

INTERNATIONAL ADVANCED LEVEL

Arabic

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in Arabic (XAA01)

Pearson Edexcel International Advanced Level in Arabic (YAA01)

First teaching in September 2016

First examination June 2017

Issue 1

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Acknowledgements

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About this specification

The Edexcel International Advanced Level in Greek is designed for use in schools and colleges outside the United Kingdom. It is part of a suite of International Advanced Level qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

Structure: a modular structure with two units each weighted at 50%.

Content: an updated, relevant and engaging range of stimulus material.

Assessment: 100% external assessment.

Approach: a foundation for students wishing to progress to further study of Greek at university.

- Single tier covering the whole range of grades A* to E.
- Skills of reading and writing tested in separate exercises in Papers 1 and 2.
- Assessment in the January and June examination series.
- Topics relate to the interests of students studying Greek for purposes of communication, for example in study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example school, the media.
- Culturally sensitive and authentic reading texts used throughout.
- Tests that measure achievement against many of the benchmarks of Level B2 of the Council of Europe's Common European Framework of Reference for Languages.

Specification updates

This specification is Issue 1 and is valid for the Pearson Edexcel International Advanced Subsidiary and International Advanced Level examination from 2017. If there are any significant changes to the specification Pearson will write to centres to let them know. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com/en/

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in unit content specifies the detail of what must be covered.

Examples: throughout the unit content, we have included examples of what could be covered or what might support teaching and learning. It is important to note that examples are for illustrative purposes only and centres can use other examples. We have included examples that are easily understood and recognised by international centres.

Unit assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the unit content.

Depth and breadth of content: Teachers should use the full range of content and all the assessment objectives given in *Qualification at a glance: Unit overview*.

Qualification abbreviations

International Advanced Level – IAL

International Advanced Subsidiary – IAS

International A2 (the additional content required for an IAL) – IA2

Introduction

The Pearson Edexcel International Advanced Level in Arabic is designed for use in schools and colleges. It is part of a suite of International A Level qualifications offered by Pearson Edexcel.

The Pearson Edexcel International Advanced Level in Arabic is designed primarily as a qualification for students who are studying Arabic in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages.

Achievement is broadly equivalent to level B2 of the CEFR. Students at this level are expected to understand the main ideas of complex written Arabic about both concrete and abstract topics; write with a degree of fluency and spontaneity that makes reading possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Students will be expected to communicate formally and informally in a range of contexts, and to understand a wider range of texts and styles than they can produce themselves. The aim of the Pearson Edexcel International Advanced Level in Arabic is to test Arabic language competence through realistic and contextualised tasks based on authentic texts.

Reading and writing skills are tested through two examination papers.

Qualification aims and objectives

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

- an understanding of a wide variety of complex reading texts for different purposes
- an understanding of standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of written contexts
- the skills necessary for further study or employment, either in Arabic-speaking countries or where Arabic is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in written communication.

AS knowledge and understanding

The Advanced Subsidiary specification requires students to:

- read and respond to a variety of Arabic-language written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their written Arabic language appropriately for different situations and purposes
- use the Arabic language accurately to express facts and ideas, and to present explanations, opinions and information in writing
- understand and apply the grammatical system and a range of structures of the Arabic language as detailed in *Arabic unit content: Grammar list*.

A2 knowledge and understanding

The Advanced Level specification requires students to:

- use the Arabic language to present viewpoints, develop arguments, analyse and evaluate in writing
- understand and apply the grammatical system and a range of structures in Arabic as detailed in *Arabic unit content: Grammar list*
- study aspects of the contemporary society, cultural background and heritage of one or more of the Arabic-language countries or communities
- transfer meaning from English into Arabic.

AS/A2 skills

The knowledge and understanding requirements of this Advanced Subsidiary and Advanced Level specification are inextricably linked to the two language skills of reading and writing in Arabic in line with the requirements of the subject criteria.

Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification.

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Qualification at a glance

Unit overview

IAS Unit 1: Understanding and Written Response	*Unit code WAA01/01	
<ul style="list-style-type: none">Externally assessedAvailability: January and JuneFirst assessment: June 2017	100% of the total IAS raw marks	50% of the total IAL raw marks
Content summary <p>This unit consists of three sections.</p> <ul style="list-style-type: none">Section A: ReadingSection B: GrammarSection C: Essay <p>Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw on and apply their knowledge of Arabic language, grammar and lexis to manipulate sentences in Arabic, as well as demonstrate an ability to manipulate Arabic language in continuous writing.</p> <p>Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:</p> <ul style="list-style-type: none">Youth mattersLifestyle, health and fitnessEnvironment and travelEducation and employment.		
Assessment <p>2 hour 30 minute examination in three sections.</p> <p>Section A: Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. In addition, marks will be given for vocalisation of text produced in response to one of the questions.</p> <p>Section B: Students will be assessed on their ability to manipulate Arabic language, grammar and lexis. They will be assessed on their ability to vocalise Arabic vowels and select the right word form over three distinct tasks focusing on a topic area to provide contextualisation.</p> <p>Section C: Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.</p>		

IA2 Unit 2: Writing and Research	*Unit code WAA02/01	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2018 	100% of the total IA2 raw marks	50% of the total IAL raw marks
<p>Content summary</p> <p>This unit consists of three sections.</p> <ul style="list-style-type: none"> Section A: Translation Section B: Creative/Discursive Essay Section C: Research-based Essay <p>Students are required to demonstrate skills in advanced level Arabic reading and in the transfer of meaning from English into Arabic. To promote research and a greater knowledge and understanding of Arabic culture and/or society, students must produce two Arabic-language essays in response to questions related to their chosen topic(s) and/or text(s). Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:</p> <ul style="list-style-type: none"> Youth matters Lifestyle, health and fitness Environment and travel Education and employment Technology in the Arabic-speaking world Society in the Arabic-speaking world Ethics in the Arabic-speaking world. 		
<p>Assessment</p> <p>3 hour examination in three sections.</p> <p>Section A: Students will be expected to undertake a short translation from English into Arabic.</p> <p>Section B: Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively or discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.</p> <p>Section C: Students must answer one question, in Arabic, that each relate to a topic or a text chosen from the prescribed list featured in <i>Section 2.4 (Set topics, texts and films)</i>. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.</p>		

* See *Appendix 4: Codes* for description of this code and all other codes relevant to this qualification.

Arabic unit content

Unit 1: Understanding and Written Response	5
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Course structure

- The Pearson Edexcel International Advanced Level in Arabic comprises two units and contains an International Advanced Subsidiary subset of one IAS unit.
- The International Advanced Subsidiary is the first half of the International Advanced Level course and consists of Unit 1. It may be awarded as a discrete qualification or contribute 50 per cent of the total International Advanced Level marks.
- The full International Advanced Level award consists of the one IAS unit (Unit 1), plus one IA2 unit (Unit 2) which makes up the other 50 per cent of the International Advanced Level. Students wishing to take the full International Advanced Level must, therefore, complete both units.
- The structure of this qualification allows teachers to construct a course of study that can be taught and assessed either as:
 - distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - a linear course which is assessed in its entirety at the end.

Unit 1: Understanding and Written Response

IAS compulsory unit

Externally assessed

1.1 Unit description

This unit consists of three sections:

Section A: Reading

Section B: Grammar

Section C: Essay

Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw on their knowledge of Arabic language, grammar and lexis to select appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle, health and fitness
- Environment and travel
- Education and employment.

Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet. As part of their Advanced Subsidiary, students should undertake regular reading, writing, vocalisation and grammar activities.

This unit will feature questions drawn from a variety of sources which all relate to the general topic areas above, which are detailed in *Section 1.3: IAS General topic areas*. However, these should be considered as different contexts in which students can write and understand Arabic. Specialist and/or technical Arabic vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Arabic.

1.2 Assessment information

The assessment for this unit has three sections that total 80 marks.

Section A: Reading (30 marks)

Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.

Section B: Grammar (20 marks)

Students will need to understand and manipulate grammatical structures in Arabic by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise and reforming the sentence around a given word.

In addition, a maximum of five marks will be given for the vocalisation of text produced in response to one of the questions.

Section C: Essay (30 marks)

Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.

The duration of this examination will be 2 hours and 30 minutes.

1.3 IAS General topic areas

Youth matters

Family relationships and friendships
Peer pressure and role models
Music and fashion
Technology and communication

Lifestyle, health and fitness

Food and diet
Sport and exercise
Health issues
Urban and rural life

Environment and travel

Tourism, travel and transport
Natural disasters and weather
Climate change and its impact
Energy, pollution and recycling

Education and employment

Education systems and types of schooling
Pupil/student life
Volunteering and internships
Jobs and unemployment

1.4 Assessment criteria

Section C

Mark	Content and communication (AO1)
0	No rewardable material.
1–3	<ul style="list-style-type: none">The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4–6	<ul style="list-style-type: none">The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence.The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7–9	<ul style="list-style-type: none">The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence.The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10–12	<ul style="list-style-type: none">The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence.The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13–15	<ul style="list-style-type: none">The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension.The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1–3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4–6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7–9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10–12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13–15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

Unit 2: Writing and Research

IA2 compulsory unit

Externally assessed

2.1 Unit description

This unit consists of three sections:

Section A: Translation

Section B: Creative/Discursive essay

Section C: Research-based essay

Students are required to draw on and apply their knowledge of Arabic language, grammar and lexis by selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the Arabic-speaking world
- Society in the Arabic-speaking world
- Ethics in the Arabic-speaking world.

Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet. As part of their Advanced Level, students should undertake regular reading, writing, and grammar activities.

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below, which are detailed in *Section 2.3: IA2 General topic areas*. However, these should be considered as different contexts in which students can write and understand Arabic. Specialist and/or technical Arabic vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Arabic.

2.2 Assessment information

Section A: Translation (20 marks)

Students will be expected to undertake a short translation from English into Arabic. They will be assessed on their ability to transfer meaning from an English-language passage into Arabic. A maximum of 20 marks will be awarded in accordance with a translation-specific mark scheme.

Section B: Creative/Discursive essay (30 marks)

Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. They will be able to select how they respond to the stimulus – either discursively with a critical essay, or creatively through a short fictional or artistic piece. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.

Section C: Research-based essay (30 marks)

Students must answer **one** question, in Arabic, which relates to a topic, text or film chosen from the prescribed list featured in *Section 2.4 (Set topics, texts and films)*. The essays should relate to topic, text or film that students have studied in advance of the examination.

A choice of two questions will be offered for each of the prescribed topics and texts.

Students will be expected to write 300–400 words in Arabic. A maximum of 30 marks will be awarded for their essay content, quality of language and critical analysis and organisation of ideas.

All students for this unit will be assessed by Pearson.

2.3 IA2 General topic areas

Youth matters

Family relationships and friendships
Peer pressure and role models
Music and fashion
Technology and communication

Lifestyle, health and fitness

Food and diet
Sport and exercise
Health issues
Urban and rural life

Environment and travel

Tourism, travel and transport
Natural disasters and weather
Climate change and its impact
Energy, pollution and recycling

Education and employment

Education systems and types of schooling
Pupil/student life
Volunteering and internships
Jobs and unemployment

Technology in the Arabic-speaking world

Scientific advances
Technological innovations
Impact on life and environment

Society in the Arabic-speaking world

Migration
Equality
Politics
Customs

Ethics in the Arabic-speaking world

Beliefs
Law and order
Moral issues
(e.g. euthanasia, adoption, genetic modification)

2.4 Set topics, texts and films

Arabic scientists

موسوعة تاريخ العلوم العربية
بقلم مركز دراسات الوحدة العربية

تاريخ الحضارة
بقلم حسين مؤنس

حضارة العرب
بقلم جوستاف لوبون

The references provided are a guide only.
Candidates should aim to be familiar with the
life and works of three to five Arabic
scientists.

Arabic art and architecture

الفن الإسلامي عبر الثقافات
بقلم أوليفر واتسون و هربرت بري

اكتشف الفن الإسلامي في حوض المتوسط
بقلم متحف بلا حدود

السنن الهندسية في تصاوير الأحرف العربية
بقلم أحمد مصطفى

The references provided are a guide only.
Candidates should aim to be familiar with
three to five styles of Arabic art or
architecture.

Comedy in Arabic film

سكر هانم
إخراج السيد بدير

مراتي مدير عام
إخراج فطين عبد الوهاب

الأيدي الناعمة
إخراج محمود ذو الفقار

الثلاثة يشتغلونها
إخراج علي إدريس

زوج تحت الطلب
إخراج عادل صادق

Tragedy in Arabic film

الأرض
إخراج يوسف شاهين
أريد حلاً
إخراج سعيد مرزوق
وجدة
إخراج هيفاء منصور
زوجة رجل مهم
إخراج محمد خان
كابتن أبو رائد
إخراج أمين مطالقة

Poetry

ويغير ألوانه البحر
بقلم نازك الملائكة
قصائد متوحشة
بقلم نزار قباني
كوخ الأشواق
بقلم الهادي آدم
مدينة بلا قلب
بقلم أحمد عبد المعطي حجازي
ديوان الخمائل
بقلم إيليا أبو ماضي

Literature

ساق البامبو
بقلم سعود السنعوسي
دعاء الكروان
بقلم د. طه حسين
ذاكرة جسد
بقلم أحلام مستغانمي
عرس الزين
بقلم الطيب صالح
سارة
بقلم عباس محمود العقاد

2.5 Assessment criteria

Section A

Mark	Manipulation of language: translation into Arabic (AO2)
0	No rewardable language.
1–2	<ul style="list-style-type: none"> • Very limited use of correct vocabulary and grammar. • Very repetitive or incoherent structures/lexis. • Overall, communication is severely hindered.
3–4	<ul style="list-style-type: none"> • Occasional use of correct vocabulary and grammar. • Frequent lapses in structure/lexis. • Overall, communication is infrequent.
5–6	<ul style="list-style-type: none"> • Acceptable use of correct vocabulary and grammar. • Some lapses in structure/lexis. • Overall, communication is achieved despite errors.
7–8	<ul style="list-style-type: none"> • Good use of correct vocabulary and grammar. • Occasional lapses in structure/lexis. • Overall, communication is sound.
9–10	<ul style="list-style-type: none"> • Excellent use of correct vocabulary and grammar. • A variety of structures has been correctly used, including idiomatic phrases, allowing for occasional, insignificant errors. • Overall, communication is excellent.

Section B

Mark	Content and communication (AO1)
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4–6	<ul style="list-style-type: none"> • The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7–9	<ul style="list-style-type: none"> • The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.

Mark	Content and communication (AO1)
10–12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13–15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1–3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4–6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7–9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10–12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13–15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

Section C

Mark	Content and communication (AO1)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> The student has shown minimal factual knowledge of the topic, text or film. There is no relevant supporting evidence from the topic, text or film. Only superficial details in the response.
3–4	<ul style="list-style-type: none"> The student has shown some basic, generic factual knowledge of the topic, text or film. There is limited relevant supporting evidence from the topic, text or film. There is limited depth in the response.
5–6	<ul style="list-style-type: none"> The student has shown acceptable factual knowledge of the topic, text or film. There is some variety of relevant supporting evidence from the topic, text or film. There is some depth in the response.
7–8	<ul style="list-style-type: none"> The student has shown good factual knowledge of the topic, text or film. There is a good range of relevant supporting evidence from the topic, text or film. There is a good level of depth in the response.
9–10	<ul style="list-style-type: none"> The student has shown excellent factual knowledge of the topic, text or film. There is a wide range of relevant supporting evidence from the topic, text or film. There is a high level of depth in the response.

Mark	Quality of language (AO2)
0	No rewardable language.
1	<ul style="list-style-type: none"> Communication is only occasionally achieved even at a basic level. Grammatical structures are basic and mostly used incorrectly. Vocabulary is often lacking or incorrect.
2	<ul style="list-style-type: none"> Communication is sometimes achieved at a basic level. The student has used mostly common structures, and these are sometimes used correctly. Vocabulary is limited in range.
3	<ul style="list-style-type: none"> Communication is achieved most of the time. Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors. Vocabulary is acceptable in range.

Mark	Quality of language (AO2)
4	<ul style="list-style-type: none"> Communication is achieved almost all of the time. A good range of common grammatical structures is used correctly; some less common structures are used correctly. Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.
5	<ul style="list-style-type: none"> Communication is fluent and varied throughout. A wide range of both common and less common grammatical structures is mostly used correctly. Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.

Mark	Critical analysis (AO3), Organisation and development (AO2)
0	No evidence of a critical, analytical understanding of the topic, text or film.
1–3	<ul style="list-style-type: none"> (AO4) A superficial description in response to the question that shows minimal engagement with the cultural topic, text or film, sufficient only to make a basic response. (AO3) Limited links between ideas, leading to limited coherence throughout. (AO4) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.
4–6	<ul style="list-style-type: none"> (AO4) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film. (AO3) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present. (AO4) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.
7–9	<ul style="list-style-type: none"> (AO4) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film. (AO3) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present. (AO4) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.
10–12	<ul style="list-style-type: none"> (AO4) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film. (AO3) Justified links between ideas, and coherent organisation between paragraphs is mostly present. (AO4) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.

Mark	Critical analysis (AO3), organisation and development (AO2)
13–15	<ul style="list-style-type: none"> • (AO4) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film. • (AO3) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout. • (AO4) Conclusive remarks which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.

Grammar list

Division of structures

The grammar list has been divided into 'straightforward' and 'complex' usage. Straightforward grammar is that which the student is likely to have been exposed to extensively and is often more commonly used. Complex used grammar is that which the student is less likely to have much experience of and may be irregular or less commonly used.

Straightforward structures

The case system

Vocalisation system	Consonants; long and short vowels; helping vowels; <i>Hamza</i> الحركات الطويلة و القصيرة و الهمزة
	Transliteration of loan words in Arabic script كتابة الأسماء الأجنبية
	Nouns – Definite/indefinite النكرة و المعرفة
	Gender (masculine/feminine) plus exceptions المذكر و المؤنث
	Singular/dual/plural (sound; broken; non-human; collective) المفرد و المثنى و الجمع المذكر و المؤنث السالمان و التكسير
	Diptotes الممنوع من الصرف
	<i>Idafa</i> الإضافة
	Indeclinable; invariable; defective; diminutive المعرب و المبني

Articles

Definite; omission of indefinite; generic الحذف

Adjectives

Agreement (human; non-human) الصفة

Position ظرف المكان

Elative (comparative and superlative) اسم التفضيل

Demonstrative أسماء الإشارة

Relative (*nisba*) النسب

Indeclinable; invariable; defective التصغير

Adverbs

Manner, time, place, purpose ظرف المكان و الزمان

Comparative and superlative أفعال تفضيل

Interrogative (eg *mata*, *kayfa*, *kam*) أسلوب الاستفهام

Cognate accusative المفعول المطلق

Hal الحال

Tamyiz التمييز

Pronouns

Personal الضمائر

Relative الضمائر المتصلة

Demonstrative أسماء الإشارة

Pronouns (continued)

Possessive ضمائر الملكية

Interrogative (eg *man*) اسم الاستفهام : مَنْ

Verbal sentences	Word order; subject/object المفاعيل
Verbs	<p>Active/passive participle المبني للمعلوم و المجهول اسم المفعول</p> <p>Verbal noun (<i>masdar</i>) المصدر</p> <p>Sound trilateral, quadrilateral verbs (Forms I–X) hollow; defective الأفعال الثلاثية و الرباعية و الخماسية و السداسية و السداسية و الصحيح و المعتل</p> <p>Assimilated; doubled الفعل المضعف</p> <p>Hamzated verbs (Forms I–X) الفعل المهموز</p>
Complex structures	
Tenses	<p>Perfect الماضي</p> <p>Imperfect; present; subjunctive; jussive المضارع و الماضي و الأمر</p> <p>Latin imperfect</p> <p>Conditional الشرط</p> <p>Pluperfect</p> <p>Future المستقبل</p> <p>Imperative – positive, negative, indirect النفي و الإثبات</p> <p>Negation النفي</p>
Nominal sentences	<p>Equational sentences</p> <p><i>Kana</i> and its sisters كان و أخواتها</p> <p><i>Inna</i> and its sisters إن و أخواتها</p>
Prepositions	حروف الجر
Particles	<p>Interrogatives الاستفهام</p> <p>Vocative المنادى</p> <p>Use of <i>qad</i> – with the perfect, pluperfect and <i>Hal</i> استعمال قد</p> <p>Exception (eg <i>illa</i>) الاستثناء ب إلا</p>
Quantifiers/ intensifiers	<p>التوكيد</p> <p>البدل</p>
Conjunctions	أدوات الربط
Number, quantity and time	<p>Cardinal/ordinal العدد</p> <p>Agreements with nouns اتفاق العدد مع الأسماء</p> <p>Use of <i>munthu</i> منذ</p>

Assessment information

Assessment requirements

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1: Understanding and Written Response	AS	<p>2 hour 30 minutes paper</p> <p>The assessment for this unit has three sections.</p> <p>Section A (30 marks)</p> <p>Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.</p> <p>Section B (20 marks)</p> <p>Students will need to understand and manipulate grammatical structures in Arabic by selecting the most appropriate word form to fit a gap and by manipulating sentences that appear in a previous exercise, reforming the sentence around a given word.</p> <p>In addition, a maximum of five marks will be given for the vocalisation of text produced in response to one of the questions.</p> <p>Section C (30 marks)</p> <p>Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.</p> <p>All students for this unit will be assessed by Pearson.</p>	80 marks
Unit 2: Writing and Research	A2	<p>3 hour paper</p> <p>The assessment for this unit has three sections.</p> <p>Section A (20 marks)</p> <p>Students will be expected to undertake a short translation from English into Arabic. They will be assessed on their ability to transfer meaning from an English-language passage into Arabic. A maximum of 20 marks will be awarded in accordance with a translation-specific mark scheme.</p> <p>Section B (30 marks)</p> <p>Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively or discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.</p>	80 marks

		<p>Section C (30 marks)</p> <p>Students must answer one question, in Arabic, that each relate to a topic or a text chosen from the prescribed list featured in <i>Section 2.4 Set topics, texts and films</i>. The essays should relate to a topic, text(s) or film(s) that students have studied in advance of the examination. A choice of two questions will be offered for each of the prescribed topics, texts and films. Students will be expected to write 300–400 words in Arabic. A maximum of 30 marks will be awarded across the two essays for their organisation of ideas, essay content and quality of language in accordance with the assessment criteria in the unit.</p> <p>All students for this unit will be assessed by Pearson.</p>	
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Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Understand and respond, in writing, to written language.	28.1	15.6	43.7
AO2	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	21.9	28.1	50.0
AO3	Respond critically to themes and ideas from selected topics, cultural texts or films.	0	6.3	6.3

Relationship of assessment objectives to units

Unit number	Assessment objective		
	AO1	AO2	AO3
Unit 1	28.1%	21.9%	0%
Unit 2	15.6%	28.1%	6.3%
Total for International Advanced Level	43.7%	50.0%	6.3%

Assessment availability and first award

Unit	June 2017	January 2018	June 2018
1	✓	✓	✓
2	✗	✗	✓
IAS award	✓	✓	✓
IAL award	✗	✗	✓

From June 2018 IAS and IAL will be awarded in both January and June.

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 at qualifications.pearson.com

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 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 of study.

Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. Only the better of the two most recent non-absent attempts at an IAL unit will be available for aggregation to a qualification grade. Please refer to the Entry, Aggregation and Certification document on the Pearson website: qualifications.pearson.com/IAL-entry-certification-procedures

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

Please note that assessment of this qualification will only be available in **Arabic**. 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 UK 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 UK 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 his or her 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

Malpractice

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 controlled assessments discovered before the candidate has signed the declaration of authenticity form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The completed 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 candidate 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 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 M2a* (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 IAS qualification will be graded on a five-grade scale from A to E. The full International Advanced Level will be graded on a six-point scale A* to E. Individual unit results will be reported. Only Unit 1 will contribute to the IAS grade. Both units will contribute to the IAL grade.

A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E, of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A*, A, B, C, D, E of which grade A* is the highest and grade E the lowest. To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate of the IA2 units. Candidates 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.

Performance descriptions

Performance descriptions give the minimum acceptable level for a grade. See *Appendix 1: Performance descriptions* for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade:

International Advanced Subsidiary cash-in code XAA01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

International Advanced Level cash-in code YAA01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* (at least 90 UMS) in the IA2 unit.

Support, training and resources

Support

Pearson aims to provide the most comprehensive support for our qualifications. Here are just a few of the support services we offer.

- Subject Advisor – subject experts are on hand to offer their expertise to answer any questions you may have on delivering the qualification and assessment.
- Subject page – written by our Subject Advisors, the subject pages keep you up to date with the latest information on your subject.
- Subject communities – exchange views and share information about your subject with other teachers.
- Training – see 'Training' below for full details.

For full details of all the teacher and student support provided by Pearson to help you deliver our qualifications, please visit www.qualifications.pearson.com/ial/arabic/support

Training

Our programme of professional development and training courses, covering various aspects of the specification and examinations, are arranged each year on a regional basis. Pearson training is designed to fit you, with an option of face-to-face, online or customised training so you can choose where, when and how you want to be trained.

Face-to-face training

Our programmes of face-to-face training have been designed to help anyone who is interested in, or currently teaching, a Pearson Edexcel qualification. We run a schedule of events throughout the academic year to support you and help you to deliver our qualifications.

Online training

Online training is available for international centres who are interested in, or currently delivering our qualifications. This delivery method helps us run training courses more frequently to a wider audience.

To find out more information or to book a place please visit: www.edexcel.com/training

Alternatively, email internationaltfp@pearson.com or telephone +44 (0) 44 844 576 0025

Resources

Pearson is committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

To search for Pearson IAL resources, and to search for endorsed resources from other publishers, please visit www.qualifications.pearson.com/resources

Specifications, Sample Assessment Materials and Teacher Support Materials

Specifications, Sample Assessment Materials (SAMs) and Teacher Support Materials (TSMs) can be downloaded from the International Advanced Level subject pages.

To find a complete list of supporting documents, including the specification, SAMs and TSMs, please visit www.qualifications.pearson.com/ial/arabic

Appendices

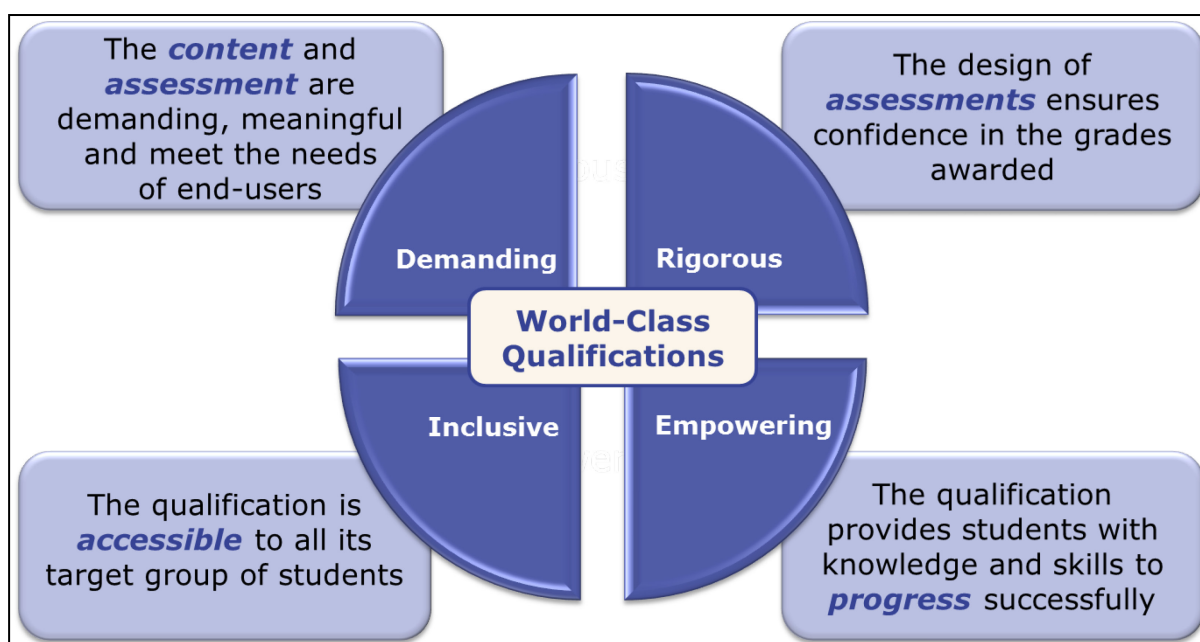
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Appendix 1: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions internationally
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher education academics, teachers and employers to ensure this qualification is suitable for an international context
- reviewing the legacy qualification and building on its positive attributes.



Appendix 2: 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 as the most evidence-based and robust skills framework.

The National Research Council's framework of skills involves the following.^[2]

Cognitive skills

Non-routine problem solving – expert thinking, metacognition, creativity.

Systems thinking – decision making and reasoning.

Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

Interpersonal skills

Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.

Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD, *Better Skills, Better Jobs, Better Lives* (2012):
<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

^[2] Koenig, J. A., *Assessing 21st Century Skills: Summary of a Workshop* (National Research Council, 2011)

Appendix 3: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside IALs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be university study or employment. The qualification:

- is recognised by universities for the skills it develops
- is worth half of an IAL qualification at grades A*–E.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100 per cent internally assessed and externally moderated.

How to link the Extended Project with Arabic

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace, through the exploration of either an area of personal interest or a topic of interest from within the Arabic qualification content.

Through the Extended Project students will develop skills that support their study of Arabic, including:

- conducting, organising and using research
- independent reading in the subject area
- defining a hypothesis to be researched using Arabic-language sources
- presenting research in writing
- evaluating arguments
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating arguments, and using qualitative and quantitative evidence to support informed judgements and put forward strong arguments in Arabic.

Types of Extended Project related to Arabic

Students may produce a dissertation on any topic that can be researched and argued, for example a controversial issue such as euthanasia, the impact of terrorism, or adoption.

A dissertation might involve an investigation such as:

- the impact of Arabic film on the Western world
- the ease of emigration for citizens of Arabic countries.

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- a study of the impact of unemployment in an Arabic community
- a statistical survey of changing social attitudes towards stem cell research.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in Arabic. Students can demonstrate extension in one or more dimensions:

deepening understanding – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of a sub-topic within a general topic area

broadening skills – where a student learns a new skill. This might be learning how a new statistical technique can be used in the analysis of either primary or secondary data collected by the student

widening perspectives – where the student's project spans different subjects. A student studying Arabic with Geography may wish to research the impact of tourism on a particular Arabic-speaking region or locality. A student studying Arabic with medicine may wish to investigate new advances in therapies conducted by Arabic research facilities.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 4: Codes

Type of code	Use of code	Code
Cash-in codes	The subject code is used by centres to cash in for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	International A Level – YAA01 International AS – XAA01
Unit codes	These codes are provided for unit entry. Students must be entered for individual components.	Unit 1: WAA01/01 Unit 2: WAA02/01

Appendix 5: 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.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards that develop policy related to the administration of examinations.
Linear	Qualifications that are linear 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.
Modular	Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
NEA	Non-examination assessment. This is any assessment that is not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.
Performance description	This is a statement of the expected performance of a student for selected grades. Usually for IAL, performance descriptions are provided for grades A and E.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

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