

Delegate Booklet

Course Title:

**Pearson Edexcel International  
A Level Arabic: Welcome to Pearson (Module 1)**

Course Code:

**YAA01-20IO1**







# About this event

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**International A Level Arabic: Welcome to Pearson (Module 1)**

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## Aims and objectives

This online training is designed for teachers who are new to delivering the International A Level Arabic specification. The training is comprised of three 'standalone' modules which are booked separately.

This module (1) focuses on teaching the course and will give you an understanding of the content of the qualification and how to cover it, course/lesson planning, understanding the assessment and preparing students for it, and a brief overview of support from Pearson available to teachers.

As part of this session delegates will:

- Identify how the qualification is devised and fundamental documentation
- Review the content of the qualification
- Explore how to plan the course and/or lessons
- Understand the assessment of the qualification and how to prepare students
- Identify support available from Pearson



# Agenda

Time	Item
08:00-08:05	Introduction
08:05-08:10	Identify how the qualification is devised and key features
08:10-08:40	Unit 1
08:40-09:20	Unit 2
09:20-09:30	Assessment and mark schemes
09:30-09:50	Course planning
09:50-10:00	Pearson support and additional information
Close	Evaluation form and depart.



# Activity 1

## Thinking about the themes of the topic areas for International AS:

### 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

### 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

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



## Activity 2: Mark Scheme

**Look at the specification and refer to the International AS mark scheme.**

Consider how the two documents relate each section to the learning objectives?

Reading	Grammar
Translation	Essay writing



## Activity 3: Using the SAMs

### Using the SAMs Part A

Refer to the SAMS, look at Section A

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

### Using the SAMs Part B

Refer to the SAMS, look at Section B

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

### Using the SAMs Part C

Refer to the SAMS, look at Section C

1. What topic is this section related to?
2. How would you create a scheme of work to support the delivery of this specification?



## Activity 4: International A Level set topics, texts and films

Consider the International A Level set topics, texts and films in the specification (page 20-21)

What resources and teaching methods do you think should be used to develop student knowledge and skills in these areas?

How will you assess your students in these areas?

Arabic scientists	Arabic arts and architecture
Comedy in Arabic film	Tragedy in Arabic film
Poetry	Literature





## Activity 5: Using the SAMs

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

1. What type of questions are there in Section A?
2. Read question 1, and identify the areas of language that you believe are being targeted and tested by the examiner,
3. 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:**

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

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

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



# Notes