

## International Advanced Level

### Subject: Arabic

### The need for Transferable Skills

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

In recent years, higher education institutions and employers have consistently highlighted 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'.

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, the team identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. These skills have been interpreted to ensure they are appropriate for this subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification.

Identifying and highlighting these skills in International Advanced Level qualifications ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken the NRC framework skills and provided definitions of how each skill can be interpreted for this subject. This will enable teachers and learners to understand examples of how they can develop each skill through an International Advanced Level qualification.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
<b>Cognitive skills</b>				
Cognitive Processes and Strategies				
Critical thinking	Identification & recall of information.	IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).  IA2 Section A: "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." (Specification, p.12).	IAS – AO1, questions 2, 4 IA2 – AO2, question 1	IAL: Students are tested on vocabulary in class. They learn to highlight key words in a text to help them access the content.
	Organisation & selection of facts & ideas.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively." "The piece is entirely coherent." (Specification, pp.6, 8).  Section C: "Marks will be awarded for organisation of ideas." "Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout." (Specification, pp.12, 20).	IAS – AO2, question 8 IA2 – AO2, questions 2-8	IAL: Students learn how to structure an essay and organise ideas. In pairs, students could explain the logic of the way they have ordered facts and ideas in practice essays.
	Use of facts, rules & principles.	IAS Section B: "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." (Specification, p.6). IA2 Section B: "The assessment rewards students for the quality of the Arabic language produced." Section C: "Marks will be awarded for quality of language." "A wide range of both common and less common grammatical structures is mostly used correctly." (Specification, pp.12, 19).	IAS – AO2, questions 5, 6, 7 IA2 – AO2, questions 2-8	IAS: Students practise conjugating verbs, vocalising Arabic vowels and recasting sentences.  IA2: As well as completing grammar drills, students apply their knowledge of grammatical structures in their essays.

	Inferring meaning, drawing conclusions.	IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).  Section C: "Marks will be awarded for critical analysis." "Conclusive remarks show insightful observations." (Specification, pp.12, 20).	IAS – AO1, questions 2, 4 IA2 – AO3, questions 3-8	IAS: Practise inferring meaning from texts. One way to improve inference skills is by using drama: what is the actor really thinking or saying behind their words and actions?  IA2: Practise drawing conclusions from information selected and used in essays.
	Developing opinions, judgements or decisions.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively." "The candidate has shown an excellent ability to express ideas". (Specification, pp.6, 8).  IA2 Section C: "Marks will be awarded for critical analysis." "A full evaluation in response to the question." (Specification, pp.12, 20).	IAS – AO1, question 8 IA2 – AO3, questions 3-8	IAS: Students discuss viewpoints on aspects of the four topic areas in class. Students then transfer those ideas to the written tasks.  IA2: Students discuss a research topic, learning how to evaluate and analyse the information and ideas critically. Students then write up sample answers to essay questions.
Problem solving	Expert thinking.	IAS 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 over three distinct tasks."  IA2 Section C: "The student has shown excellent factual knowledge of the topic, text or film. There is a wide range of relevant supporting evidence." (Specification, p.18).	IAS – AO2, questions 5, 6, 7 IA2 – AO3, questions 3-8	IAS: Students can practise non-routine problem solving when approaching new grammar puzzles.  IA2: Students learn to select and research a topic, text or film from the set list. They learn to select material judiciously, to synthesise material and to develop the ability to present their point of view, supported by evidence and research.
	Creativity.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively." (Specification, p.6).  IA2 Section B: Students respond "creatively through a short fictional or artistic piece." (Specification, p.12).	IAS – AO1, question 8 IA2 – AO1 – question 2	IAS: Students learn to respond to a TL text and bullet points, and develop their individual ideas creatively in order to write a relevant response. Students practise this skill for all of the topic areas.  IA2: Students learn creative writing techniques and apply them when writing short fictional pieces.
	Developing strategies for decoding unfamiliar language.	IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).  IA2 Section B: Students write "in response to a short Arabic-language stimulus." (Specification, p.12).	IAS – AO1, questions 2, 4 IA2 – AO1, question 2	Students should prepare for the reading tasks at IAL by reading a variety of TL sources, including books, and online news and magazine articles. Strategies include using the context and cognates to work out the meaning.
	Repair strategies.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced." (Specification, p.1).  IA2 Section C: "Marks will be awarded for their essay content, quality of language." (Specification, p.12).	IAS – AO1, AO2, question 8 IA2 – AO1, AO2, questions 2-8	For the writing tasks at IAL, students should learn how to rephrase sentences if they make mistakes. This can be practised both orally in class and in writing in response to sample questions.

	Understanding and separating a whole text into component parts.	<p>IAS Section A: "Students will need to understand, retrieve and convey information from a short series of Arabic-language texts." (Specification, p.6).</p> <p>IA2 Section C: "Marks will be awarded for...organisation of ideas."</p> <p>"Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout." (Specification, pp.12, 20).</p>	<p>IAS – AO1, questions 2, 4</p> <p>IA2 – AO2, questions 3-8</p>	<p>IAS: Re-ordering sentences into a logical sequence and matching the correct heading to the corresponding paragraph helps students understand how texts are constructed and how the order can influence the meaning and effect of texts.</p> <p>IA2: The skill of understanding and separating whole texts into component parts also helps students to structure their own essay writing. Students could match the correct heading to the correct paragraph or re-order sentences into a logical sequence.</p>
Analysis	Giving opinions and judgements with justification.	<p>IAS Section C: "The assessment rewards learners for communicating information effectively."</p> <p>"The candidate has shown an excellent ability to express ideas." (Specification, pp.6, 8).</p> <p>IA2 Section C: "Marks will be awarded for their essay content."</p> <p>"Conclusive remarks, which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response." (Specification, pp.12, 20).</p>	<p>IAS – AO1, question 8</p> <p>IA2 – AO3, questions 3-8</p>	<p>IAS: Students are not required to justify their opinions and judgements, but they must express them so that the piece is "confident, fluent, pertinent and purposeful". Discussing and writing about the four topics in class will help prepare students for the writing assessment.</p> <p>IA2: Students should ensure that they make detailed notes on their research so they can back up their opinions in the essay.</p>
	Evaluate written information and make judgements on the basis of this information.	<p>IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).</p> <p>IA2 Section C: "Marks will be awarded for critical analysis."</p> <p>"A full evaluation in response to the question." (Specification, pp.12, 20).</p>	<p>IAS – AO1, questions 2, 4</p> <p>IA2 – AO3, questions 3-8</p>	<p>IAS: There is no requirement to evaluate written information at this level, but more challenging reading questions may require the student to judge information in texts by inferring meaning.</p> <p>IA2: Self and peer assessment of practice essays, using the marking criteria (in particular for AO3).</p>
Reasoning/argumentation	Select, organise and present relevant information clearly and logically using appropriate vocabulary and structures.	<p>IAS Section C: "The assessment rewards learners for communicating relevant information effectively."</p> <p>"The candidate has shown an excellent ability to express ideas in a logical sequence." (Specification, pp.6, 8).</p> <p>IA2 Section C: "Marks will be awarded for organisation of ideas."</p> <p>"The piece is entirely coherent." (Specification, pp.12, 17).</p>	<p>IAS – AO1, question 8</p> <p>IA2 – AO2, questions 3-8</p>	<p>At IAL, students should practise selecting and organising information about the topic or text in order to write a considered and well-crafted response.</p>
Interpretation	Decoding a new written extract and identifying and understanding explicit or implicit meaning and authorial aims.	<p>IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).</p> <p>IA2 Section C: "Marks will be awarded for their essay content...and critical analysis." (Specification, p.12).</p>	<p>IAS – AO1, questions 2, 4</p> <p>IA2 – AO3, questions 3-8</p>	<p>IAS: Students should practise answering questions that require them to understand the different layers of meaning in a text in order to answer recall, process and inference questions.</p> <p>IA2: Students should be encouraged to look at the layers of meaning in works studied as part of their research, and the methods the author uses to convey meaning.</p>

Decision making	Adapting one's writing to an appropriate form or register.	IAS Section C: "The assessment rewards students for communicating relevant information effectively." "Vocabulary and grammatical structures used appropriately and effectively to address the needs of the task." (Specification, pp.6, 9).  IA2 Section B: "The assessment rewards students for communicating relevant information effectively to address the needs of the task." (Specification, pp.12, 17).	IAS – AO1, question 8 IA2 – AO1, question 2	IAS: Learning about how different language choices can impact a variety of different audiences.  IA2: Students write in different forms and for different audiences and purposes in their discursive and creative pieces. The appropriate register should be adopted for each type of writing.
	Selecting appropriate material to answer questions on topics and texts.	IAS Section C: "The assessment rewards students for communicating relevant information effectively." "The piece is pertinent." (Specification, pp.6, 8).  IA2 Section C: "Marks will be awarded for their essay content." "There is a wide range of relevant supporting evidence from the topic, text or film." (Specification, pp.12, 18).	IAS - AO1, question 8 IA2 – AO1, questions 3-8	IAS: Discuss a range of ideas about the topic areas in class students are able to draw on the most relevant concepts and facts for their essay.  IA2: Students identify the most relevant information from the chosen topic, text or film in order to answer practise essay questions.
	Responding to the unfamiliar in written texts by showing flexibility of thought and attitude.	IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).  IA2: Section A: "Students will be assessed on their ability to transfer meaning from an English-language passage into Arabic." (Specification, p.12).	IAS – AO1, questions 2, 4 IA2 – AO2, question 1	IAS: Students can prepare for the assessment by answering questions on a wide variety of unseen texts from different genres.  IA2: Students need to attempt challenging translations, as this will help them to think of creative ways of conveying the meaning of difficult passages.
Adaptive learning	Applying the knowledge and skills learnt in one area to a different area of study.	IAS Sections B and C: Students "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." (Specification, p.5).  IA2: Students "will be assessed on their ability to transfer meaning from an English-language passage into Arabic." (Specification, p12.).	IAS – AO2, questions 5-8 IA2 – AO2, question 1	IAS: Applying the grammatical rules learnt first of all in the grammar exercises and then adapting them in pieces of continuous writing.  IA2: Transferring skills learnt in grammar exercises to writing full sentences in the translation task.
<b>Creativity</b>				
Creativity	Using (spoken) and written grammar and vocabulary to write with some fluency on a subject of choice.	IAS Section C: "The assessment rewards learners for...the quality of the Arabic language used." "Very good control/accuracy." (Specification, pp.6, 9) IA2 Sections B and C: Students are required to "demonstrate an ability to manipulate Arabic language in continuous writing."  "Excellent use of correct vocabulary and grammar." (Specification, pp.11, 16).	IAS – AO2, question 8 IA2 – AO2, questions 2-8	At IAL, students should learn and practise a wide variety of vocabulary and grammar structures so they can apply them accurately and creatively in the unseen written task. Although students must respond in writing in the examination, students should discuss their ideas orally in class.

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<b>Intrapersonal skills</b>				
Intellectual openness				
Adaptability	<p>Responding to an unseen text, adapting own abstract concepts to decode and understand the text.</p> <p>(Adapting speech to meet unexpected requirements).</p>	<p>IAS Section A: "Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts." (Specification, p.6).</p> <p>IA2 Section C: "The essay should relate to a topic, text or film that students have studied in advance of the examination." (Specification, p.12).</p>	<p>IAS – AO1, questions 2, 4 IA2 – AO1, AO3, questions 3-8</p>	<p>IAS: Students can prepare for the assessment by answering questions on a wide variety of unseen texts from different genres and by discussing their responses orally in Arabic in class.</p> <p>IA2: Students should use a variety of techniques to decode new texts found during their research, e.g. highlighting the main points and using prior knowledge to help contextualise the information. They should discuss their findings orally in Arabic in class.</p>
Personal and social responsibility	<p>Using writing to undertake a specific task for which one is accountable or which develops social awareness in response to ideas in a text.</p>	<p>IAS all sections: "Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas: Youth matters; Lifestyle, health and fitness; environment and travel; education and employment." (Specification, p.1).</p> <p>IA2 Section C: "Marks will be awarded for their essay content...and critical analysis." (Specification, p.12).</p>	<p>IAS – AO2, all questions IA2 – AO3, questions 3-8</p>	<p>IAS: As well as understanding the content of texts based on the four topics, students should learn about the social issues surrounding the topics and how they could impact their lives.</p> <p>IA2: In order to critically analyse and evaluate the texts students encounter in their research, students should understand the social issues they refer to and develop a personal response to them.</p>
Intellectual interest and curiosity	<p>Undertaking self-directed research – pursuing a line of personal interest using a range of research methods, including information technology and wider knowledge sources.</p>	<p>IAS Section A: "Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet." (Specification, p.5).</p> <p>IA2 Section C: "Marks will be awarded for their essay content." (Specification, p.12).</p>	<p>IAS – AO1, questions 1-4 IA2 – AO1, questions 3-8</p>	<p>IAS: As part of their homework and/or in IT lessons, students should source their own texts to study, in addition to the texts provided by the teacher.</p> <p>IA2: Students will need to use a range of methods when conducting their research. Students should be encouraged to find these sources independently.</p>

Work ethic/conscientiousness				
Initiative	Responding in a discussion. Drawing on information and language reserves to maintain, develop and extend the conversation.	IAS Section A: "Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet." (Specification, p.5).  IA2 Section C: "Marks will be awarded for their essay content." (Specification, p.12).	IAS – AO1, questions 1-4 IA2 – AO1, questions 3-8	IAS: As part of their homework or in IT lessons, students can demonstrate their initiative by sourcing their own texts to study, in addition to the texts provided by the teacher. They can then ask and answer questions about the texts with their partners in class.  IA2: Students can demonstrate their initiative by finding sources independently and then discussing them with their peers.
Self-direction	Planning and carrying out research activity under own direction.	IAS Section A: "Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet." (Specification, p.5).  IA2 Section C: "Marks will be awarded for their essay content." (Specification, p.12).	IAS – AO1, questions 1-4 IA2 – AO1, questions 3-8	IAS: As part of their homework or in IT lessons, students should source their own texts to study, in addition to the texts provided by the teacher.  IA2: Students should be encouraged to work independently to find and analyse their sources for the research task.
Responsibility	Taking responsibility for any errors or omissions in work and creating a plan to improve.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced." (Specification, p.6).  IA2 Section C: "Marks will be awarded for their essay content, quality of language, critical analysis and organisation of ideas." (Specification, p.12).	IAS – AO1 and AO2, question 8 IA2 – all AOs, questions 2-8	At IAL, students should take responsibility for their progress by using the marking criteria to grade their work and to work out how to move up the bands.
Perseverance	Actively seeking new ways to continue to improve own learning despite setbacks, with willingness to re-draft, undertake further reading or keep at a task until completed.	IAS Section C. "The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced." (Specification, p.6).  IA2 Section B: "Marks will be awarded for their essay content, quality of language, critical analysis and organisation of ideas." (Specification, p.12).	IAS: AO1, AO2, question 8 IA2: AO1, AO2, AO3, questions 2-8	At IAL, students should produce multiple drafts of practice essays, with each one showing how the student has acted on feedback from the teacher or from peer assessment.
Productivity	Writing and / or speaking continuously, fluently and relevantly to an appropriately high standard.	IAS Section C: Students must "demonstrate an ability to manipulate Arabic language in continuous writing." (Specification, p.1).  IA2 Sections B and C: "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 language." (Specification, p.11).	IAS – AO2, question 8 IA2 – AO2, questions 2-8	IAL: Vocabulary and grammar structures should be learned and then applied in the context of an essay.

Self-regulation (metacognition, forethought, reflection)	Developing strategies for reflecting on the success or otherwise of the work and tailoring a piece of written work to a specific form and purpose.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced." (Specification, p.6).  IA2 Section B: "Marks will be awarded for their essay content, quality of language, critical analysis and organisation of ideas." (Specification, p.12).	IAS – AO1 and AO2, question 8 IA2 – all AOs, questions 2-8	At IAL, students should take responsibility for their progress by using the marking criteria to grade their work and to find out how to move up the bands. Students can also peer assess each other's work and give feedback on how they could improve aspects such as form and purpose.
Ethics	Producing work (spoken or written) with a specific moral purpose for which one is accountable or exploring the ethical implications of a text or writing topic.	IAS Section A: "Students will need to understand...a short series of different Arabic-language texts." (Specification, p.6) IA2 Section C: "Marks will be awarded for critical analysis." (Specification, p.12).	IAS – AO1, questions 1-4 IA2 – AO3, questions 3-8	IAS: As well as understanding the content and language of texts, students should be encouraged to think about the wider ethical implications of the text.  IA2: Students should explore the ethical implications of the texts they find in their research and, where appropriate, comment on them in their essays.
Integrity	Employing working methods which are honest and appropriate.	IAL: "teamwork, trust...establishing and maintaining shared understanding." (Specification, p.36).	IAS – AO1, questions 2, 4, 8 IA2 – AO1, questions 2-8	IAL: When discussing texts and topics, students should work with other students to build relationships, improve their communication skills and build trust. One way to do this is by respecting the views of others in the classroom.
Positive Core Self Evaluation				
Self-monitoring/self-evaluation/self-reinforcement	Developing the self-motivated habit of planning, completing, and reviewing one's own work as a matter of habit, critically and constructively.	IAL: "Self-management and self-development...be self-motivating and self-monitoring." (Specification, p.36).	IAS – AO1, questions 2, 4, 8 IA2 – AO1, questions 2-8	IAL: Students need to adopt the habit of self-assessing and redrafting before handing in completed work. Teachers should give advice on how students can motivate and monitor themselves.

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content	Where the skill is explicitly assessed in examination	Opportunity for the skill to be developed through teaching and learning approach
<b>Interpersonal skills</b>				
Teamwork and collaboration				
Communication	The ability to express oneself clearly and without ambiguity in written and spoken TL.	IAS Section C: "The assessment rewards learners for communicating relevant information effectively." "There may be very minor ambiguities" in the top band. (Specification, pp.6 and 8).  IA2 Section B: "The assessment rewards students for communicating relevant information effectively". "Errors do not interfere with comprehension" in the top band. (Specification, pp.16 and 17).	IAS – AO1, question 8 IA2 – AO1, questions 2-8	IAL: One way to improve clarity of communication is to practise grammatical structures in class and then explain the rules orally to other students.
Collaboration and Teamwork	Engaging in pair or group discussion or work designed to practise a skill and/or embed content.	IAL: "Collaborative problem solving...establishing and maintaining team organisation." (Specification, p.36).	IAS – AO2, questions 5, 6, 7 IA2 – AO2, question 1	IAS: Working in pairs or as a group to solve grammar puzzles will improve communication and problem solving skills, as well as being a fun way to embed content.

				IA2: Students can discuss and evaluate their different approaches to translating a passage.
Interpersonal skills	Using verbal and non-verbal communication skills in a discussion.	IAL: "Interpersonal skills: Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication." (Specification, p.36).	IAS – AO1, questions 1-4 IA2 – AO3, questions 3-8	IAL: Even though speaking and listening are not assessed explicitly, practising these skills in will help the students articulate their ideas in writing on the texts and topics. It is useful for students to remind themselves what constitutes good speaking and listening skills before class discussions.
Empathy/perspective taking	Advocating the position of another in a piece of writing or in an oral presentation.	IAS Section C: The candidate's ability to "express ideas" will be greatly helped by understanding the perspectives of others. (Specification, p8).  IA2 Section C: The AO3 mark grid requires students to employ the skills of critical analysis, evaluation and to show insightful observations in their response. (Specification, p.20).	IAS – AO1, question 8 IA2 – AO3, questions 3-8	IAL: Students could consider ethical and/or potentially controversial issues from different points of view, for example by taking the part of different individuals in a debate.
<b>Leadership</b>				
Leadership	Leading others in a group activity to effectively develop learning.	IAL: "Assertive communication...self-presentation, social influence, conflict resolution and negotiation." (Specification, p.36).	IAS – AO1, questions 1-4 IA2 – AO1, question 2	IAL: In order to develop the ability to debate the issues around the topic areas and/or research, students can take it in turns to prepare and lead a discussion.
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group project.	IAS Section A: "Students should prepare for the assessment by reading a variety of Arabic-language sources." (Specification, p.5).  IA2 Section B: "The assessment rewards students for communicating relevant information effectively." (Specification, p.12).	IAS – AO1, questions 1-4 IA2 – AO1, questions 3-8	IAS: Students should take responsibility, particularly in the revision period before the examination, to work together to find relevant sources to revise in pairs or in a group.  IA2: Students can work as a group to produce a presentation on one of the topic areas. Each member of the group is given their own area of responsibility and are given a deadline.
Assertive communication	Chairing a debate, allowing representations and directing a discussion to a conclusion.	IAS Section C: "The piece is confident, fluent, pertinent and purposeful." (Specification, p.8).  IA2 Section B: "The piece is confident, fluent, pertinent and purposeful." (Specification, p.17).	IAS – AO1, question 8 IA2 – AO1, question 2	IAL: The way language is used in a debate can help shape the student's written work. Student should take turns to chair debates on the topics, listening to the submissions of the different parties and come to a conclusion at the end.
Self-presentation	Presenting a topic to class as a part of own assessment.	IAL: "Relationship-building skills: self-presentation." (Specification, p.36).	IAS – AO1, question 8 IA2 – AO1, questions 3-8	IAL: Presentation skills can be practised by preparing information in Arabic about one of the topic areas, presenting it to the class and then acting on peer feedback.