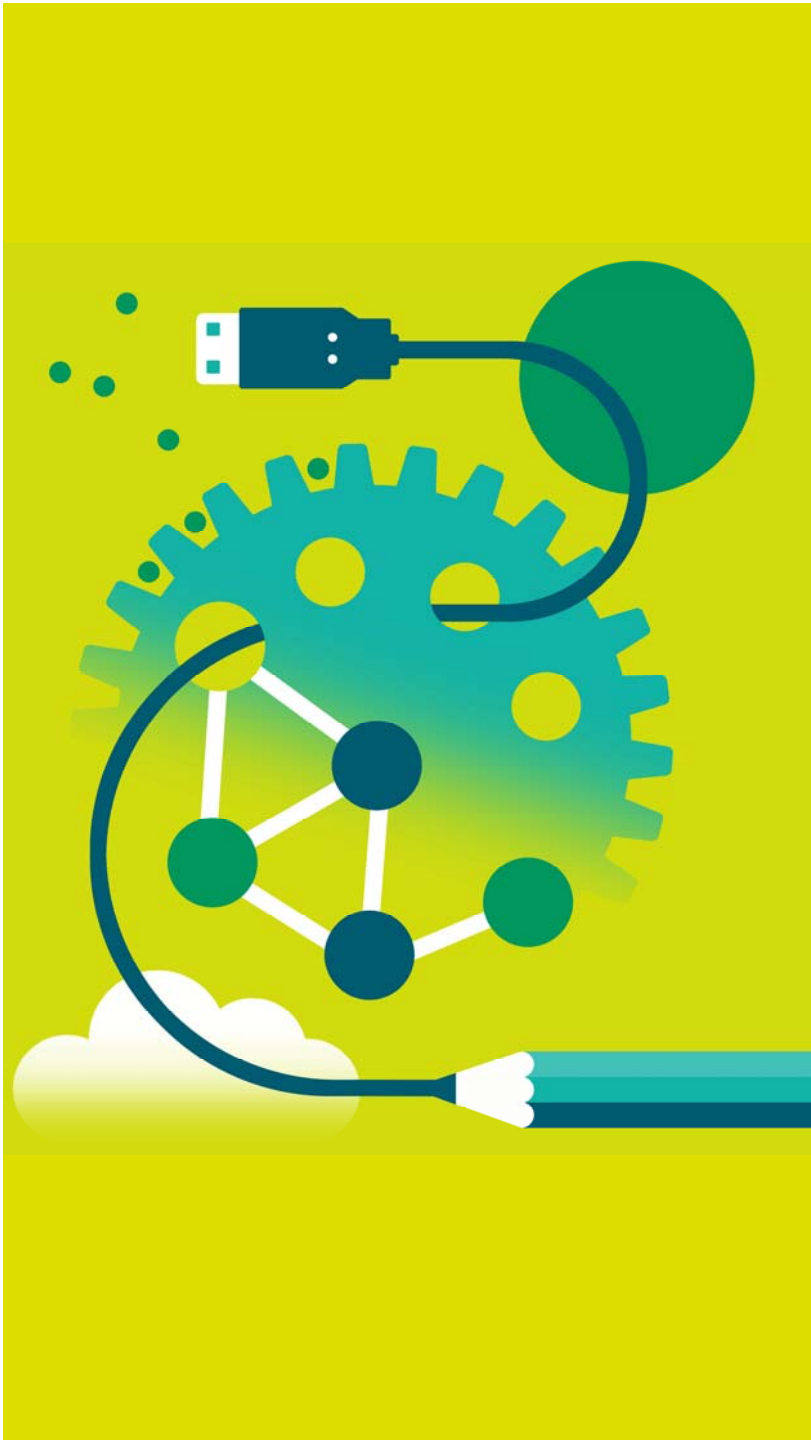




Pearson

Feedback on candidate performance in International Advanced Level Arabic June 2017 examination series

17IOAL03



Your Online Environment

- 1 Technical Difficulties & Support

- 2 Recording

- 3 Communication in an online environment

- 4 Asking Questions

- 5 Using Polls

- 6 Downloading Documents



Aims and Objectives

During the event Delegates will:

Receive feedback on the performance of candidates in the May/June 2017 examination for Pearson Edexcel International Advanced Subsidiary in Arabic.

Consider the variation of candidates' performance on different questions and explore reasons why performance varies

Discuss the Examiner's Report

Address common issues and FAQs.

Session Agenda

Please amend the below

09:30 – 09:35 Aims & Objectives of the event

09:40 – 10:00 International A Level Qualification overview

10:00 – 10:30 IAS Arabic content summary

10:30 – 11:00 Assessment criteria

10.00 – 11:20 Feedback on candidates' performance for 2017

11:20 – 11:30 Q&A

Introduction to the Assessment

Content

Read and respond to a variety of arabic language written texts, including authentic sources, covering different contexts, registers, styles and genres.

Assessment Objectives / Skills Tested

Adapt written arabic language for different situations and purposes.
Understand and apply grammatical system and structure.

Use the Arabic language accurately to express facts and ideas, to present explanations, opinions and information in writing.

Structure of Assessment

100% external assessment

Two units, paper 1 and 2 worth 50% each.

iAS and iAL

IAS Unit 1: Understanding and Written Response	*Unit code WAA01/01	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2017 	100% of the total IAS 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: Reading Section B: Grammar Section 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 produce a short translation from Arabic into English, 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 matters Lifestyle, health and fitness Environment and travel Education and employment. 		

Assessment

2 hour 30 minute examination in **three** sections.

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.

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.

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.

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.

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.

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

**Polls to get to know
the delegates.**

Feedback on candidates' performance

Feedback on candidates' performance

The first examination of the new iAL specification, the AS paper (also referred to as iAS).

- A **small** number of candidates
- Most were obviously **native** or **semi native speakers** KN1
- Overall **performance was good**
- **100% pass rate**, with many excellent responses.

Slide 13

KN1

semi native speakers

Khalaf, Nada, 09/11/2017

Section A (4 questions)

Performance

Read, understand, retrieve and convey information from a variety of Arabic text.

Q1: *To select five correct summary phrases out of a choice of eight.*

- **Good** performance, **average score of 3/5**.
- **Some candidates seemed unfamiliar** with the style of task, and did not read each sentence carefully to check the meanings.

Examiner Tip

Candidates must carefully read all 8 phrases summarising the stimulus, then select the 5 relevant options based on grammar, vocabulary and meaning.

Section A (4 questions)

Performance

Read, understand, retrieve and convey information from a variety of Arabic text.

Q2: *Comprehension, Multiple Choice task: Vocational Education.*

- **Good** performance on the 5 questions (worth 1 mark each).
- **Some candidates lost marks as they didn't use the stimulus** text on Vocational Education.

Examiner Tip

Candidates who did not perform well, were the same ones who disadvantaged themselves by not using/reading the provided text when answering the 5 multiple choice questions.

Section A (4 questions)

Performance

Read, understand, retrieve and convey information from a variety of Arabic text.

Q3: *Comprehension, gap-fill task: Shopping Addiction.*

Choice of 20 words to complete 10 gaps (total 10 marks available).

- **Most candidates were:**
 - Successful with a) to c)
 - Confused with e) and g)
 - Made errors with i) and j)

Examiner Tip

Candidates need to **read all the words** in the box and **read the text before they start to answer**, in order to construct the **correct meaning** with the **appropriate grammar**.

Section A (4 questions)

Performance

Q4: *Comprehension, stretch and challenge task, designed for more able candidates.*

- The topic “*Increased Flooding in the world*” is **used for question 4 & 5**
- **Higher ability candidates responded well** to the more complex language of the text, answering short questions based on deep understanding of the stimulus (worth 2 marks each).
- Some candidates did not read the questions carefully, thus lost marks with inaccurate or irrelevant responses.
- **Key skill required** for all **comprehension questions** is to effectively and accurately **answer using the provided texts** (stimuli).

Section B (3 questions)

Performance

Assess ability to manipulate language, grammar, and lexis.

Q5: Rewriting passages from “*Increased Flooding in the world*” based on each given word.

- Candidates with **good language competency** and experience with the provided SAMs, gave the best responses.
- Many **candidates did not know how to restructure the sentences**, which may be due to a combination of their **unfamiliarity** with the style of question and **inadequate language competency**.

Examiner Tip

Candidates must have an opportunity to practice all styles of questions in the specification, **teachers should create their own exercises for teaching** and homework **based** on the **SAMs & this paper**.

Section B (3 questions)

Performance

Assess ability to manipulate language, grammar, and lexis.

Q6: Passage 5 (about colours), uses vocalisation and assesses students knowledge of grammar and pronunciation. Required to apply vowels on the underlined words in the passage.

- Generally well answered by most candidates.
- Candidate mistakes include:
 1. Vocalising the whole passage instead of just the underlined words. – a huge waste of time and evidence that the candidate did not read the instructions.
 2. Vocalising the last letter – evidence of a lack of appropriate grammar being taught.
 3. Guessing the vocalisation – evidence of inadequate language competency.

Section B (3 questions)

Performance

Assess ability to manipulate language, grammar, and lexis.

Q7: Passage 6 (How to make new friends), task to manipulate grammatical structures by selecting the **most appropriate word form** to fit the gap.

Assessed using multiple choice.

- Generally, this question as answered well, with very few issues.

Section C Writing Task

Performance

Assess ability to manipulate language, grammar, and lexis.

Q8: Using passage 7 about Arab fashion designers, candidates are required to compose an essay including the main points raised in the passage.

- The **topic was well received** by candidates, with good range of responses: evidence of **independent thought** with substantiation.
- Most candidates demonstrated a **good understanding of the topic**, discussing issues surrounding wealth, media, social status and education in Arab communities.
- **Some candidates lacked detail and depth for some points**, and/or did not provide a range of view points.
- Language quality varied, with some **failings** with a **mix of standard with colloquial dialects**.

Considering Delivery Strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

Examiner feedback points

/ Q&A

- Avoid long and pre-prepared introductions which are irrelevant.
- Read and use the stimulus to answer all questions in the paper.
- Cover each point raised in the passage in section C during the written task.
- A variety of view points, including the candidate's personal point of view, is required for higher level responses.
- Statements need to be supported with evidence (substantiation).
- Complete with a logical conclusion that answers the question directly and summarises the main points and focus of the essay.
- Reserve a portion of time at the end to check for proofreading and corrections.

Support

Alistair Drewery **Languages**

UK: 020 7010 2187

Intl: +44 (0)20 7010 2187

TeachingLanguages@pearson.com



For more information, please contact subject advisors, subjects pages/communities and ask the expert.

[Click here to go to "Contact Us" Webpage](#)

Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

Any questions?

**Thank you for
attending this event.**

How did we do?

*Please fill in the evaluation form that you'll
receive via e-mail in a few minutes.*

There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>

ALWAYS LEARNING