



Delegate Booklet

Course Title: Getting Ready to Teach Pearson's
New International Advanced Level Arabic
Specifications for First Teaching September
2016

Code 19IBAL06

About this event

Course Title: Getting Ready to Teach Pearson's New International Advanced Level Arabic Specifications for First Teaching in September 2016

Course Code: 19IBAL06

Aims and Objectives of the event

- To get an overview of the main features of the new specification and explore the content and assessment structure
- To explore possible teaching and learning approaches and strategies that may be employed for the new specification
- To look at sample assessments and mark schemes
- To look at planning and delivery of the course, and organisation for the new specification
- To explore the support and resources available from Pearson to guide you through teaching the new specification
- To have opportunities to network, discuss best practice and share ideas with others



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A quick overview: 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 Arabic 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 Arabic for purposes of communication
- Contexts and setting will be those that students are likely to encounter
- Culturally sensitive and authentic reading texts used throughout

Specification updates

This specification is Issue 2 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.

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.

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'.



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Activity 1 – Read pages of specifications about objectives and assessment

Purpose:

1. To be familiar with the objectives
 2. To seek clarification if not sure of anything
 3. To make the link between objectives and the tasks
 4. To discuss general issues regarding this
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Paper 1 – IAS

Task 1

Go over the IAS SAM and MS.

- a. Read the questions in Section A and try to answer them. Then look at the answers in the mark scheme.
- b. Where do you think the texts are taken from?
- c. What kind of matching task would be most suitable for this reading?

Task 2

- a. Look at the tasks set in Section B. What practice could be provided to candidates before the examination to help them prepare for the range of activities?

Task 3

How would you go about constructing a scheme of work to support the delivery of this specification?



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Paper 2 – IA2

Task 4

- a. Read question 1 and identify the areas of language that you believe are being targeted and tested by the examiner.
- b. What support/exercises could you do with your students to help them prepare for translating a previously unseen text?

Task 5

- a. Read the stimulus in question 2 and consider how candidates may approach structuring their answers so as to address the questions presented.
- b. How can you help candidates practise this type of question in the classroom setting?

Task 6

How would you go about creating a scheme of work for use in the classroom to help candidates prepare for a range of set topic areas?



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PERSONAL LEARNING

Things to do:

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Things to avoid

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Your ideas: