

# Edexcel International AS/A Level Arabic

Getting Ready to Teach

Event Code: YAA01-19IF1

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First teaching in 2016, first assessment 2017

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# Session Agenda

09.30 Welcome, tea & coffee

10:00 Agenda & Introductions

10:15 About Pearson Edexcel

10:45 Specification overview

11:00 Break

11:15 Unit 1 – Specification and SAMs

12:30 Lunch

13:15 Unit 2 – Specification and SAMs

14:30 Break

14:45 Approaches to teaching the new specification

15:30 Support and Q&A

16:00 Finish



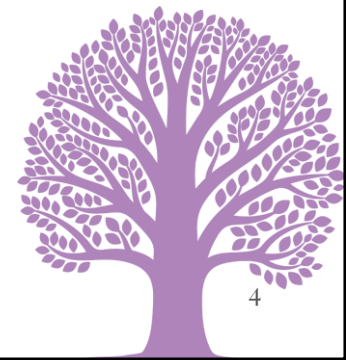
# Aims and objectives

In this session you will:

1. Get an overview of the new specification, and explore the contents and assessment structure of this new specification.
2. Explore possible teaching and learning approaches and strategies that may be employed.
3. Explore the support and resources available to guide you through teaching the course.
4. Have opportunities to network, discuss best practice and share ideas with others.



# Introductions



# About Pearson Edexcel



# About Pearson Edexcel

**Pearson is the world's leading learning company.** Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

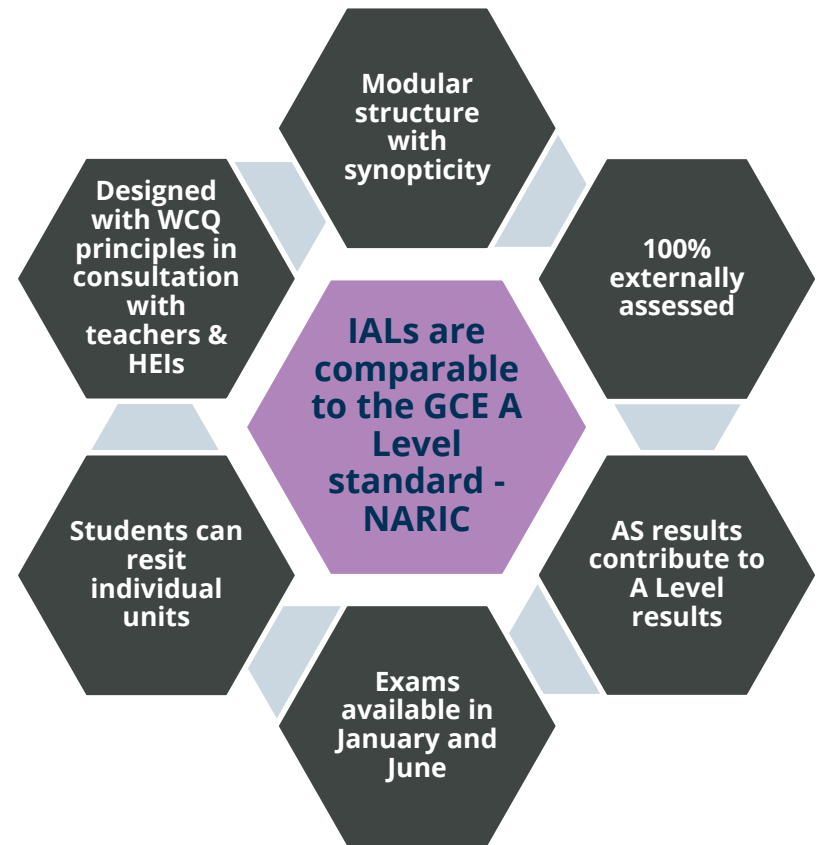
**Edexcel is part of Pearson Education and is the UK's largest awarding body.**

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.



# IAL Features

- International A Levels and AS Levels are created for International Students
- Written to the highest standards
- Globally recognised.



# Updated NARIC report for Edexcel IAL

The executive summary confirms that Edexcel IALs are considered comparable to the GCE A Level standard following reforms to the UK regulated qualifications.

## Benchmarking the Edexcel International A Level Executive Summary

Submitted to Pearson Education Ltd by UK NARIC  
The National Recognition Information Centre for the United Kingdom  
The national agency responsible for providing information and expert opinion on qualifications and skills worldwide

November 2016

Commercial In confidence

<b>Qualification:</b>	Edexcel International Advanced
<b>Awarding Institution:</b>	Pearson Education Ltd
<b>Comparability:</b>	Is considered comparable to



# World-class qualifications

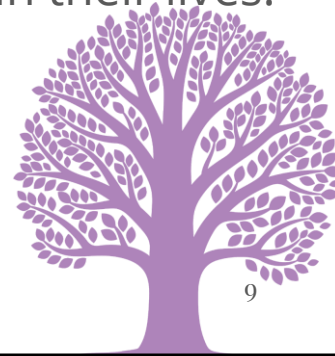
All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Developed using an understanding and benchmarking of **all educational systems**



Endorsement of educational **thought-leaders and assessment experts** from across the globe.

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives.



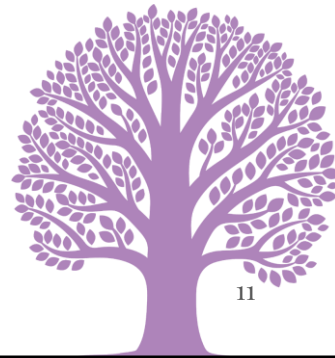
# Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- The general guide can be found [here](#). The transferable skills guide for Arabic can be found [here](#)

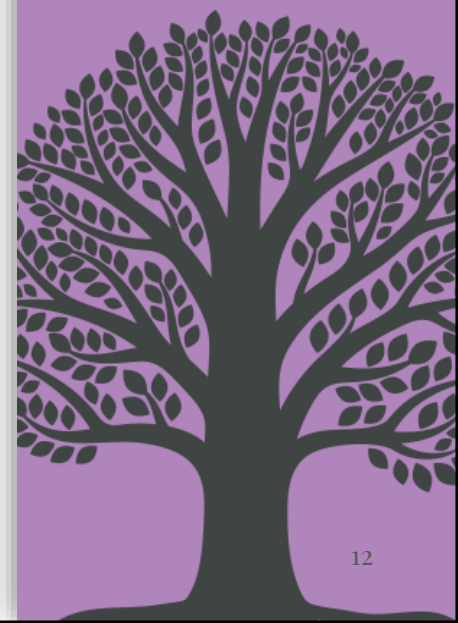
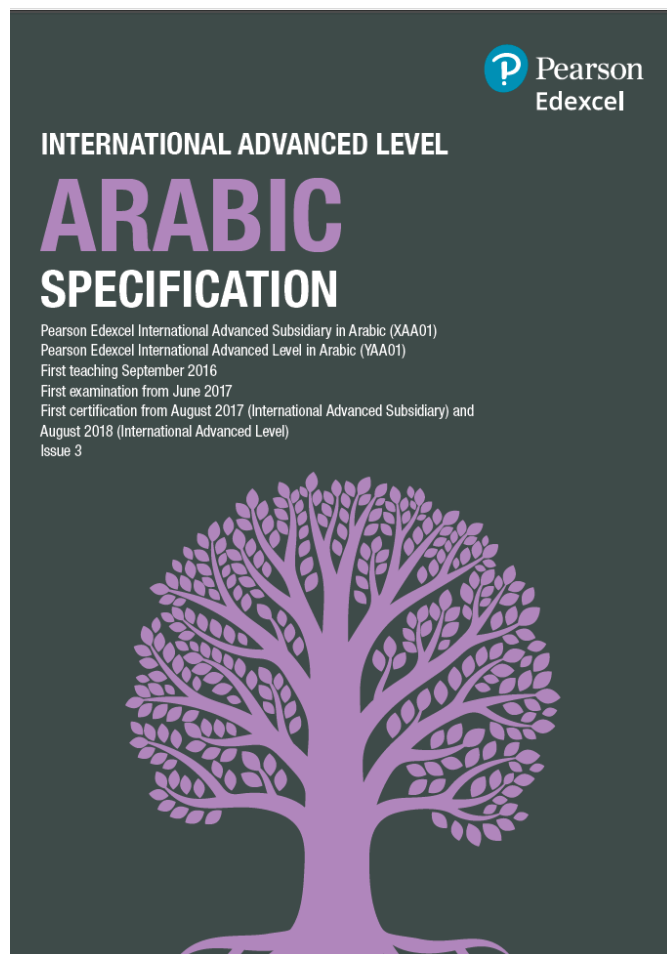


# IAS & IAL subjects

Biology	Chemistry	Physics	Mathematics	Further Mathematics
Pure Mathematics	Information Technology	Business	Economics	Accounting
English Language	English Literature	History	Geography	Psychology
Arabic	French	German	Greek	Spanish
		Law (IAL only)		



# Specification overview



# IAL Arabic Subject Features

**Reviewed and updated in light of GCE A level changes**

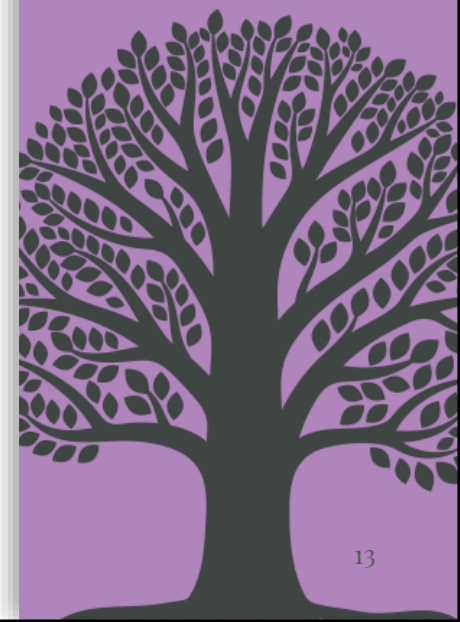
**Arabic content in 2 units**

**Fully modular examinations twice a year**

**AS contributes to A level**

**Transferable Skills embedded**

**Twitter:  
@PearsonMFLquals**



# Key features

- Increased international focus, allowing for learning in a local context
- 100% external assessment - the most secure form of assessment
- Flexible, modular structure with exams in January and June
- IAS will contribute to IAL, or can be a qualification in its own right.



# Specifications at a glance

## **IAS: Unit 1 Understanding and Written Response**

2hrs 30 mins, 80 marks

- Section A: Reading
- Section B: Grammar
- Section C: Essay

## **IAL: Unit 2 Writing and Research**

3 hours, 80 marks

- Section A: Translation
- Section B: Creative/Discursive Essay
- Section C: Research-based Essay



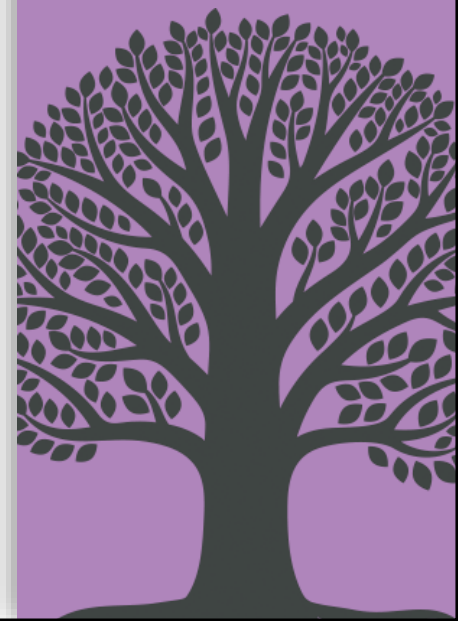
# Break





# **Unit 1: (Paper 1)**

## **Understanding and Written Response (WAA01/01)**



# Content



# Understanding and written response

Students are required to:

- Convey their understanding of written Arabic through a series of reading tasks.
- Apply their knowledge of Arabic language, grammar and lexis.
- Manipulate language in continuous writing.
- Recognize and use Arabic in a variety of contexts and in relation to the topic areas.



# General Topic Areas (GTAs) for IAS

## 1. Youth Matters

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

## 2. Lifestyle, health and fitness

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



# General Topic Areas (GTAs) for IAS

## 3. Environment and Travel

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

## 4. Education and employment

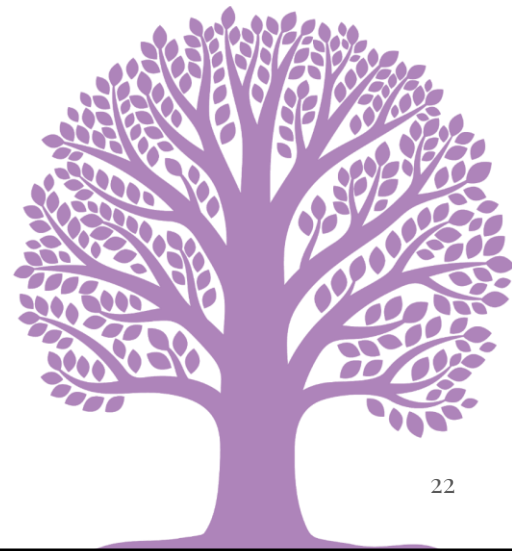
- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment



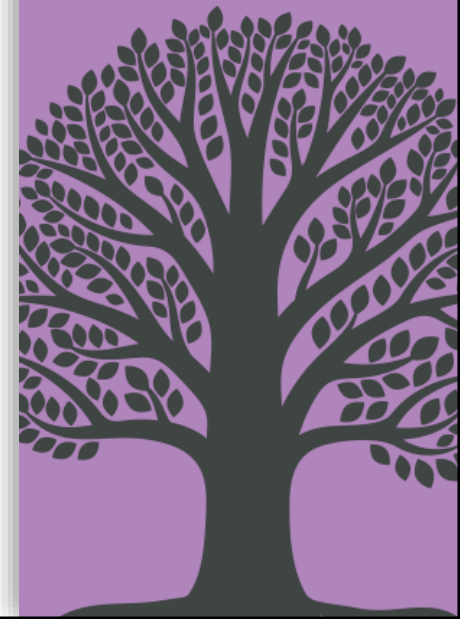
# Delegate Activity 1

Talk with the person next to you about the themes:

- Which ones do you feel confident teaching?
- Which ones do your learners enjoy?
- Which ones are you concerned about?



# Assessment



# Assessment objectives for IAS

- Understand and respond, in writing, to written language (AO1) 28.1%
- Show knowledge of and apply accurately the grammar and syntax prescribed in the specification (AO2) 21.9%





# Unit 1 Structure

Time: 2 hours 30 minutes for the 3 sections.

## Section A

### Reading (AO1)

- 4 questions
- 30 marks

## Section B

### Grammar (AO2)

- 3 questions
- 20 marks

## Section C

### Essay (AO1, AO2)

- 1 question
- 30 marks



# Unit 1 Assessment information

## **Section A**

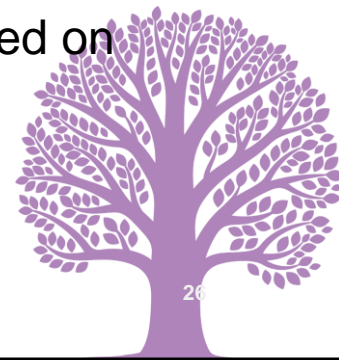
Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They have to provide a mix of non-verbal and Arabic language responses.

## **Section B**

Students will be assessed on their ability to manipulate Arabic language, grammar and lexis; vocalise Arabic vowels; and select the right word form over three distinct tasks, focusing on topic areas 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. Students are assessed on their ability to communicate relevant information effectively, and on the quality of the language produced.



# Mark Scheme

## Delegate's Activity 2 (Pairwork)

Look at the Specification and refer to the Mark scheme, discuss and relate each section to the learning objectives

[specification](#)



# The Sample Assessment Materials

Now let's examine the SAMs 



# Activity 3, Activities related to the SAMs

## In Groups of 3.....

**Activity A:** Refer to the SAMS, look at Section A,

- What type of questions are there in Section A?
- Where do you think the texts are taken from?
- What kind of matching task would be most suitable for this reading?

**Activity B:** Look at section B, discuss:

- What practice could be provided to candidates before the examination to help them prepare for the range of activities?
- Which question would you consider the most challenging?
- What strategies do you use to help your students answer these type of questions?

**Activity C:** Look at Section C. Discuss:

- What topic is this section related to?
- How would you go about constructing a scheme of work to support the delivery of this specification?

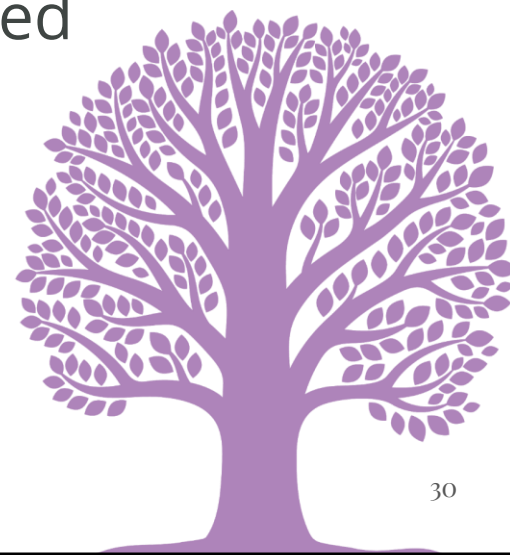


# Sharing Good practice



- **Discuss:**

- What is a good resource for preparing your students for the AS paper?
- How will you prepare your candidates for the greater proportion of answers required in Arabic in the reading sections?



# Lunch Break



# **Unit 2: Paper 2**

## **Writing and Research**

### **(WAA02/01)**





# Content



# Writing and Research

Students are required to:

- Apply their knowledge of Arabic language, grammar and lexis
- Manipulate language in continuous writing
- Recognise and use Arabic in a variety of contexts and in relation to the general topic areas.



# GTAs for IAL:

## The four IAS topic areas plus:

### 5. Technology in the Arabic-speaking world

- Scientific advances
- Technological innovations
- Impact on life and environment

### 6. Society in the Arabic-speaking world

- Migration
- Equality
- Politics
- Customs

### 7. Ethics in the Arabic-speaking world

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



# Set topics, texts and films

**In addition to the general topic areas covered in this unit, there are additional set topics which candidates can cover:**

- Arabic scientists
- Arabic art and architecture
- Comedy in Arabic film
- Tragedy in Arabic film
- Poetry
- Literature



# Arabic scientists

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

- موسوعة تاريخ العلوم العربية  
بقلم مركز دراسات الوحدة العربية
- تاريخ الحضارة  
بقلم حسين مؤنس
- حضارة العرب  
بقلم جوستاف لوبون



# Arabic art and architecture

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

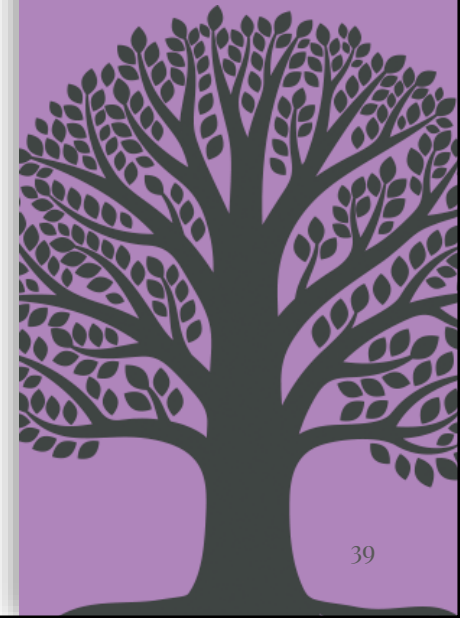
- الفن الإسلامي عبر الثقافات  
بقلم أوليفر واتسون و هيربرت بري
- اكتشاف الفن الإسلامي في حوض المتوسط  
بقلم متحف بلا حدود
- السنن الهندسية في تصاوير الأحرف العربية  
بقلم أحمد مصطفى



# Comedy in Arabic film

The movies provided are **Set Movies**. Candidates who want to answer questions related to these movies should watch the movies and analyse aspects related to them.

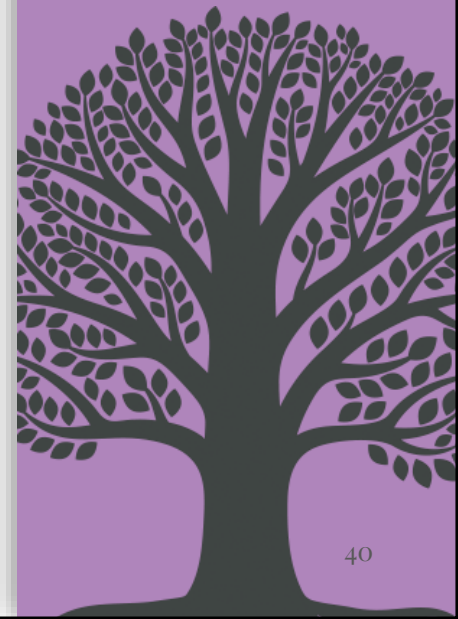
- سكر هانم
- إخراج السيد بدير
- مراتي مدير عام
- إخراج فطين عبد الوهاب
- الأيدي الناعمة
- إخراج محمود ذو الفقار
- الثلاثة يشتغلونها
- إخراج علي إدريس
- زوج تحت الطلب
- إخراج عادل صادق



# Tragedy in Arabic film

The movies provided are **Set Movies**. Candidates who want to answer questions related to these movies should watch the movies and analyse aspects related to them.

- . 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

The Poems provided are **Set Poems**. Candidates who want to answer questions related to these Poems should study the poems and analyse aspects related to them.

• ويغير ألوانه البحر

بقلم نازك الملائكة

• قصائد متوحشة

بقلم نزار قباني

• كوخ الأشواق

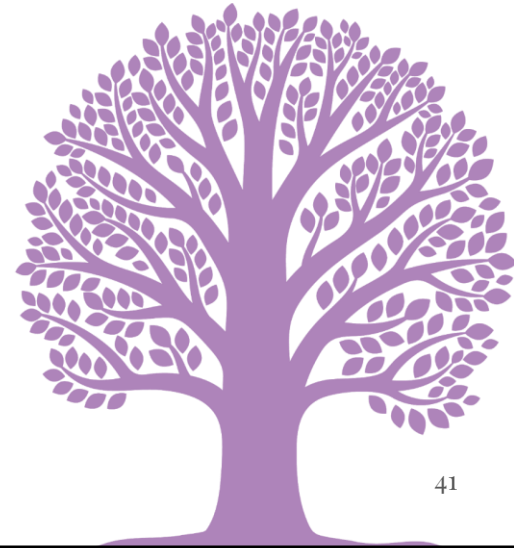
بقلم الهادي آدم

• مدينة بلا قلب

بقلم أحمد عبد المعطي حجازي

• ديوان الخمائل

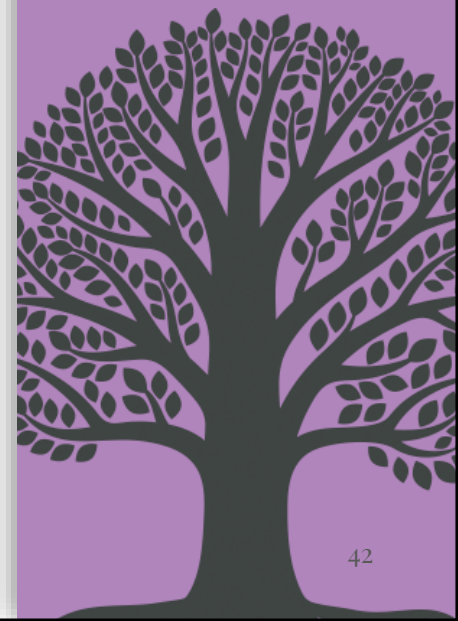
بقلم إيليا أبو ماضي



# Literature

The novels provided are **Set Novels**. Candidates who want to answer questions related to these novels should watch the movies and analyse aspects related to them.

- 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



# Assessment



# Assessment objectives for IA2

- Understand and respond, in writing, to written language (AO1)  
15.6%
- Show knowledge of and apply accurately the grammar and syntax prescribed in the specification (AO2) 28.1%
- Respond critically to themes and ideas from selected topics, cultural texts and films (AO3) 6.3%



# Unit 2 Structure

**Timing:** 3 hours for the 3 sections.

## Section A

### Translation (AO2)

- 1 question
- 20 marks

## Section B

### Creative/discursive essay (AO1, AO2)

- 1 question
- 30 marks

## Section C

### Research-based essay (AO1, AO2, AO3)

- 1 question
- 30 marks



# Unit 2 Assessment information

## Section A

Students will be assessed on their ability to transfer meaning from a short English-language passage into Arabic.

## 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.

## Section C

Students must answer one question, in Arabic, that relates to a topic or a text chosen from the prescribed list. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.

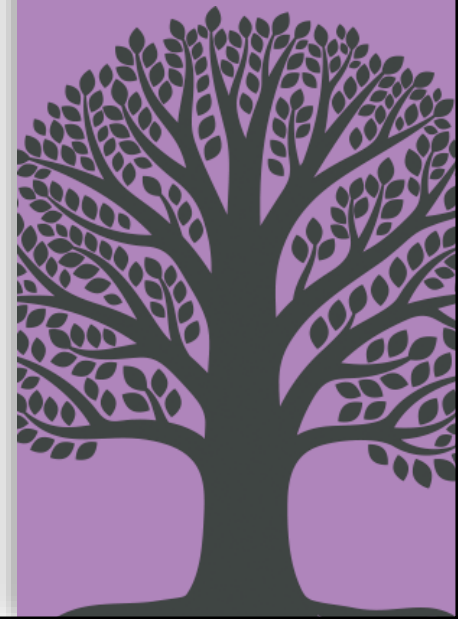


# Mark Scheme

## **Activity 4 ( Pairwork)**

Look at the Specification and refer to the Mark scheme, discuss and relate each section to the learning objectives

[specification](#)



# Looking at mark schemes

A2 written response has two marking criteria for section 2:

- Content and Communication (15 Marks).
- Quality of Language (15 Marks).

and three marking criteria for section 3:

- Content and Communication (10 Marks).
- Quality of Language (5 Marks).
- Critical analysis, organization and development (15 Marks).

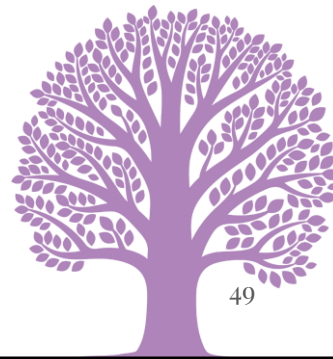
There is also indicative content for each question in both sections.





# The Sample Assessment Materials

Now let's examine the SAMs 



# Activity 5, Activities related to the SAMs

**Activity A:** Refer to the SAMS, look at Section A:

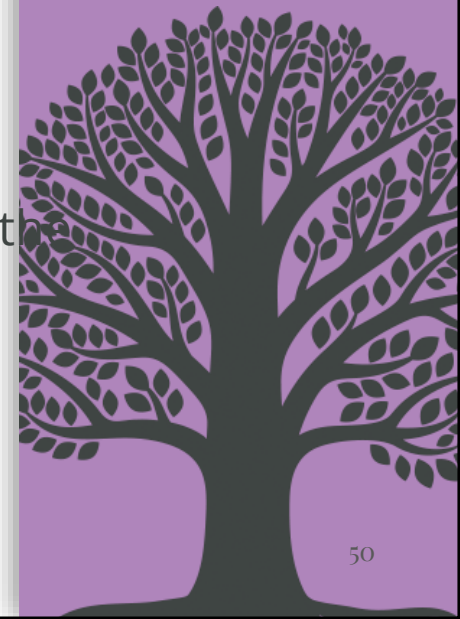
- What type of questions are there in Section A?
- Read question 1, and identify the areas of language that you believe are being targeted and tested by the examiner,
- What support/exercises could you do with your students to help them prepare for translating a previously unseen text?

**Activity B:** Look at section B, discuss:

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

**Activity C:** Look at Section C, Discuss:

- Which texts / films are you planning to teach and why?
- What approaches have you tried / are you planning to try?

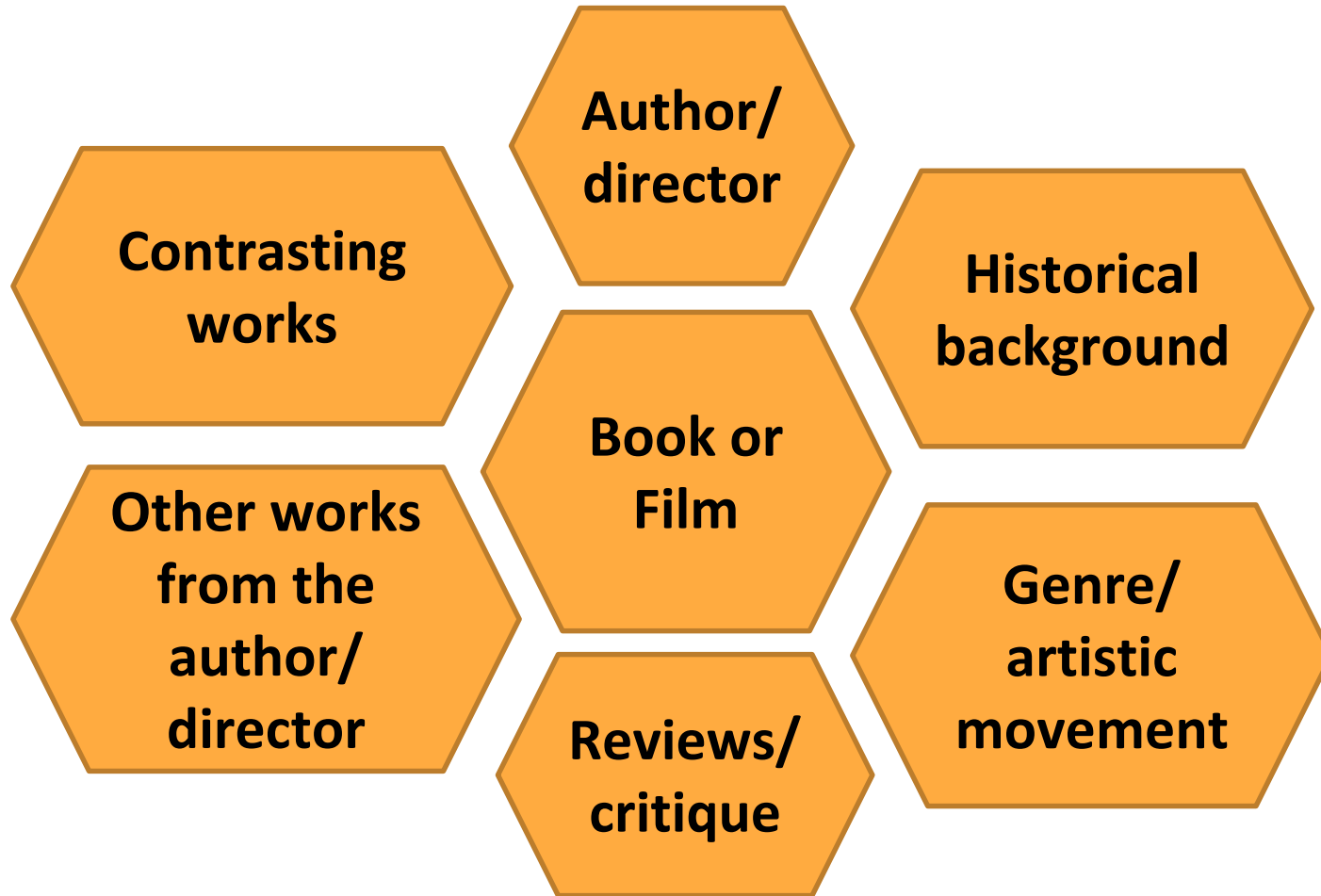


# Course planning considerations

- . **Stage 1** – Introduction to film/literary study
- . **Stage 2** – Introduction to the work: author/director/historical background/other works
- . **Stage 3** – Overview of the book – plot/characters/themes/style/settings...
- . **Stage 4** – Detailed and focused analysis of e.g.
  - Themes
  - Characters
  - Form and presentation techniques
  - Social and cultural settings
  - Concepts and issues within the work
  - Structure of the plot
  - Main/pivotal scenes/passages
- . **Stage 5** – Exam questions – *this could be carried out alongside the analysis*



# Introduction to the Work



# Some planning considerations for teachers

- Research: what is specific to the work you have chosen/the author/director?
- Have a list of the main ‘quotations’/‘images’ per theme
- Have a list of the main ‘quotations’ per character
- Identify the main scenes/extracts
- Prepare a grid with the elements of your work and refer to it as you are planning
- Build up a bank of exam questions



# BREAK



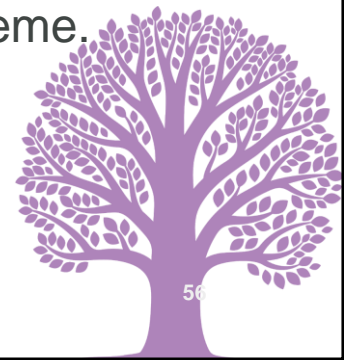
# Teaching the Specification



# Teaching the Specification

## Tips:

- Read the specification thoroughly to ensure you understand the course.
- Read the SAMs with the mark schemes to understand how your students will be assessed.
- Prepare your teaching material for each unit - early preparation is the key to successful delivery.
- Create testing material using the SAM as an example.
- Encourage self and peer assessment in class using the mark scheme.





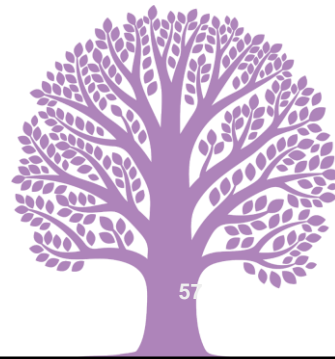
# Planning

When you are planning a **Scheme of work** consider the following:

- topics
- comprehensive approach
- resources and technology
- delivery

When you are planning **lessons** consider the following

- teaching strategies
- activities for students
- use of assessment criteria



# Discussion

1. What teaching strategies could you employ for the different sections?
2. What barriers might you face?
3. How could you overcome those barriers?
4. 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?



# Support



# Free Support for IAL Arabic

Getting Started  
Guide

Getting Ready to  
Teach Events

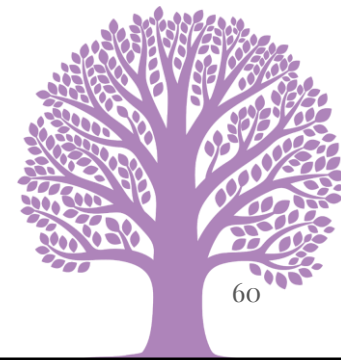
Subject  
interpretation of  
transferable skills

Subject Advisor

Results Plus

Exemplar marked  
responses (coming  
soon)

Support for IAL Arabic can be found [here](#)



# Statistics

If you would like to know more about examination statistics, you may find these links of interest to you.

## **Examination Results Statistics**

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-statistics>

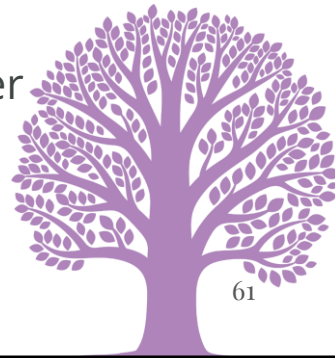
Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

## **Grade Boundaries**

<http://qualifications.pearson.com/en/support/support-topics/results/certification/grade-boundaries.html>

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.



# Other useful links

## 1. [Grade Boundaries](#)

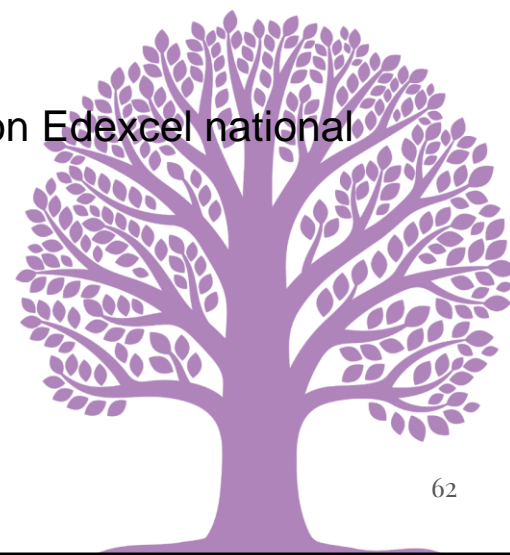
This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

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

## 3. [ResultsPlus](#)

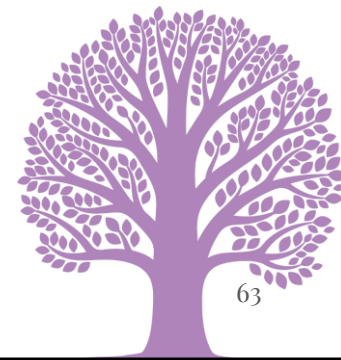
- Pearson Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Pearson Edexcel national averages.



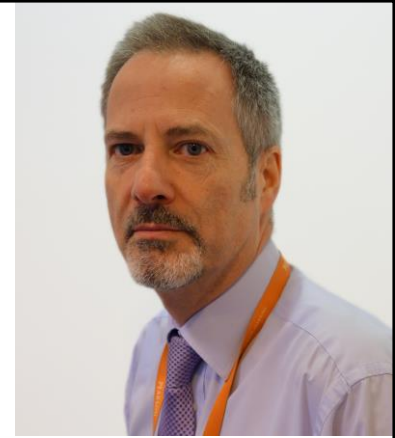
# ResultsPlus

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



# Your dedicated Subject Advisor



Subject Advisor details

Your subject advisor is **Alistair Drewery**

Phone: **+44 (0)20 710 2187**

Twitter: **@PearsonMFLquals**

Sign up for monthly newsletters from Alistair to stay on top of qualification updates, training, course materials and industry news.

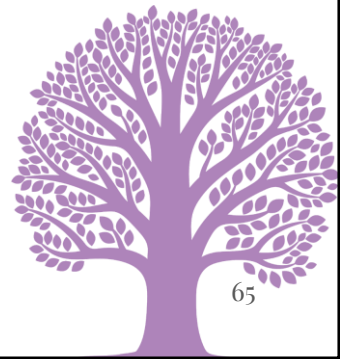
<http://qualifications.pearson.com/en/subjects/languages.html>

You can subscribe to the IAL newsletter by emailing

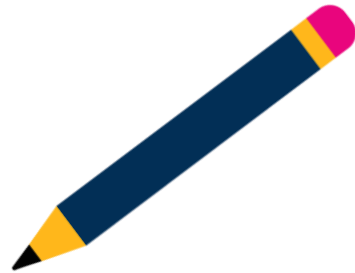
[internationalqualifications@pearson.com](mailto:internationalqualifications@pearson.com)



# Any questions?



# Please fill in your evaluation forms



## We value your feedback!



ALWAYS LEARNING