



Delegate Booklet

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

Code YAA01-19IF1

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: YAA01-19IF1

Aims and Objectives of the event

- Get an overview of the new specification and explore the contents and assessment structure of this new specification.
- Explore possible teaching and learning approaches and strategies that may be employed.
- Explore the support and resources available to guide you through teaching the course.
- 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 3 and is valid for first teaching from September 2016. If there are any significant changes to the specification, we will inform centers in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

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 content specifies the detail of what must be covered.

Examples: throughout the 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 centers can use other examples. We have included examples that are easily understood and recognized by international centers.

Assessments: use a range of material and are not limited to the examples given. Teachers should deliver these qualifications using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in the subject content section.



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Activity 1

Paper 1 - IAS

Purpose:

1. to be familiar with the topics
2. to seek clarification if not sure of anything
3. to make the link between topics and the tasks
4. to discuss general issues regarding this

Refer to page 14 of the Specification

The four general topic areas and the subtopics for unit 1 can be found in the Specification, Page 14.

Discuss:

- Which ones do you feel confident teaching?
 - Which ones do your learners enjoy?
 - Which ones are you concerned about?
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Activity 2

Purpose:

1. to be familiar with the MS document
2. to seek clarification if not sure of anything
3. to make the link between MS and the Assessment objectives
4. to discuss general issues regarding this

Go over the IAS Mark Scheme.

look at the Specification and refer to the Mark scheme section page 15-16 of the specification, then discuss and relate each section to the learning objectives.

Activity 3

Refer to the SAMs

Activity A:

Read the questions in Section A and try to answer them. Then look at the answers in the mark scheme.

- 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?



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Activity B:

Look at the tasks set in 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 types of questions?
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Activity C:

Look at the tasks in section 3, 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?
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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?
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Paper 2 – IA2

Activity 4

Look at the Specification and refer to the Mark scheme section page 22-26 of the specification, then discuss and relate each section to the learning objectives.

Activity 5

Refer to the SAMs

Activity 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

- 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?

Section 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?
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Discussion:

Group discussion

- What teaching strategies could you employ for the different sections?
- What barriers might you face?
- How could you overcome those barriers?
- 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: