure access to a range of candidates. Different students will handle the presentations in different ways. It is anticipated that, whereas some candidates will provide limited information and description possibly with a simple opinion, others will expand on these and introduce more extended language with a variety of more complex vocabulary and language structures, time references etc. It is important that follow-up questions are targeted at individual students to enable them to maximise their performance and, where appropriate, offer opportunities for stretch and challenge.

Media, travel and culture

- An example of a useful website
- An example of a city of culture
- My favourite book/film/television programme/etc
- The . . . Youth Orchestra/Youth Theatre/etc
- Why mobile phones are important
- An example of a great actor/artist/musician/etc
- Go to the cinema or watch a DVD?
- The (*Glastonbury*) Festival

Sport, leisure and work

- The best/worst match that I have played in/seen
- Why sport is important
- My local sports centre/gym
- An example of a skilled sports person
- My nomination for 'Sports personality of the year'
- Looking forward to the 2012 Olympics
- Why I enjoy Wimbledon/le Tour de France/etc
- My favourite hobby

Media, travel and culture

- Exchange visits – an excellent opportunity
- Welcome to . . . (presentation of resort/hotel/youth activity holiday company)
- A holiday on the beach or in the snow?
- My best/worst holiday
- Be green - holiday at home!
- Car or public transport?
- A typical day in the life of a holiday representative/flight attendant/tourist information officer
- The advantages of 'InterRail'

Sport, leisure and work

- Work experience is/is not useful for young people
- Using languages at work
- My part time job
- My ideal/worst job
- My career plans
- . . . (presentation of a product/service/company)
- A typical day for a
- . . . and its local economy

Possible questions (General conversation) - Arabic

The following questions are indicative of the sort of questions that you may ask your students when undertaking formal speaking tests. These are not prescriptive and you may use or adapt these questions and, of course, use questions of your own appropriate to the individual context and/or picture based discussions.

Theme: Media, travel and culture

1. ما هي افضل هواية لك؟
2. ماذا ترتدي / تلبس في عطلة نهاية الاسبوع؟
3. ما هو برنامجك المفضل؟ لماذا؟ في اي يوم وفي اي ساعة يبث هذا البرنامج؟
4. هل ذهبت الى السينما مؤخرا؟ ماذا شاهدت؟
5. أين ستذهب مساء يوم السبت؟ مع من؟ كم سيكلفك؟
6. هل تحب المطالعة؟ ماذا قرأت مؤخرا؟ كيف كان هذا الكتاب؟ (مشوقا؟ مفيدا؟).
7. ما هي الفرقة الموسيقية المفضلة لديك؟ ولماذا؟
8. أين قضيت عطلتك العام الماضي؟ كيف وصلت اليها؟ ماذا فعلت؟ اين أقمت؟ كيف كان الطقس؟
9. هل تفضل السفر بالطائرة او بالباخرة او بغير ذلك ولماذا؟
10. ماذا يوجد من خدمات للشباب / للسياح في منطقتك؟
11. صف المدينة / القرية التي تسكنها.
12. اذا كنت سائحا ماذا تستطيع ان تزور / ترى / تفعل في مدينتك؟
13. اذا كنت سائحا كيف تقضي وقتك؟
14. صف شخصية بارزة تستحق اعجابك لماذا تحترم / تعجب بهذا الشخص؟ *
15. هل توافق على ان الجيل الحالي يفرط في مشاهدة التلفزيون؟ ماهي الاسباب لهذا الراي؟ *
16. هل تعتقد ان الاخبار مهمة؟ لماذا؟ *
17. ما رايك بالمدينة / بالمنطقة التي تسكن فيها؟ *
18. لو أمكنك الاختيار، اين تفضل ان تعيش ولماذا؟ *
19. صف رحلة مدرسية قمت بها؟ *

(Possible questions for those seeking grades C-A*)

Theme: Sport, leisure and work

1. ما هي افضل انواع الرياضة لديك؟ ولماذا؟
2. أين تحب ان تتسوق؟ وما هو المحل المفضل لديك؟ ولماذا؟
3. حدثني عن مناسبة عيد ميلادك في العام الماضي.
4. أين ذهبت يوم السبت الماضي؟ مع من؟ وماذا فعلتم؟
5. كيف تقضي أوقات فراغ؟
6. هل تهتم بالامور الصحية ولماذا؟
7. كيف ستحتفل بعد الانتهاء من الامتحانات؟
8. صف مدرستك.
9. ما عدد المواد التي تدرسها في المدرسة؟ وما هي؟
10. صف يوما عاديا في المدرسة؟
11. هل لديك عمل تقوم به في المساء / في عطلة نهاية الاسبوع؟ وماذا تعمل؟ اين؟
12. كم تكسب من عملك هذا؟ ماذا تفعل بالنقود التي تكسبها؟
13. ماذا ترغب ان تكون مهنتك في المستقبل؟ لماذا؟
14. ماذا فعلت في تدرييك المهني لتحصل على خبرة في العمل؟ كم دام هذا التدريب؟
15. ماذا يجب ان تفعل لتظل بلياقة بدنية عالية؟ *
16. حدثني عن العطلة النموذجية الذي تحب ان تمضيها *
17. هل ترى انها فكرة جميلة ان تذهب في عطلة مع الاصدقاء؟ ولماذا؟ *
18. ماذا يجب ان تفعل لتحصل على وظيفة ما؟ *
19. صف يوم عمل تقوم به عادة؟ ما رايك في هذا العمل؟ *
20. ما رايك في مدرستك؟ وماذا تغير فيها ان استطعت؟ *

(Possible questions for those seeking grades C-A*)

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Assessment criteria

The following grids are common to all task types undertaken in this unit.

Content and response	Mark
<ul style="list-style-type: none"> • Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation. 	13-15
<ul style="list-style-type: none"> • Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary. 	10-12
<ul style="list-style-type: none"> • Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements. 	7-9
<ul style="list-style-type: none"> • Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. 	4-6
<ul style="list-style-type: none"> • Conveys very little relevant information in minimal responses (mainly one-word replies) • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> • No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	5	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	5
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	4	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	4
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Arabic

Unit 3: Reading and understanding in Arabic

Sample Assessment Material

Time: 55 minutes

Paper Reference

5AR03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions.

Some questions must be answered with a cross in a box ☒ . If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

Shopping

1 You are staying with Arab friends and have offered to go to the local supermarket for some items.

Here is your shopping list.

3 كيلو طماطم
3 كيلو بطاطس
12 بيضة
علبة فاصوليا
نصف لتر حليب
فرشاة أسنان

What items do you buy?

Put a cross ☒ in the **five** correct boxes.

Example: →	Tomatoes ☒	Butter ☒	Milk ☒
Bag of rice ☒	Cauliflower ☒	Can of baked beans ☒	Toothpaste ☒
Eggs ☒	Potatoes ☒	Cheese ☒	Toothbrush ☒

(Total for Question 1 = 5 marks)

Pocket money

2 What do these young people do with their pocket money?

Match what each person says with the activities in English below:

- A Going to the cinema
- B Going swimming
- C Buying Arabic CDs and DVDs
- D Putting most of it in a savings bank
- E Playing pool / snooker at the club
- F Going dancing at the disco
- G Buying sports wear
- H Buying clothes and make-up

Put a cross ☒ in the **five** correct boxes.

H	G	F	E	D	C	B	A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	مثال: سعيد: أذهب إلى السينما مع إخوتي في نهاية الأسبوع.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(i) ليلى: أشتري ملابس ومكياج.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(ii) عصام: أذهب إلى المسبح.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(iii) خالد: أشتري أقراص أغاني وأفلام عربية.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(iv) سلمى: أضع معظم مصروفي في بنك التوفير.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(v) عمر: أذهب إلى نادي الشباب لألعب البلياردو.

(Total for Question 2 = 5 marks)

Film advertisement

3 You see this advertisement for a film in the paper.

A friend asks you questions about it.

على شاشة دار سينما النهضة
لمدّة ثلاثة أيام فقط
"الآباء الصغار"
من إنتاج سوري مصري مشترك
"فيلم ليس للكبار فقط، أو للصغار فقط.. بل هو لكل العائلة"
بطولة النجم السوري الكبير دريد لحام
والنجمتين حنان ترك من مصر، وسلمى المصري من سوريا.
الحفلات: 3:30 – 6:45 ؛ 8:15 – 10:45 مساءً

Put a cross in the correct box.

Example: What kind of film is it?

(i) It's an American film dubbed in Arabic	<input type="checkbox"/>
(ii) It's an Egyptian film about children	<input type="checkbox"/>
(iii) It's an Arabic film called "Young Fathers"	<input checked="" type="checkbox"/>

(a) Is this a film for adults only?

(i) Yes, it is only for people with a family	<input type="checkbox"/>
(ii) No, it is for all ages	<input type="checkbox"/>
(iii) It is a film for the young	<input type="checkbox"/>

(b) Are all the actors Egyptian?

(i) No, they are from Sudan and Morocco	<input type="checkbox"/>
(ii) No, they are from Syria and Egypt	<input type="checkbox"/>
(iii) No, they are from many Arab countries	<input type="checkbox"/>

(c) When can we go and see it?

(i) It's on for three days only	<input type="checkbox"/>
(ii) It's on twice a day, morning and evening	<input type="checkbox"/>
(iii) We need to go today before it's too late	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

Lost property

4 You see this advertisement in the paper.

You tell your English-speaking friends about it.

إعلان هام
أعلن أنا إبراهيم عامر الخليلي عن ضياع جواز سفري
الكويتي في سوق وسط المدينة، فالرجاء ممن يعثر
عليه إبلاغ أقرب مركز للشرطة وله مكافأة جيّدة.
ملاحظة: يمكن الاتصال بي مباشرة في فندق البستان.

Answer their questions **in English**:

(a) What did Mr. Ibrahim Al-Khalili lose? (1)

(b) Where did he lose it? (1)

(c) Why is the police station mentioned here? (2)

(d) Where is Mr. Al-Khalili staying? (1)

(Total for Question 4 = 5 marks)

New restaurant

5 Read this advertisement about a new restaurant:

مطعم علاء الدين
مفتوح: من يوم السبت إلى يوم الخميس
اتصل بالهاتف لطلب قائمة الطعام (المنيو)
أكلات عربية تقليدية.
الهاتف: 653412

Put a cross ☒ in the correct box.

Example: To phone the restaurant, dial...

(i) ...981122	<input type="checkbox"/>
(ii) ...214356	<input type="checkbox"/>
(iii) ...653412	<input checked="" type="checkbox"/>

(a) This restaurant is closed on...

(i) ...Mondays	<input checked="" type="checkbox"/>
(ii) ...Thursdays	<input checked="" type="checkbox"/>
(iii) ...Fridays	<input checked="" type="checkbox"/>

(b) You should phone the restaurant...

(i) ...to ask for the menu	<input checked="" type="checkbox"/>
(ii) ...to book a table	<input checked="" type="checkbox"/>
(iii) ...to order your food	<input checked="" type="checkbox"/>

(c) This restaurant specialises in...

(i) ...take-away food	<input checked="" type="checkbox"/>
(ii) ...traditional Arab dishes	<input checked="" type="checkbox"/>
(iii) ...an international cuisine	<input checked="" type="checkbox"/>

(Total for Question 5 = 3 marks)

At the town centre

- 6 You are in an Arabic-speaking country with a friend who does not know Arabic, so he asks for your help.

Point out to him the places he wants to visit.

Write the numbers of the relevant places in the table:

Example: He wants to take the bus to the town centre	H
(i) He needs to change some money	
(ii) He would like to see some pictures at the art gallery	
(iii) He wants to buy some medicine for a headache	
(iv) He wants to buy a book	
(v) He wants to send some postcards home	
(vi) He would like to visit a mosque	

D مكتب البريد	C المتحف الوطني للفنون الجميلة	B المكتبة الحديثة	A صراف
H موقف باصات	G مسجد الملك عبد الله	F صيدلية العاصمة	E وزارة الصحة

(Total for Question 6 = 6 marks)

Notices

- 7 This text comes from a tourist notice taken at Al-Jebel Al-Akhdar in the Sultanate of Oman.

أخي السائح

أهلاً وسهلاً بك في قرية وادي بني حبيب بالجبل الأخضر

نتمنى لك ولأسرتك قضاء وقتاً ممتعاً

نرجو منك الحفاظ على الأشجار والممتلكات الموجودة

وذلك بعدم العبث بها إذ أنها ممتلكات خاصة

شاكرين لكم حسن تعاونكم وتجاوبكم

فريق التعاون الرياضي

Put a cross ☒ in the correct box to complete each of the **five** statements below:

Example:

هذا الإعلان

<input checked="" type="checkbox"/>	(i) للسائقين في عُمان
<input checked="" type="checkbox"/>	(ii) للسائقين في عُمان
<input checked="" type="checkbox"/>	(iii) للمواطنين العمانيين

(a) هذا إعلان

<input checked="" type="checkbox"/>	(i) لسكان هذه المنطقة
<input checked="" type="checkbox"/>	(ii) للسائقين العمانيين فقط
<input checked="" type="checkbox"/>	(iii) لكل سائح في هذه المنطقة

(b) وادي بني حبيب اسم

<input checked="" type="checkbox"/>	(i) قبيلة عُمانية
<input checked="" type="checkbox"/>	(ii) قرية عُمانية
<input checked="" type="checkbox"/>	(iii) مدينة عُمانية

(c) وادي بني حبيب

<input type="checkbox"/>	(i) تحت الجبل الأخضر
<input type="checkbox"/>	(ii) بالجبل الأخضر
<input type="checkbox"/>	(iii) بجانب الجبل الأخضر

(d) رجاء، لا

<input type="checkbox"/>	(i) تسبب أي ضرر في المنطقة
<input type="checkbox"/>	(ii) تحضر أسرتك معك إلى المنطقة
<input type="checkbox"/>	(iii) تلعب ألعاب رياضية في المنطقة

(e) شكراً لكل من حافظ على

<input type="checkbox"/>	(i) ممتلكاته
<input type="checkbox"/>	(ii) قوانين المرور
<input type="checkbox"/>	(iii) سلامة هذه المنطقة

(Total for Question 7 = 5 marks)

School Report

8 Hanan goes to school in an Arabic-speaking country.

These are some of the comments made by Hanan's teachers in her school report.

التربية الإسلامية	مجهود لا بأس به
اللغة العربية	طالبة ممتازة: قادرة ونشيطة وذكية
اللغة الإنجليزية	حنان تتكلم اللغة أحسن مما تكتب
الرياضيات	حنان لا تهتمّ بهذه المادة الأساسية
العلوم	ذكية ونتائجها جيدة ولكنها كثيرة الثرثرة مع زميلاتها وهذا يقلل تركيزها

Hanan's parents are discussing the report. Put a cross ☒ in the correct box to complete their sentences.

Example:

هذه هي التقارير التي حصلت عليها

<input checked="" type="checkbox"/>	(i) حنان
<input type="checkbox"/>	(ii) المدرسة
<input type="checkbox"/>	(iii) المدرسة

(a) المادة الوحيدة التي لا تمارسها حنان بشكل جيد هي

<input type="checkbox"/>	(i) اللغة العربية
<input type="checkbox"/>	(ii) التربية الإسلامية
<input type="checkbox"/>	(iii) الرياضيات

(b) حنان ليست قوية في

<input type="checkbox"/>	(i) تكلم اللغة الإنجليزية
<input type="checkbox"/>	(ii) كتابة اللغة الإنجليزية
<input type="checkbox"/>	(iii) المواد اللغوية

(c) أحسن تقرير حصلت عليه حنان هو من مدرسة

<input type="checkbox"/>	(i) اللغة العربية
<input type="checkbox"/>	(ii) اللغة الإنجليزية
<input type="checkbox"/>	(iii) التربية الإسلامية

(d) الظاهر أن حنان لا تحب مادة

<input type="checkbox"/>	(i) التربية الإسلامية
<input type="checkbox"/>	(ii) الرياضيات
<input type="checkbox"/>	(iii) العلوم

(e) مشكلة حنان في مادة العلوم هي قلة

<input type="checkbox"/>	(i) تركيزها
<input type="checkbox"/>	(ii) قدرتها
<input type="checkbox"/>	(iii) اهتمامها

(Total for Question 8 = 5 marks)

Going to the zoo

9 You are in Damascus and see this advertisement in a magazine.

حديقة الحيوان

أوقات الزيارة:

شهر أيلول (سبتمبر) – شُباط (فبراير) : 11:30 – 17:30

شهر آذار (مارس) – آب (أغسطس) : 10:00 – 18:00

إغلاق: يوم الاثنين

وقت تغذية الأسود: 15:00 – 16:30

Put a cross in the correct box.

Example: This is an advertisement for...

(i) ...new attractions at the zoo	<input checked="" type="checkbox"/>
(ii) ...opening times at the zoo	<input checked="" type="checkbox"/>
(iii) ...entrance fees at the zoo	<input checked="" type="checkbox"/>

(a) The zoo is closed...

(i) ...for two days only	<input checked="" type="checkbox"/>
(ii) ...twice a year	<input checked="" type="checkbox"/>
(iii) ...on Mondays	<input checked="" type="checkbox"/>

(b) The opening hours in May are...

(i) ...11:30 – 17:30	<input checked="" type="checkbox"/>
(ii) ...10:00 – 18:00	<input checked="" type="checkbox"/>
(iii) ...15:00 – 16:30	<input checked="" type="checkbox"/>

(c) A special attraction at this zoo is...

(i) ...the feeding of the lions	<input checked="" type="checkbox"/>
(ii) ...a black panther	<input checked="" type="checkbox"/>
(iii) ...pets' corner	<input checked="" type="checkbox"/>

(Total for Question 9 = 3 marks)

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A letter from a Kuwaiti friend

10 John has asked his friend Mohammad to tell him about his life in Kuwait.

He asks you to help him read the letter. Read the letter and answer **in English** the questions that follow.

عزيزي جون
بعد التحية والرجاء أن تكون بصحة جيدة،
أنا من عائلة كويتية قديمة كانت تعيش بجانب شاطئ البحر
وتعتمد على صيد السمك. تغير الحال بعد اكتشاف النفط في
بلادنا وتطورت الكويت إلى دولة غنية بسرعة هائلة.
حتى سنة 1955 كان أجدادي يعيشون في بيت خشبي بدون
كهرباء أو ماء أما الآن فلدينا كل ما هو مطلوب لحياة عصرية. أبي
ضابط في الجيش الكويتي وأمي ممرضة في مستشفى للأطفال.
أخي علي يدرس الطب في جامعة بوستن الأمريكية وأختي فاطمة
تهتم كثيرا بالتاريخ والسياسة. أما أنا فأريد أن اشتري قاربا لصيد
السمك مثلما كان يعمل جدي.
المخلص،
محمد

(a) What type of work did Mohammad's family do traditionally? (1)

(b) What type of house did they live in until the 1950s? (1)

(c) Name **two** essential services that the house did not have. (2)

1

2

(d) What brought a sudden change to the way of life in Kuwait? (1)

(e) What does Mohammad's father do for a job? (1)

(f) (i) What is his mother's job? (1)

(ii) Where does she work? (1)

(g) In what way is Mohammad different from his brother and sister? (Give details.) (2)

(Total for Question 10 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 3: Reading and understanding in Arabic

Question Number	Answer	Mark
1	Potatoes Eggs Can of baked beans Milk Toothbrush	1 mark for each correct answer

Question Number	Answer	Mark
2(i)	H	1

Question Number	Answer	Mark
2(ii)	B	1

Question Number	Answer	Mark
2(iii)	C	1

Question Number	Answer	Mark
2(iv)	D	1

Question Number	Answer	Mark
2(v)	E	1

Question Number	Answer	Mark
3(a)	(ii)	1

Question Number	Answer	Mark
3(b)	(ii)	1

Question Number	Answer	Mark
3(c)	(i)	1

Question Number	Answer	Mark
4(a)	(his) passport	1

Question Number	Answer	Mark
4(b)	Market in the town centre	1

Question Number	Answer	Mark
4(c)	Either to inform them (the police) / to let them know/ (1 mark) that you have found the passport (1 mark) or to get a reward (1 mark) for finding the passport (1 mark)	2

Question Number	Answer	Mark
4(d)	(al-bustan) hotel	1

Question Number	Answer	Mark
5(a)	(iii)	1

Question Number	Answer	Mark
5(b)	(i)	1

Question Number	Answer	Mark
5(c)	(ii)	1

Question Number	Answer	Mark
6(i)	A	1

Question Number	Answer	Mark
6(ii)	C	1

Question Number	Answer	Mark
6(iii)	F	1

Question Number	Answer	Mark
6(iv)	B	1

Question Number	Answer	Mark
6(v)	D	1

Question Number	Answer	Mark
6(vi)	G	1

Question Number	Answer	Mark
7(a)	(iii)	1

Question Number	Answer	Mark
7(b)	(ii)	1

Question Number	Answer	Mark
7(c)	(ii)	1

Question Number	Answer	Mark
7(d)	(i)	1

Question Number	Answer	Mark
7(e)	(iii)	1

Question Number	Answer	Mark
8(a)	(iii)	1

Question Number	Answer	Mark
8(b)	(ii)	1

Question Number	Answer	Mark
8(c)	(i)	1

Question Number	Answer	Mark
8(d)	(ii)	1

Question Number	Answer	Mark
8(e)	(iii)	1

Question Number	Answer	Mark
9(a)	(iii)	1

Question Number	Answer	Mark
9(b)	(ii)	1

Question Number	Answer	Mark
9(c)	(i)	1

Question Number	Answer	Mark
10(a)	Fishing	1

Question Number	Answer	Mark
10(b)	Wooden (hut)	1

Question Number	Answer	Mark
10(c)	Water Electricity	2 (1 mark for each correct answer)

Question Number	Correct Answer	Partially Correct Answer	Mark
10(d)	(Discovery of) oil	Petrol 'naft' - transliteration	1

Question Number	Correct Answer	Partially Correct Answer	Mark
10(e)	Army officer/in the army	soldier	1

Question Number	Answer	Mark
10(f)(i)	Nurse	1

Question Number	Answer	Mark
10(f)(ii)	(Children's) hospital	1

Question Number	Correct Answer	Partially Correct Answer	Mark
10(g)	<p>He prefers/wants to fish like his grandfather did (1 mark)</p> <p>but his brother and sister have opted for higher education: brother studying to be a doctor, sister studying history... (1 mark)</p>	They are educated, he isn't (1 mark only)	2 (1 mark for each correct answer)

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Arabic

Unit 4: Writing in Arabic

Sample Assessment Material

Time: 1 hour

Paper Reference

5AR04/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- This paper is in two sections. Attempt **one** task from Section A and **one** task from Section B.
- Complete the tasks in the spaces provided
– *there may be more space than you need.*
- The use of an appropriate bilingual dictionary is permitted in both Tasks 1 and 2.

Information

- The total mark for this paper is 50.
- The marks for **each** task are shown in brackets
– *use this as a guide as to how much time to spend on each task.*

Advice

- Read each task carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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Section A (short writing task)

1 Choose **one** of the tasks from Section A.

Media, travel and culture:

(a) Write a short article, in Arabic, promoting the attractions of your region to Arabic-speaking visitors.

This should include:

- reference to places of interest
- some general travel advice.

(b) You have been asked to contribute to an Arabic language webpage about cultural events that you have been to in your country:

State the following details within your article:

- the event
- what you saw and did there.

Sport, leisure and work:

(c) You are working in a youth club.

Write about an event held at your youth club for a group of Arabic-speaking visitors.

You should refer to:

- what happened
- any comments made by the group.

(d) You have been to a summer camp.

Write an e-mail to an Arabic-speaking friend. You should mention:

- the different sports and activities you enjoyed
- the friends you made there.

(30–70 Arabic words)

(Total for Task 1 = 20 marks)

Section B (longer writing task)

2 Choose **one** of the tasks from Section B.

Media, travel and culture:

(a) Write an article in Arabic entitled: السياحة في الوطن العربي (Tourism in the Arabic World).

Give your opinion on what attracts travellers to some of the Arabic-speaking countries.

You may wish to give examples of your own experience or the experience of people you know and say whether tourism will increase in these Arabic-speaking countries in future.

(b) Write an article in Arabic on some of the things the media and travel agencies can do to encourage Arabic-speaking tourists to spend their holidays in neighbouring Arabic-speaking countries.

Festivals, inter-Arab sporting events and special tours with reduced rates may be some of the ideas you wish to mention.

Sport, leisure and work

(c) You would like a summer job in a holiday resort in an Arabic-speaking country.

Write in Arabic to an employment agency, stating your personal details and explaining what you would like to do, and why.

(d) "Sport and leisure activities are as important as homework after school."

Write in Arabic in preparation for a school debate on the subject.

(Minimum 120 Arabic words)

(Total for Task 2 = 30 marks)

Blank writing area with horizontal dotted lines.

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS

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Assessment criteria

Writing task 1

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	9-10
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	7-8
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	5-6
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	3-4
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-2
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Writing task 2

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole. 	7-9
<ul style="list-style-type: none"> • Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker. 	1-3
<ul style="list-style-type: none"> • No content worthy of credit. 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	7-8
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	5-6
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task. 	3-4
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate. 	3
<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms. 	2
<ul style="list-style-type: none"> • Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

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Authorised by Roger Beard

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