

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Thursday 18 May 2023

Afternoon (Time: 30 minutes and
5 minutes' reading)

**Paper
reference**

1AA0/1F



Arabic

PAPER 1: Listening and understanding in Arabic Foundation tier

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** questions in Sections A and B.
- All questions in section A are set in English.
- All questions in section B are in Arabic.
- 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 the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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N:1/1/1/1/1



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Pearson

Answer ALL questions. Write your answers in the spaces provided.

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 .

SECTION A

At home

1 What did Ali, Sameera and Anisa say about their accommodation?

Listen to the recording and put a cross in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example: It was a small flat
<input type="checkbox"/>	A It had a garden with an apple tree
<input type="checkbox"/>	B It was a small flat with a balcony
<input type="checkbox"/>	C It had 2 bathrooms
<input type="checkbox"/>	D It had a comfortable living room
<input type="checkbox"/>	E It was a big villa
<input type="checkbox"/>	F It had 3 bedrooms
<input type="checkbox"/>	G It had a colourful kitchen

(Total for Question 1 = 3 marks)



Transport

2 Lama is talking about her travelling by plane.

What does she say?

Listen to the recording and complete these statements by putting a cross in the correct box for each question.

Example: Lama does not like to ...

<input type="checkbox"/>	A sit at the front of the plane.
<input checked="" type="checkbox"/>	B fasten her seatbelt.
<input checked="" type="checkbox"/>	C travel by plane.
<input type="checkbox"/>	D sit next to the window.

(i) Lama is especially scared of ...

<input type="checkbox"/>	A the height of travel.
<input checked="" type="checkbox"/>	B the plane taking off.
<input checked="" type="checkbox"/>	C the plane landing.
<input type="checkbox"/>	D the length of the flight.

(ii) Lama closes her eyes when ...

<input type="checkbox"/>	A she does not want to see anything.
<input checked="" type="checkbox"/>	B she feels happy and comfortable.
<input checked="" type="checkbox"/>	C she feels tired.
<input type="checkbox"/>	D she does not want to look through the window.

(iii) Lama feels worried when the air hostess ...

<input type="checkbox"/>	A switches on the lights.
<input checked="" type="checkbox"/>	B turns on the music.
<input checked="" type="checkbox"/>	C unfastens her seat belt.
<input type="checkbox"/>	D sits and fastens her seat belt.

(Total for Question 2 = 3 marks)

The environment

3 Samir, Reem and Rami are talking about environmental problems in their hometown.

What do they say?

Listen to the recording and put a cross next to each one of the **three** correct statements.

	Samir	Reem	Rami
Example: Lives in Damascus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Throwing litter on the streets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Keeping the main area clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Using cars for transport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Walking to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Cleaning the city streets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Planting trees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Using bicycles around the city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)



A cultural evening

4 Samira, Nadia and Maher are talking about a play they attended last week.

Listen to the recording and put a cross in each one of the three **correct** boxes.

	Samira	Nadia	Maher
Example: It was a beautiful play.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A It was a historical play.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B It was one of the most famous plays.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C There were no surprises in the play.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D It was very long.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E It had a very funny ending.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F It had a sad ending.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G The main actor made the play very interesting.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Total for Question 4 = 3 marks)



A school trip

5 Ayman is talking to Ghanem about his school trip to Morocco.

Listen to the recording and answer the following questions in **English**.

(a) When will Ayman and his school group go to Morocco?

(1)

(b) Mention **two** activities Ayman is going to do on his trip.

(2)

(c) What did Ghanem remind Ayman to do?

(1)

(Total for Question 5 = 4 marks)



Shopping

6 Maha and her cousin Majid are talking about shopping for clothes. What do they say?

Complete the sentences. Use the correct word or phrase from the box.

internet

shops

cheapest

fashion

searches

discounted

designs

new look

(a) Maha usually **searches** online for her clothes.

She looks for different and prices before
going shopping.

(1)

(b) Online shopping gives Maha the opportunity to compare

..... outfits and go for the

(2)

(Total for Question 6 = 3 marks)



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The importance of tourism

7 Khalid is telling Samer about his summer holiday.

Which three facts does Khalid mention about his trip?

Listen to the recording and put a cross in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example: Khalid tells Samer about his trip to Lebanon.
<input type="checkbox"/>	A It was not a very expensive trip.
<input type="checkbox"/>	B Khalid changed his thoughts about other cultures.
<input type="checkbox"/>	C He stayed in the countryside.
<input type="checkbox"/>	D Khalid did not like the food.
<input type="checkbox"/>	E The trip was only for young people.
<input type="checkbox"/>	F Khalid tried new types of food.
<input type="checkbox"/>	G He made new friends.

(Total for Question 7 = 3 marks)



Faten's work experience

8 Faten is talking about her work experience.

Listen to Faten and answer the following questions in **English**.

(a) Why did she feel proud and happy?

(1)

(b) Besides teaching, how does Faten help the children every morning?

(1)

(c) What did she learn from her work experience?

(1)

(Total for Question 8 = 3 marks)



P 7 2 7 3 8 A 0 9 1 6

A healthy lifestyle

9 Reem and Mundhir are talking about maintaining a healthy lifestyle.

Listen to the recording and complete the sentences by putting a cross in the correct box for each question.

Example: Reem and Mundhir are discussing the importance of:

<input checked="" type="checkbox"/>	A drinking water.
<input type="checkbox"/>	B diet.
<input checked="" type="checkbox"/>	C best types of footwear to use.
<input checked="" type="checkbox"/>	D keeping fit.

(i) Mundhir looks ...

<input checked="" type="checkbox"/>	A as slim as before.
<input type="checkbox"/>	B slimmer than before.
<input checked="" type="checkbox"/>	C underweight.
<input type="checkbox"/>	D overweight.

(ii) Mundhir spent ...

<input checked="" type="checkbox"/>	A the last few days with his trainer.
<input type="checkbox"/>	B the last 10 weeks in the sports centre.
<input checked="" type="checkbox"/>	C the last 6 months exercising daily.
<input type="checkbox"/>	D the last month in the sports centre.

(iii) Mundhir felt the improvement ...

<input checked="" type="checkbox"/>	A immediately after exercising.
<input type="checkbox"/>	B after changing his exercise routine.
<input checked="" type="checkbox"/>	C when he received professional advice.
<input type="checkbox"/>	D at the last session of his programme.



(iv) Reem decided to ...

<input checked="" type="checkbox"/>	A renew her gym membership.
<input checked="" type="checkbox"/>	B change her life style.
<input checked="" type="checkbox"/>	C exercise with Mundhir every day.
<input checked="" type="checkbox"/>	D stick to her daily routine.

Glossary

بدین: fat

نفسیّة: psychological

(Total for Question 9 = 4 marks)



Cooking courses on YouTube

10 Lina is talking to her friend Bassel about how to start learning about cooking.

Listen to the conversation and answer the following questions in **English**.

(a) Mention one way in which the cooking lessons are presented.

(1)

(b) How can people register for these lessons?

(1)

(c) What is the benefit of the online cooking lessons?

(1)

(d) What kinds of cooking can be learnt from the video?

(1)

(Total for Question 10 = 4 marks)



Online lessons

11 Ahmed is talking to his friend Mazin about his online learning during the Spring holiday.

What does he say?

Listen to the recording and put a cross in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example: The school provided students with online lessons
<input type="checkbox"/>	A Ahmed enjoyed the first lesson.
<input type="checkbox"/>	B Online lessons were the students' only option.
<input type="checkbox"/>	C The lessons went smoothly without problems.
<input type="checkbox"/>	D Ahmed gradually started to like the lessons.
<input type="checkbox"/>	E The lessons could be attended in school.
<input type="checkbox"/>	F Ahmed did not like the lessons in school with his friends.
<input type="checkbox"/>	G Ahmed's computer broke down.

Glossary

للغاية: very

تعطل: break down

لِتَعْزِيزٍ: to strengthen

(Total for Question 11 = 3 marks)



Nizar Qabbani, a poet of his time

12 You hear this report on TV about one of the famous Arab poets, **Nizar Qabbani**.

Listen to the recording and answer the following questions **in English**.

(a) What did Nizar Qabbani study at university?

(1)

(b) Mention one thing Nizar's poetry talked about.

(1)

(c) Why were Fairuz and Kazem Al-Shaher mentioned in the report?

(1)

(d) How was he honoured for his poetry?

(1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS



SECTION B

احتفالات العيد

13 ليلى تتحدث عن مظاهر العيد في البلدان العربية

أكمل الجمل عن طريق اختيار كلمة أو عبارة من المربع. توجد كلمات لن تحتاجها.

التوصال	المساعدات	البيت	اجتماعية
تعليمية	قوية	الحلوى	الألعاب
المسجد	ضعف	الزيارات	كعك

مثال: يذهب المسلمون إلى المسجد لأداء صلاة العيد.

(1) (a) العيد هو مناسبة دينية و مُهمة.

(1) (b) إن الصلاة وتقديم من أهم واجبات العيد.

(1) (c) يُساعد العيد في العلاقات الأسرية.

(1) (d) يتبادل الناس في العيد.

(1) (e) تصنع الأمم الفلسطينية العيد للأطفال والزوار.

Glossary

لأداء: to perform

للتقارب: to come together

(Total for Question 13 = 5 marks)



تأثيرُ الإنترنٍت عَلٰى الْأَطْفَال

14 استمعت إلى تقرير عن تأثير الإنترنٍت عَلٰى حِيَاة الْأَطْفَال.

اماً الفراغات بكلمات تختارها من القائمة التالية: إيجابيّة/سلبية، محليّة/عاليّة، مضائقّة/اختلاط، السيطرة/ترك، المدرسة/الدراسة، صعب/سهّل.

Example

للإنترنت آثار سلبية على الأطفال. (1) (a) أكّدت مخاطر بعض البرامج على الأطفال.

الأطفال مشكلة إجتماعية. (1) (b) إنَّ الأطفال مشكلة إجتماعية.

على هذه البرامج. (1) (c) أصبح من الصعب على هذه البرامج.

الاعتداء الإلكتروني على الأطفال. (1) (d) استخدام وسائل التّواصل الاجتماعي على الأطفال.

تباحث فيها كل دول العالم. (1) (e) إنَّها مشكلة تبحث فيها كل دول العالم.

Glossary

exposed to: مُعَرَّضٌ

affect: يؤثّر

psychological: نفسِيًّا

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

