

Pearson Edexcel International A Level Arabic

Welcome to Pearson: Module 1

First teaching in 2016
First assessment 2017



Session Agenda

- 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

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.

World-class qualifications

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



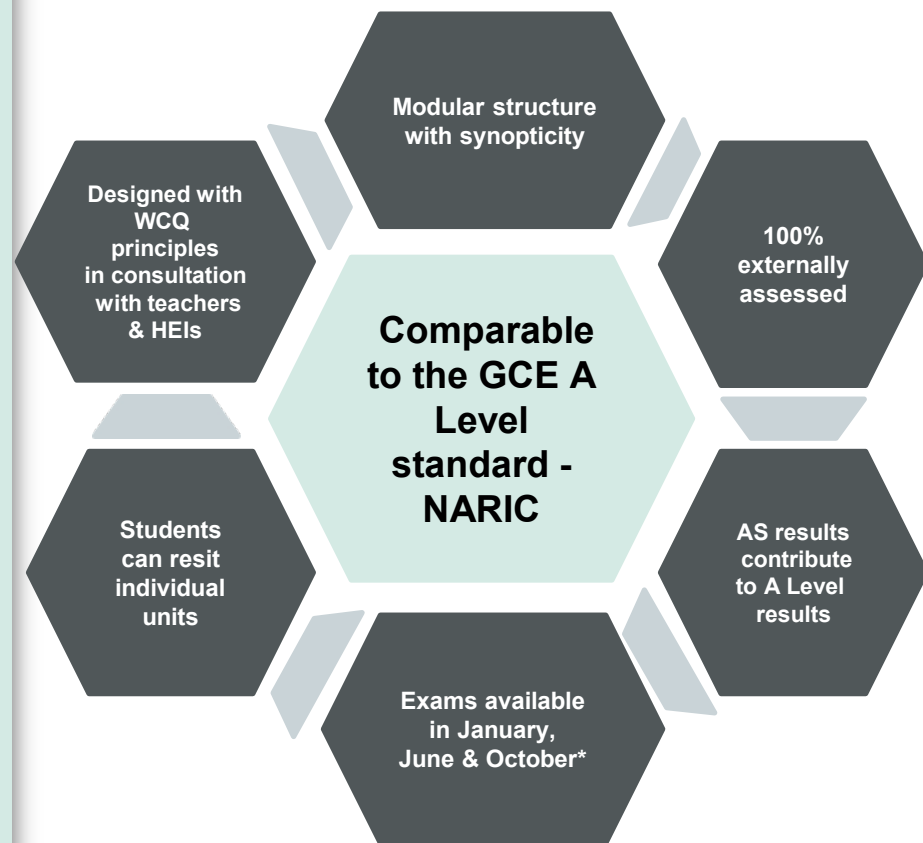
Endorsement of educational **thought-leaders and assessment experts** from across the globe

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

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

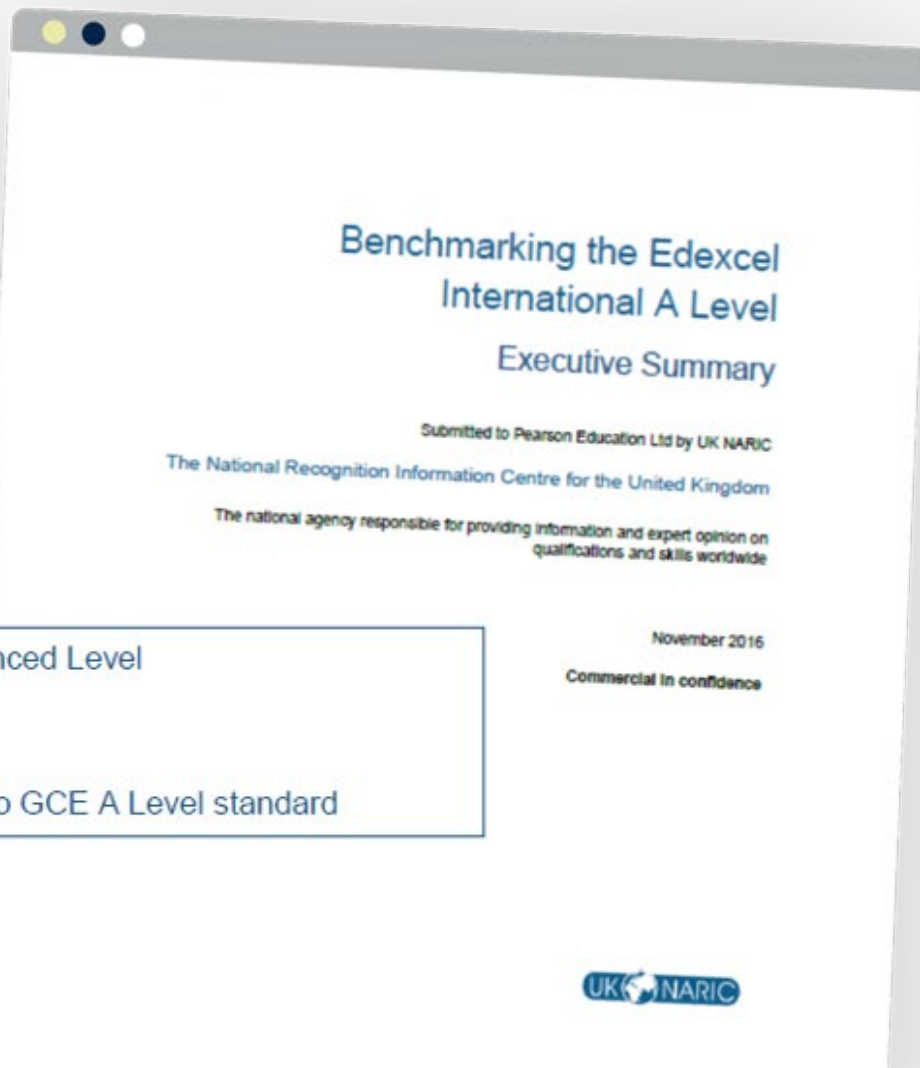
International A Level Features

- International A Levels and AS Levels are created for International Students
- Globally recognised.



Updated NARIC report for Edexcel IAL

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



| | |
|------------------------------|--|
| Qualification: | Edexcel International Advanced Level |
| Awarding Institution: | Pearson Education Ltd |
| Comparability: | Is considered comparable to GCE A Level standard |

International AS & International A Level 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) | | |

International A Level 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

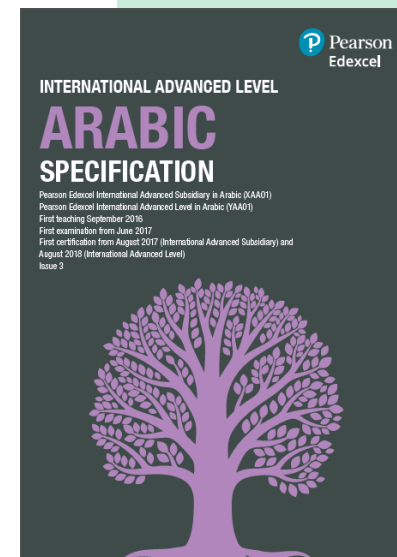
Transferable Skills
embedded

Twitter:
[@PearsonMFLquals](https://twitter.com/PearsonMFLquals)

100% external
assessment

Flexible structure
with exams in
January and June

Increased
international focus



Specification 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

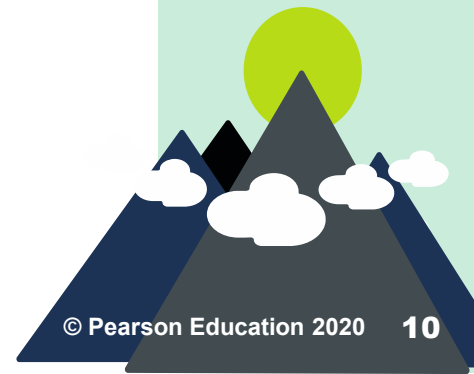
3 hours, 80 marks

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



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 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

General Topic Areas (GTAs) for International AS

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



Activity 1

Thinking about the themes of the topic areas:

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

Use page 4 in the delegate booklet to help you.



Assessment

Assessment objectives for International AS Level

- 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

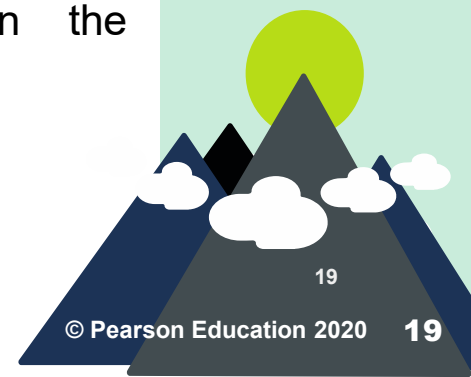
Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They have to provide a mix of non-verbal and Arabic language responses.

Section B

Students will be assessed on their ability to manipulate Arabic language, grammar and lexis; vocalize Arabic vowels; and select the right word form over three distinct tasks, focusing on topic areas to provide contextualization.

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.



Activity 2: Mark Scheme

Look at the Specification and refer to the International AS Mark scheme in the SAMs.

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

Reading skills, grammar and essay writing.



[Click here](#) for the Specification

Use page 5 in the delegate booklet to help you

The Sample Assessment Materials (SAMs)

- Now let's examine the [SAMs](#)

Activity 3: 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?

Use page 6 in the delegate booklet to help you



Activity 3: 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 type of questions?

Activity 3: 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?

Sharing Good Practice

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?



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:

1-4. 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 films (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 films (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

Activity 4: Set topics, texts and films

Consider the 6 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?



Activity 4: Set topics, texts and films

- **Literature and poetry** must be read fully in their original format, together with articles, reviews and analyses. Film adaptations should always be avoided as students are liable to become confused between cinematic and literary details.
- All 10 films (**comedy and tragedy**), must be watched and are easily accessible on YouTube, other streaming sites and discs. Critical reviews are good sources of information and using film critic terminology improves student vocabulary to answer questions. Consider the soundtrack, the choice of actors, the costumes, camera angles and lighting; discover how the film relates to the politics and social issues at the time of cinema release?
- **Arabic scientists, arts and architecture** should be taught using the recommended texts (page 20-21) and documentaries are good sources of supplementary information. Get students to create projects and presentations on scientists, art works or architecture, and encourage peer discussion and questions.



Assessment

Assessment Objectives for International A Level

- 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.



Looking at mark schemes

IAL 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 (SAMs)

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?

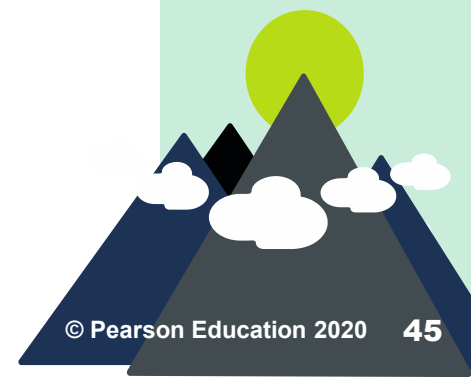
Activity B: Look at section B, discuss:

- Read the stimulus in question 2 and consider how candidates may approach s
- How would you use the stimulus to help your students answer either question (a) or (b).
- 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?

Page 8 in the delegate booklet



Course planning considerations

Stage 1 – Introduction to film/literary study

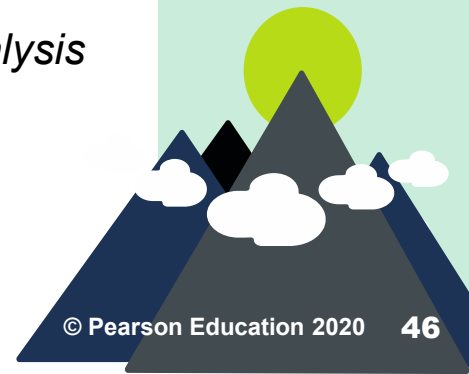
Stage 2 – Introduction to the work: author/ director/historical background/other works

Stage 3 – Overview of the book – plot/characters/ themes/style/settings...

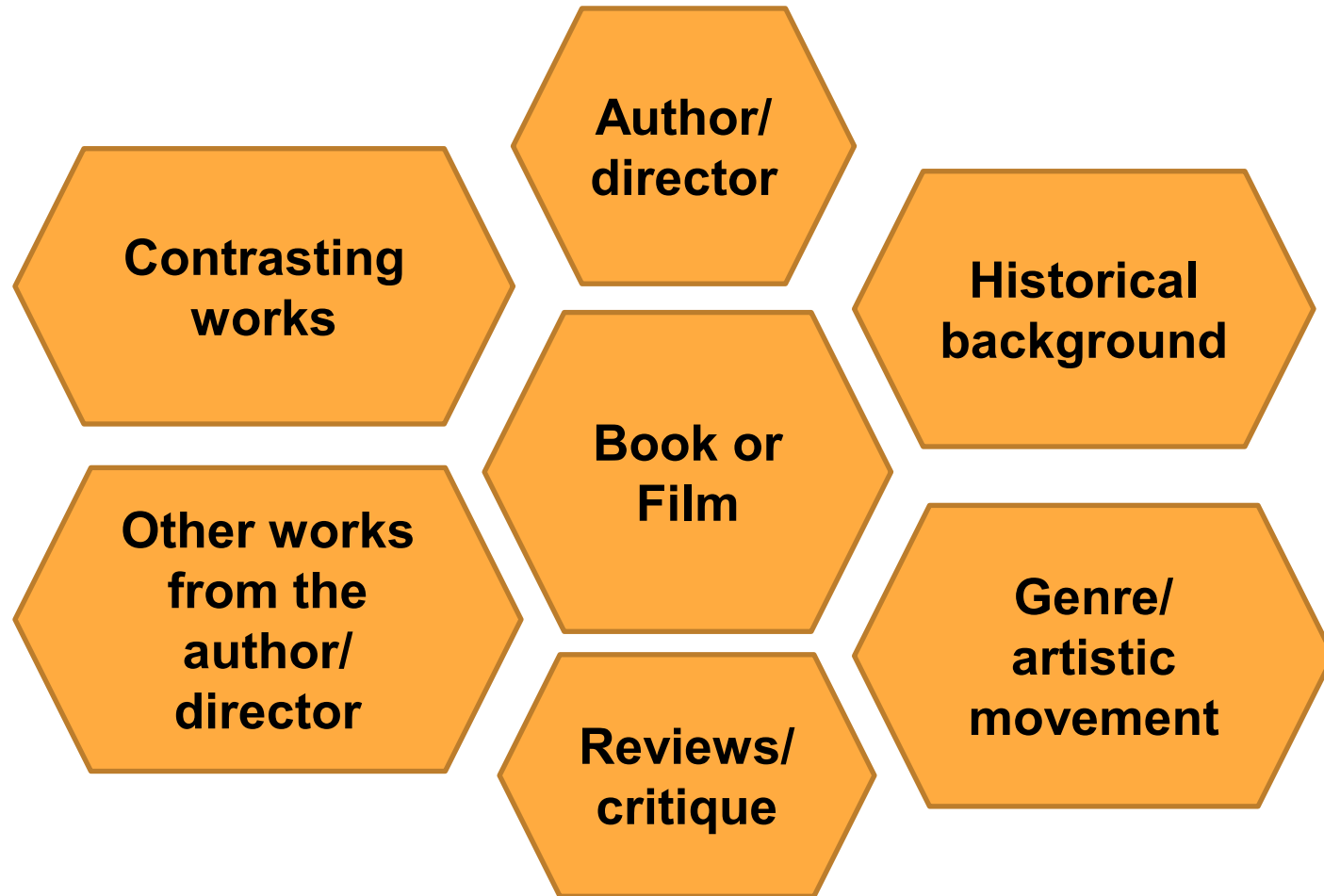
Stage 4 – Detailed and focused analysis of e.g.

- 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

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

Look at the Getting Started Guide (GSG Arabic booklet, page 13)

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

Reflection

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 Overview

Free Support

Getting Started Guide &
Scheme of Work

Getting ready to Teach
Events

Subject interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Additional support for selected subjects

Curriculum
Matched Publishing

Lesson plans

Exemplar Marked
Responses

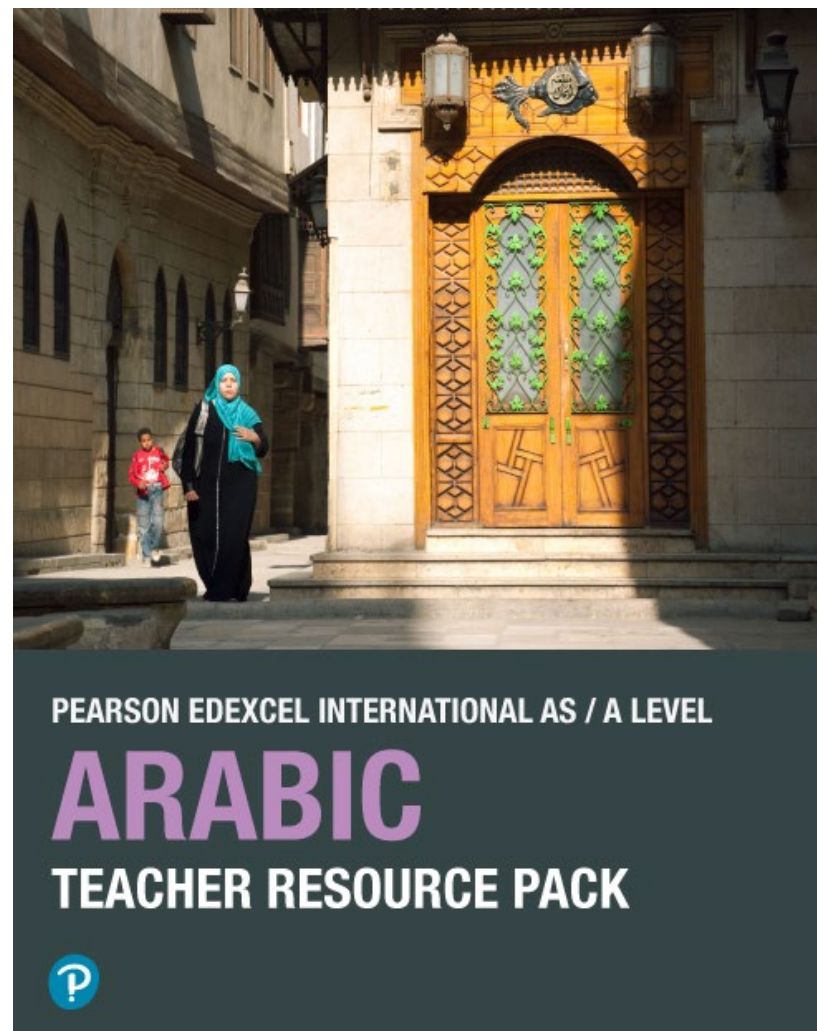
Topic booklets &
Subject guides

Sample
Assessment
Materials (SAMs)

Exam Wizard

Pearson Publishing

- Completely optional and available as a two-year subscription. The Teacher Resource Pack contains the following materials to support your planning and exam practice: practice exam papers, mark schemes for the mock papers, exam practice PowerPoints and a mapping document.
- Publisher: Pearson
- ISBN: 9781292294322
- [Link to purchase](#)



- 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>

- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.

New Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

- Provides enhanced transparency and
 - Offers transparent approach to marking process
 - Provides better understanding of marking before requests for enquiries about results are made
 - Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.
-
- Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



For more information on ATS, and the post results windows, visit our post-results pages.

Your Subject Advisor

Alistair Drewery

Twitter: [@PearsonMFLquals](#)

[Email or live chat](#)

You can sign up for Alistair's e-updates by completing this [online form](#)



We also have an online [community](#) especially for language teachers.

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. [Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.

Pearson International Schools Community

Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

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your evaluation
forms**

**We value
your feedback!**



ALWAYS LEARNING