edexcel

INTERNATIONAL GCSE
Arabic (First Language) (9-1)

SPECIFICATION

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

First teaching September 2017
First examination June 2019
First certification August 2019

Pearson

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

Contents

About this specification

The Pearson Edexcel International GCSE in Arabic (First Language) is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not part of the UK Regulated Qualifications Framework (RQF).

Key features

This specification includes the following key features.

Structure

The Pearson Edexcel International GCSE in Arabic (First Language) is a linear qualification.

All papers must be taken at the end of the course of study.

Content

The content is relevant and engaging. It covers ten topics: youth matters; education; media; culture; sport and leisure; travel and tourism; business, work and employment; environment, health; and technology.

Assessment

100% external assessment.

Approach

The qualification focuses on reading, writing and grammar skills and is a suitable foundation for first language speakers of Arabic who wish to progress to further study of Arabic or other comparable qualifications.

Specification updates

This specification is Issue 1 and is valid for first teaching from September 2017, with first assessment from June 2019 and first certification from August 2019.
If there are any significant changes to this specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.

Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: the specification lists the compulsory skills and topics that will be assessed. The course has been designed to allow flexibility for centres, as they have the option to deliver the required skills and knowledge through their local curriculum.

Assessments: the assessments use a range of material. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should be familiar with the full range of content and all the assessment objectives given in the subject content section.

Qualification aims and objectives

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

- their ability to read, understand and respond to material from a variety of sources

- their ability to communicate accurately in writing, matching style to audience and purpose

- their understanding of the structure and variety of language

- an understanding of themselves and the world around them

- an appreciation of the richness, beauty and diversity of the Arabic language.

Why choose Edexcel qualifications?

Pearson – the world's largest education company

Edexcel academic qualifications are from Pearson, the UK's largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world's largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK's largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain's educational system.

To find out more about our Edexcel heritage please visit our website: qualifications.pearson.com/en/about-us/about-pearson/our-history

Results you can trust

Pearson's leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage Edexcel qualifications maintain the highest standards.

Developed to Pearson's world-class qualifications standards

Pearson's world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on world-class qualification process and principles please go to *Appendix 2* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose the Pearson Edexcel International GCSE in Arabic (First Language)?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international students and give them skills that will support progression to further study of Arabic and a wide range of other subjects.

Broad range of content – the content includes skills and broad topic areas that have been carefully selected to ensure that the qualification is inclusive and appealing for all international students. The qualification has been designed to allow for flexibility in approach to teaching the content, as schools can teach the specification through a dedicated course of study, or through the teaching of the local curriculum.

Text choices – we have ensured that our texts are culturally relevant, engaging and suitable for international students, and that they will encourage students to develop skills of analysis and synoptic thinking.

Discrete grammar assessment – we will assess grammar in its own discrete section to ensure that students are equipped with the skills they need to progress to further study of the Arabic language.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of students' skills – we designed the International GCSE to extend students' knowledge by broadening and deepening skills.
For example, students will:

- read and respond to material from a variety of sources

- make comparisons between texts and analyse the ways in which writers achieve their effects

- construct and convey meaning in written language, matching style to audience and purpose.

Progression – International GCSE qualifications enable successful progression to Level 3 study and beyond. Through our world-class qualification development process we have consulted with International A Level and GCE A Level teachers, and university teachers to validate the appropriateness of this qualification, including content, skills and assessment structure. The grammar skills needed to complete the discrete grammar section successfully will help students meet university course demands.

More information about the qualifications can be found on our website (qualifications.pearson.com) on the Edexcel International GCSE pages.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Arabic (First Language) to help you understand the changes to content and assessment, and what these changes mean for you and your students.

- We will provide you with an editable course planner and schemes of work.

- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.

- A range of teaching and learning resources that promote any time, any place learning to improve student motivation and encourage new ways of learning.

Preparing for exams

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

- specimen papers to support formative assessments and mock exams

- examiner commentaries following each examination series.

ResultsPlus

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

Training events

In addition to online training, for teachers to deepen their understanding of our qualifications, we host a series of training events each year.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.

Qualification at a glance

Qualification overview

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

The Pearson Edexcel International GCSE in Arabic (First Language) is a linear qualification. All papers must be taken at the end of the course of study.

Content and assessment overview

Paper 1: Reading, Summary and Grammar	*Paper code: 4AA1/01
Externally assessed Written examination: 2 hours and 15 minutes Availability: January and June 75 marks	*60% of the qualification*
Content overview This paper assesses reading and grammar skills across a selection of topic areas: • youth matters • education • media • culture • sport and leisure • travel and tourism • business, work and employment • environment • health • technology.	
Assessment overview **Part One: Reading** (49 marks) Short- and extended-response questions on two texts. **Part Two: Summary** (6 marks) Summary of the main points of a third text. **Part Three: Grammar** (20 marks) Four questions on a range of aspects of grammar.	

Paper 2: Writing	*Paper code: 4AA1/02
Externally assessed Written examination: 1 hour and 30 minutes Availability: January and June 50 marks	*40% of the qualification*

Content overview

This paper assesses writing skills across a selection of topic areas:

- youth matters
- education
- media
- culture
- sport and leisure
- travel and tourism
- business, work and employment
- environment
- health
- technology.

Assessment overview

Two extended-response writing tasks (25 marks for each task).

*See *Appendix 1: Codes* for a description of this code and all other codes relevant to this qualification.

Arabic (First Language) content

Paper 1: Reading, Summary and Grammar

Externally assessed

1.1 Content description

1. Reading

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

Students must be able to demonstrate the following skills.

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

Students should read a variety of high-quality texts in preparation for responding to unseen extracts in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of interpretation and analysis.

Text types studied should include a range of forms, such as high-quality fiction, articles, reviews, speeches, journals and reference-book extracts, as well as literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing. This list is not exhaustive.

2. Summary

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

3. Grammar

In Part Three, students are required to demonstrate their understanding of grammatical usage in a series of exercises.

Students must be able to demonstrate the following skills.

- Recognise and use word patterns and meanings.
- Decline nouns, adjectives, and conjugate verbs.
- Identify grammatical structures.
- Recognise the basic forms of words and manipulate them to fit into a sentence accurately.
- Explain linguistic structures (parsing)
- To reform sentences to produce the same meaning.
- To manipulate simple and complex language structures.

All tasks in this paper are linked to the topic areas.

1.2 Assessment information

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

There will be **three** parts in the paper.

1. Reading

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

  AO1

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

2. Summary

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

  AO1

  – Summarise information.

3. Grammar

- Students are advised to allocate approximately 30 minutes to Part Three.
- There will be two 10-mark questions, each assessing different grammar skills.
- Students will answer all questions in this section.
- Total of 20 marks for this section.
- Questions will test the following assessment objective.

  AO3

  – Show an understanding of grammatical terminology and structures.
  – Demonstrate an ability to manipulate language.
  – Demonstrate an ability to analyse linguistic features.

1.3 Assessment criteria

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied. Points-based mark schemes are included in the *Pearson Edexcel International GCSE in Arabic (First Language) Sample Assessment Materials (SAMs)* document.

Questions 4 and 8 (10 marks)

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

The writer's craft mark grid

Mark	Descriptor
0	No rewardable material.
1–2	• Basic explanation of how the writer creates effect through linguistic and structural techniques. • The evidence selected is of limited relevance to the points being made.
3–4	• Underdeveloped explanation of how the writer creates effect through linguistic and structural techniques, with ambiguity. • The evidence selected is generally relevant to the points being made.
5–6	• Clear explanation of how the writer creates effect through linguistic and structural techniques. There may be some areas of ambiguity but the overall response is clear. • The evidence selected is relevant to the points being made.
7–8	• Detailed explanation of how the writer creates effect through linguistic and structural techniques, with no ambiguity. • The evidence selected fully supports the points being made.
9–10	• Perceptive explanation and analysis of how the writer creates effect through linguistic and structural techniques. • The evidence selected is precise and fully supports the points being made.

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

Comparative response mark grid

Mark	Descriptor
0	No rewardable material.
1–3	• The response demonstrates a basic comparison between the texts. • Basic explanation of writers' ideas. • The evidence selected is of limited relevance to the points being made.
4–6	• The response considers obvious comparisons between the texts. • Underdeveloped explanation of writers' ideas and how they are conveyed using linguistic and structural techniques, with ambiguity. • The evidence selected is generally relevant to the points being made.
7–9	• The response considers a range of comparisons between the texts. • Clear explanation of both writers' ideas and how they are conveyed using linguistic and structural techniques. There may be some areas of ambiguity but the overall response is clear. • The evidence selected from both texts is relevant to the points being made.
10–12	• The response considers a wide range of comparisons between the texts. • Detailed explanation of both writers' ideas and how they are conveyed using linguistic and structural techniques, with no ambiguity. • The evidence selected from both texts fully supports the points being made.
13–15	• The response considers perceptive comparisons between the texts. • Analysis of both writers' ideas and how they are conveyed using linguistic and structural techniques. • The evidence selected is balanced across both texts, is precise and fully supports the points being made.

Paper 2: Writing

Externally assessed

2.1 Content description

1. Writing

Students are required to convey their understanding of Arabic through **two** pieces of continuous writing. Students are advised to write approximately 300 words for each title. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count.
All work produced by the student will be marked.

Students must be able to demonstrate the following skills.

- Communicate meaning effectively in written language in a variety of forms, genres and styles.

- Focus writing on a particular purpose and audience.

- Write imaginatively using a variety of techniques.

- Use a wide range of suitable vocabulary.

- Use accurate spelling.

- Employ a variety of sentence structures for effect.

- Structure their work effectively.

- Use complex structures.

- Use the rules of grammar to create effect, variety and interest.

Students must choose two titles from a choice of three.

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

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

All tasks in this paper are linked to the topic areas.

2.2 Assessment information

Paper 2 assesses 40% of the total Arabic (First Language) qualification through two writing tasks.

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

  AO2
  - Communicate in writing effectively and imaginatively, in different forms for particular audiences and purposes.
  - Organise writing into clear and coherent sentences and whole texts.
  - Use accurate spelling.

2.3 Assessment criteria

Questions 1, 2 and 3 (25 marks)

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

- communication and content
- application and accuracy of language.

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

Communication and content mark grid

Mark	Descriptor
0	No rewardable material.
1–3	• Communication is at a basic level and points made are of limited relevance. • Task shows little focus on the purpose and intended reader. • Piece shows limited evidence of coherence.
4–6	• Communication is generally appropriate and relevant points are made, with ambiguity. • Task is generally focused on the purpose and intended reader. • Piece is linked, using structural techniques.
7–9	• Communicates clearly and a range of relevant points are made. There may be some areas of ambiguity but the overall response is clear. • Task is clearly focused on the purpose and intended reader. • Piece is clearly linked, using structural techniques.
10–12	• Communicates effectively, and response to the task is comprehensive and relevant, with no ambiguity. • Task is securely focused on the purpose and intended reader. • Piece is effectively linked, using a range of structural techniques.
13–15	• Communication is subtle at times and response to the task is fully comprehensive and relevant. • Task is sharply focused on the purpose and intended reader. • Piece is linked, using structural techniques in a sophisticated and skilful way.

Additional guidance

Structural techniques: these include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor.

Application and accuracy of language mark grid

Mark	Descriptor
0	No rewardable material.
1–2	• Language is basic and a limited range of vocabulary is employed. • Basic language structures are used. • Spelling is sometimes accurate.
3–4	• Language is generally appropriate to the task and a range of vocabulary is employed. • Basic language structures are used successfully. • Spelling of simple and more complex words is generally accurate.
5–6	• Language is appropriate to the task and a range of suitable vocabulary is employed. • More complex language structures are used, with some success. • Spelling of a range of words is mostly accurate.
7–8	• Language is often used imaginatively and a wide range of suitable vocabulary is employed. • Effective use of a range of language structures. • Spelling is almost always accurate.
9–10	• Language is consistently used imaginatively and a wide range of well-chosen vocabulary is employed. • Ambitious and confident use of a range of language structures. • Spelling is consistently accurate, including challenging vocabulary.

Additional guidance

Language structures

Basic language structures: these include high-frequency sound and weak verbs in the present, future and past tenses of the active voice and in common passives; the construct state *Idafa*; *kana*, *inna* and their common sisters.

Complex language structures: these include the cognate accusative – المفعول المُطْلَق; specification (*Tamyiz*); complex *Idafa* constructions; *al-Hal*; the diptotes.

Assessment information

Assessment requirements

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

Students must complete all assessments and these must be taken in the terminal series at the end of the course of study.

All papers will be available for assessment from June 2019.

Paper	Assessment information	Number of raw marks allocated in the paper
Paper 1: Reading, Summary and Grammar	Paper 1 assesses 60% of the total Arabic (First Language) qualification through reading and grammar. There are **three** parts in the paper. **Part One: Reading** • Students are advised to allocate approximately 1 hour and 15 minutes to Part One. • There will be short- and long-answer questions related to two text extracts. • Students will answer all questions in this section. • Total of 49 marks for this section. **Part Two: Summary** • Students are advised to allocate approximately 30 minutes to Part Two. • There will be a 6-mark summary question. • Students will answer the one question in this section. • Total of 6 marks for this section. **Part Three: Grammar** • Students are advised to allocate approximately 30 minutes to Part Three. • There will be four 5-mark questions, each assessing different grammar skills. • Students will answer all questions in this section. • Total of 20 marks for this section.	75 marks

Paper	Assessment information	Number of raw marks allocated in the paper
Paper 2: Writing	Paper 2 assesses 40% of the total Arabic (First Language) qualification through two writing tasks. • Students are advised to allocate approximately 45 minutes to each writing question. • Students will answer two 25-mark extended-writing questions out of a choice of three.	50 marks

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in Arabic (First Language) Sample Assessment Materials (SAMs)* document.

Assessment objectives and weightings

		% in International GCSE
AO1	(i) Read and understand a range of texts, selecting and interpreting information, ideas and opinions.	44
	(ii) Understand how the writer uses techniques to create effect.	
	(iii) Compare and contrast information.	
	(iv) Summarise information.	
AO2	(i) Communicate in writing effectively and imaginatively in different forms for particular audiences and purposes.	40
	(ii) Organise writing into clear and coherent sentences and whole texts.	
	(iii) Use accurate spelling.	
AO3	(i) Show an understanding of grammatical terminology and structures.	16
	(ii) Demonstrate an ability to manipulate language.	
	(iii) Demonstrate an ability to analyse linguistic features.	

Relationship of assessment objectives to papers

Paper	Assessment objective			
	AO1	**AO2**	**AO3**	**Total for paper**
Paper 1: Reading, Summary and Grammar	44%	0%	16%	60%
Paper 2: Writing	0%	40%	0%	40%
Total for International GCSE	44%	40%	16%	100%

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE/International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in Arabic only. All student work must be in Arabic.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability

- the effectiveness of the adjustment

- the cost of the adjustment; and

- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1, using the total subject mark where 9 is the highest grade. Individual papers are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in Arabic (First Language) will be in August 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

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

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

Prior learning and other requirements

There are no prior learning or other requirements for this qualification. Please note that students entered for the examination should be able to read and write in Arabic at a first language level.

Progression

Students will develop the skills they need to progress successfully onto further study at Level 3, for example International A Levels in comparable subjects.

Appendices

Appendix 1: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to cash-in the entry for a qualification.	International GCSE – 4AA1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Paper 1: 4AA1/01 Paper 2: 4AA1/02

Appendix 2: Pearson World Class Qualification design principles

Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

Demanding - The content and assessment are demanding, meaningful and meet the needs of end-users

Rigorous - The design of assessments ensures confidence in the grades awarded

Inclusive - The qualification is accessible to all its target group of students

Empowering – The qualification provides students with the knowledge and skills to progress successfully

We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support student progression in today's fast-changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson's Expert Panel for World Class Qualifications for the International GCSE development process

December 2015

"We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Dr Peter Hill
Former Chief Executive ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group

All titles correct as at December 2015.

Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.
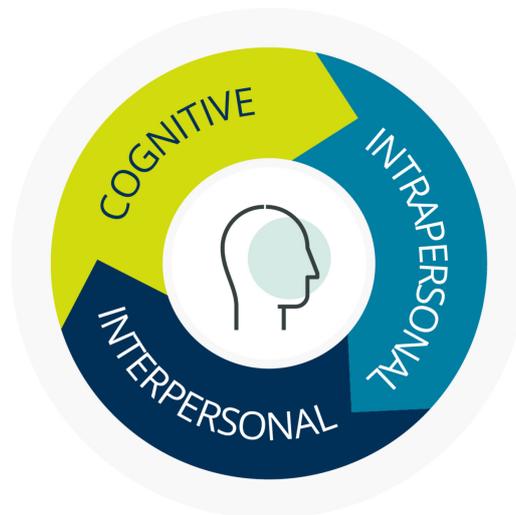
The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table on the next page sets out the framework, gives an indication of the skills that can be found in the International GCSE in Arabic (First Language) and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development, is given on the subject pages of our website: qualifications.pearson.com

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)
[2] Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	• Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning
	Creativity	• Creativity • Innovation
Intrapersonal skills	Intellectual openness	• Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity
	Work ethic/ conscientiousness	• Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity
	Positive core self-evaluation	• Self-monitoring/ self-evaluation/self-reinforcement
Interpersonal skills	Teamwork and collaboration	• Communication • Collaboration • Teamwork • Cooperation • Interpersonal skills
	Leadership	• Responsibility • Assertive communication • Self-presentation

Developing and applying critical skills in order to evaluate the ways in which the writer of the text employs vocabulary, linguistic structures and narrative devices in order to create effect.

Developing and applying the ability to engage with the ethics contained in the work under study, as well as produce work that touches on ethical issues, in a principled and morally accountable manner.

Demonstrating the ability to present one's position or work clearly and convincingly.

Appendix 4: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.

Appendix 5: Grammar list

Students are expected to have acquired knowledge and understanding of Arabic grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists. The words in brackets are examples only.

The case system (nouns and adjectives)

- Nominative

- Accusative

- Genitive

The vocalisation system

Nouns

- Declination of nouns

- Definite and indefinite

- Gender

- Singular, dual and plural forms

- Broken (متاحف، كتب، مدارس) and collective plurals (ورق، شجر، مَوز)

- Diptotes

- Weak nouns (مستشفى، كراسٍ، مُغنٍّ، نادٍ)

- *Idafa* (the construct state)

- Apposition (*Al-Badal*)

- *La* of Absolute Negation (*La annafiya lil-jins*)

- The five nouns

Nominal sentences
- Equational sentences and negation
- *kana* and its sisters
- *inna* and its sisters

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

Adjectives

- Agreement

- Definite and indefinite

- Position

- Comparative and superlative

- Demonstrative (هذا، هذه، هؤلاء، ذلك، تلك)

- Weak (عالٍ، غالٍ، ماضٍ)

Adverbs

- Comparative and superlative

- Interrogative (كيف، متى)

- Adverbs of time and place (اليوم، غداً، هنا، هناك، عند، بَعد، قبل، خلال، داخل ، أمام، نـحو، بين، جانب، فوق، تـحت، دون، مع،
خلف، وراء،)

- Cognate Accusative – الـمفعول الـمُطلَق

- *Al-Hal*

- (Accusative of) Specification (*Tamyiz*)

- Accusative of purpose/cause (*al-Maf'ul li-ajlihi*)

Pronouns

- Personal: all subjects, including one (مَن)

- Possessive

- Relative (الذي، الذين، التي، ما، مَن)

- Pronoun objects (attached and unattached to nouns and verbs)

- Emphatic

- Demonstrative (هذا، هذه، هؤلاء، ذلك، تلك)

- Interrogatives

Verbs

- Conjugation of verbs

- Transitive and intransitive verbs

- Subject and object

- Strong (sound), doubled, weak triliteral and quadriliteral verbs

- Hamzated verbs (قرأ، أكل، سأل)

- Impersonal verbs (يجب أن)

- All persons of the verb, singular, dual and plural

- Perfect and imperfect (indicative, subjunctive and jussive)
(الـماضي، الـمضارع الـمرفوع والـمنصوب والـمجزوم)

- Negative form

- All tenses and time frames

- Imperative

- Conditional

- Verbal noun

- Active and passive voice

- Active and passive participle

- Verbs of praise and criticism (*Al-Madh/Al-Thamm*)

- Verbs of emotion and beginning

The Hamza

Prepositions
- Prepositions (في، إلى، لِ، مِن، على، عن، بِـ)

Conjunctions
- Coordinating conjunctions
- Subordinating conjunctions (إذا، لو، عندما، لأنّ، بسبب، حيث، مثل، كَـــ)

Particles
- Interrogatives

- Use of *kam* (كم)

- Vocative

- The correct use of the *Hamza of Inna and Anna*

- The particle of exception

Number, quantity, dates and time
- Cardinal and ordinal numbers

- Exception

- Agreement of numbers with nouns

- Months of the year using the international and local standard calendars

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