

Pearson Edexcel International A Level Arabic

Welcome to Pearson: Module 2

First teaching in 2016
First assessment 2017



Session Agenda

- 08:00-08:05 Introduction and aims and objectives
- 08:05-08:10 Overview of qualification and assessment objectives
- 08:10-08:55 Unit 1
- 08:55-09:40 Unit 2
- 09:40-09:45 Review of session
- 09:45-09:55 Pearson support and additional information
- 09:55-10:00 Time for questions
- 10:00 Session close

Aims and Objectives

- Understand the Assessment Objectives for the qualification.
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practice using the mark schemes using exemplar student work
- Learn about the support provided by Pearson around assessment and exemplars

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

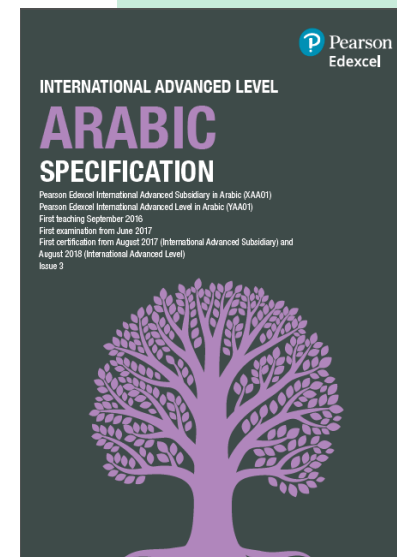
Transferable Skills
embedded

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

100% external
assessment

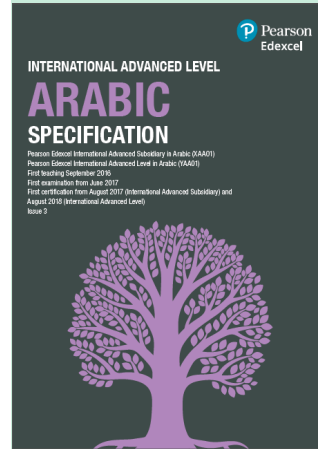
Flexible structure
with exams in
January and June

Increased
international focus



Specification at a glance

- **International AS: Unit 1 Understanding and Written Response**
 - 2hrs 30 mins, 80 marks
 - Section A: Reading
 - Section B: Grammar
 - Section C: Essay
- **International A Level: Unit 2 Writing and Research**
 - 3 hours, 80 marks
 - Section A: Translation
 - Section B: Creative/Discursive Essay
 - Section C: Research-based Essay



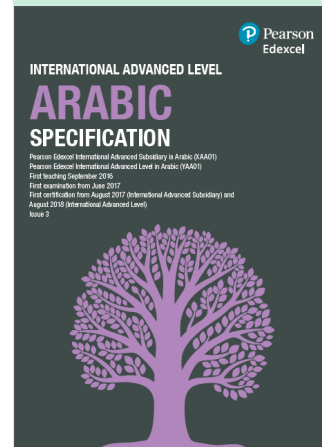
Understand the Assessment Objectives (AO) for the qualification

Unit 1

International AS candidate responses are assessed using two assessment objectives (see pages 15-16 in the specification).

- A01 (Content and Communication)
- A02 (Quality of Language)

Section C of the International AS qualification, the essays, are assessed with both A01 and A02.

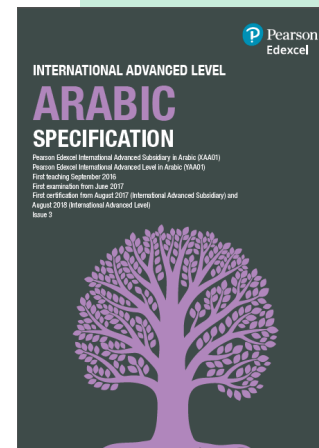


Understand the Assessment Objectives (AO) for the qualification

Unit 2

International A Level candidates are also assessed using A01 and A02, (see pages 21-24 in the specification), however in section C of the International A Level an additional assessment objective, A03, is required (see pages 25-26 in the specification)

- A01 (Content and Communication)
- A02 (Quality of Language / Organisation and development / Manipulation of language: translation into Arabic)
- A03 (Critical analysis)



Unit 1: (Paper 1)

Understanding and Written Response (WAA01/01)

IAS		*Unit code: WAA01/01	
Unit 1: Understanding and Written Response			
Externally assessed		100% of the total IAS	50% of the total IAL
Written examination: 2 hours and 30 minutes			
Availability: January and June			
First assessment: June 2017			
80 marks			
Content overview			
This unit consists of three sections.			
<ul style="list-style-type: none">• Section A: Reading• Section B: Grammar• Section C: Essay			
Assessment overview			
2 hour 30 minute examination in three sections.			
Section A: Reading			
Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. In addition, marks will be given for vocalisation of text produced in response to one of the questions.			
Section B: Grammar			
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 form over three distinct tasks focusing on a topic area to provide contextualisation.			
Section C: Essay			
Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for <u>communicating relevant information effectively as well as for the quality of the Arabic language produced.</u>			

A01 and A02 are used to assess the 240-280 word essay in Arabic in response to a short Arabic language stimulus & bullet points.

Unit 1: Section C

When assessing the response, start at the mid level of the Assessment Objective criteria tables A01 and A02.

For section C (essay) total of 30 marks, **A01 (Content and communication)** start at a mid level of 7-9 marks, then check for ability to logically express ideas understandable to a native Arabic reader and clarity of the topic.

Frequent errors and incoherence will reduce the A01 marking level,

Fewer errors and higher coherence will increase the A01 marking level.

Section C

Mark	Content and communication (A01)
0	No rewardable material.
1-3	<ul style="list-style-type: none">The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4-6	<ul style="list-style-type: none">The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence.The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7-9	<ul style="list-style-type: none">The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence.The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10-12	<ul style="list-style-type: none">The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence.The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13-15	<ul style="list-style-type: none">The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension.The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Unit 1: Section C

When assessing the response, start at the mid level of the Assessment Objective criteria tables A01 and A02.

For section C (essay), **A02 (Quality of language)** start at a mid level of 7-9 marks, then check for range of vocabulary and grammar structures used.

Frequent errors in vocabulary and grammar will reduce the A02 marking level,

Fewer errors in vocabulary and grammar will increase the A02 marking level.

To score a response add your marks for A01 and A02 e.g.

Mark	Quality of language (A02)
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4-6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7-9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10-12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13-15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

A01	A02
0	0
1-3	1-3
4-6	4-6
7-9	7-9
10-12	10-12
13-15	13-15
A01 Score	A02 Score
8/15	10/15
Total Score	18/30

Unit 1: Section C - Activity 1

Activity 1: Assess the response in your delegate booklet pages 4-6.

Section C

Mark	Content and communication (A01)
0	No rewardable material.
1-3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4-6	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7-9	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10-12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13-15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (A02)
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4-6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7-9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10-12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13-15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

A01	A02
0	0
1-3	1-3
4-6	4-6
7-9	7-9
10-12	10-12
13-15	13-15
A01 Score	A02 Score
Total Score	

Why did you choose your A01 score?

Why did you choose your A02 score?

القرءاء يحتاجون لمشاريع تكفيهم ذل السؤال وليس لمعونات
تعطى لهم طوال حياتهم.
دعونا نتعاون لنعلمهم كيف يصطادون بدلاً من إعطائهم سمكة
(كما يقول المثل)
شاركنا برأيك على العنوان التالي:
project@shabab.com

سؤال رقم ٨

قرأت هذا الإعلان في صحيفة عربية.

اكتب مقالاً (٢٤٠ - ٢٨٠ كلمة) باللغة العربية للرد على الإعلان.

يجب أن يشمل النقاط التالية:

- المشروع الذي تقترحه بالتفصيل.
- كيفية تمويل هذا المشروع.
- ما العوامل التي تجعله مفيداً؟
- كيف تضمن نجاح المشروع واستمراره؟

(30)

إن الفقر مشكلة لا زمت مجتمعات البشر منذ نشأتها
نشأتها، حيث أن هناك الكثير من البشر من لم تساعد
ظروف نشأتهم أو ممن عانوا ضحية لصعوبة المعيشة وعدم
قابلية حصولهم على الوظائف التي تضمن العيش الكريم لهم،
وإننا من واجبنا مساعدتهم لضمان حصولهم على حقوقهم الإنسانية
وأنا في هذه الرسالة أقترح مشروعاً لانتشال أولئك الذين غرقوا

As you assess the content and communication (A01) and Quality of language (A02), go to the third page of activity 1 and **write down your reasons for each** – why did you choose that score?

Unit 1: Section C - Activity 1

Activity 1: Assess the response in your delegate booklet pages 4-6

Section C

Mark	Content and communication (A01)
0	No rewardable material.
1-3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4-6	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7-9	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10-12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13-15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (A02)
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4-6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7-9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10-12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13-15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

A01	A02
0	0
1-3	1-3
4-6	4-6
7-9	7-9
10-12	10-12
13-15	13-15
A01 Score	A02 Score
Total Score	
Why did you choose <u>your</u> A01 score?	
Why did you choose <u>your</u> A02 score?	

This is a very good essay response.

The essay is a full answer in response to the question, covering all points.

A very good structured essay with a good introduction and well organized, language quality is also excellent.

This makes it easy to read and follow.

A01 14/15

A02 15/15

Final score of 29/30.

(20)

إن الفقر مشكلة لا زمت مجتعات البشر هي منذ نشأتها حيث أن هناك العديد من الشوم لم تسامحهم ظروف نشأتهم أو من كانوا ضحية للصعوبة المباشرة وعدم قابلية حصولهم على الوظائف التي تضمن العيش الكريم لهم وإيمان وابتعا مساعدهم لضمان حصولهم على حقوقهم الإنسانية في هذه الرسالة أقدم مشروعا لانتشار أولئك الذين علقوا في دوامة الفقر.

المشروع يتألف من جزأين: جزء عملي وجزء تعليمي و جزء عملي يبدأ الجزء التعليمي بتقديم الشخص الفصول على التعليم اللازم لممارسة مهنة معينة يختارها الشخص، يتم تقييم الطلب من الناحية المالية إذا تم قبول الطلب يتم إرسال الشخص إلى جامعات ومعاهد متعاونة مع المؤسسة القائمة على المشروع، إذا تم رفض الطلب لعدم توفر الميزانية اللازمة فيتم عرض تقصصات مشابهة لتلك المطلوبة بأسعار أقل.

أما إذا لم يكن الشخص متأكدا مما يريد دراسته فيتم حينها إغماصه لاختبار لتعريف المؤسسة المناسبة حيث يتم طرح مجموعة من الأسئلة المتعلقة بالخصائص الشخصية وقدراته الإبداعية، يتم تحليل الاختبار من خلال الداسوب الذي يعطي نتيجة تقمينا للمهنة الأنسب للشخص ومجموعة من المهن المرتبطة في حال رفض الشخص للتقنين الأولي للحاسوب يتم بعدها إغماص الشخص إلى ستة أشهر تدريبية للتأكد مما إذا كان

As you assess the content and communication (A01) and Quality of language (A02), go to the third page of activity 1 and **write down your reasons for each** – why did you choose that score?

Unit 1: Section A - Activity 2

Activity 2, mark the example response and the extract from the mark scheme provided in the **delegate booklet pages 7-9**.

Question number	Answer	Mark
4(a)	- مبنية من الطين / بأبسط الإمكانيات. - أقدم ناطحات سحاب / مرتفعة جداً / من عدة طوابق. accept any2	(2)

Question number	Answer	Mark
4(b)	- تخلط بالماء. - وتترك لتجف.	(2)

Question number	Answer	Mark
4(c)	- ضمتها اليونسكو إلى قائمة التراث العالمي . - اعتبرتها مدينة تاريخية.	(2)

Question number	Answer	Mark
4(d)	- تدل على قدرات اليمنى في ذلك الزمان - إبداع البناء اليمني	(2)

Question number	Answer	Mark
4(e)	- لأنها ناطحات سحاب وسط الصحراء / من الطين. لأن مبانيها عالية لأن طرازها المعماري دقيق / فريد متميز / accept any 2.	(2)

أجب عن الأسئلة التالية باللغة العربية. ليس بالضرورة كتابة الجمل كاملة.

(a) ما الذي تفرد به منازل مدينة "شيام"؟

(i) بأنها طينية وطرازها المعماري فريد متميز من عدة طوابق

(ii) وبأنها ذات ارتفاع هائل ومن عدة طوابق

(b) كيف يتم استعمال المواد الأساسية في بناء منازل "شيام"؟

(i) الخشب والطين يذللان معاً بالماء ثم يتركان ليجفيا

(ii) ثم يتركان ليجفيا

(c) ما الذي زاد من شهرة شيام في أواخر القرن الماضي؟ اذكر نقطتين.

(i) أنظمتها إلى قائمة التراث العالمي لليونسكو عام ١٩٨٥

(ii) نعم اعتبرها مدينة تاريخية

Question	Score	
4 (a)	/2	
4 (b)	/2	
4 (c)	/2	
4 (d)	/2	
4 (e)	/2	
Total score	/10	

Unit 1: Section A - Activity 2

Activity 2, mark the example response and the extract from the mark scheme provided in the **delegate booklet pages 7-9**.

Question number	Answer	Mark
4(a)	- مبنية من الطين / بأبسط الإمكانيات. - أقدم ناطحات سحاب / مرتفعة جداً / من عدة طوابق. accept any2	(2)

Question number	Answer	Mark
4(b)	- تخلط بالماء. - وتترك لتجف.	(2)

Question number	Answer	Mark
4(c)	- ضمتها اليونسكو إلى قائمة التراث العالمي . - اعتبرتها مدينة تاريخية.	(2)

Question number	Answer	Mark
4(d)	- تدل على قدرات اليمنى في ذلك الزمان - إبداع البناء اليمني	(2)

Question number	Answer	Mark
4(e)	- لأنها ناطحات سحاب وسط الصحراء / من الطين. لأن مبانيها عالية لأن طرازها المعماري دقيق / فريد متميز / accept any 2.	(2)

أجب عن الأسئلة التالية باللغة العربية. ليس بالضرورة كتابة الجمل كاملة.

(a) ما الذي تفرده به منازل مدينة "شام"؟

(i) بأنها طينية وطرازها بسيط وأبسط الإمكانيات من عدة طوابق

(ii) وبأنها ذات ارتفاع هائل ومن عدة طوابق

(b) كيف يتم استعمال المواد الأساسية في بناء منازل "شام"؟

(i) الخشب والطين يخلطان معاً بالماء ثم يتركان لتجف

(ii) ثم يتركان لتجف

(c) ما الذي زاد من شهرة شام في أواخر القرن الماضي؟ اذكر نقطتين.

(i) أنضمها إلى قائمة التراث العالمي لليونسكو عام ١٩٨٥

(ii) نعم اعتبرها مدينة تاريخية

Question	Score	
4 (a)	2	/2
4 (b)	2	/2
4 (c)	2	/2
4 (d)	2	/2
4 (e)	2	/2
Total score	10	/10

This is a very good response.

The candidate has answered all questions correctly and given the exact answer for each question.

Though no full sentences were written, the meaning was clear.

This response got the full mark of 10/10

Question number	Answer	Mark
5(a)	تبنى تلك المنازل بطريقة تجعلها صامدة لسنوات طويلة.	(1)

Question number	Answer	Mark
5(b)	أجمع كثير من الباحثين على أن عمر شبام يزيد على سبعمائة عام.	(1)

Question number	Answer	Mark
5(c)	شبام مدينة المدن اليمنية باعتبارها الأكثر شموخاً.	(1)

In this extract the candidate has managed to use the words given, manipulate all the sentences correctly and maintain the meaning. They scored full marks.

Advice for assessing Q5

Candidates had to use the word given between brackets to rewrite the sentence in a correct grammatical form without changing the meaning of the sentence.

Unfortunately revealed that many candidates, if not most, had problems with grammar and how to re-word the sentence without losing its original meaning.

e.g. In 5a, errors occur when they did not write a sentence in the correct grammatical form even if using the word.

- (a) يتم بناء تلك المنازل التي تكون صامدة لسنوات طويلة. (بطريقة)
- (1) يتم بناء تلك المنازل بطريقة تكون أصامدة لسنوات طويلة.
- (b) أجمع كثير من الباحثين على أن "شبام" أنشئت قبل أكثر من سبعمائة عام. (عمر)
- (1) أجمع كثير من الباحثين على أن عمر "شبام" أكثر من سبعمائة عام.
- (c) تعد "شبام" مدينة المدن اليمنية فهي أكثرها شموخاً. (باعتبارها)
- (1) تعد "شبام" هي مدينة المدن اليمنية باعتبارها الأكثر شموخاً.

Unit 1: Section B - Activity 3 part 2

Activity 3, mark the example response and the extract from the mark scheme provided for Question 6, vocalisation skills, on **delegate booklet pages 10-11**.

Question Number	Answer	Mark
6	<p>الراي حركة <u>مُوسِيقِيَّة</u> (6) غنائية، بدأت في الجزائر. <u>تَارِيخ</u> (3) هذا النوع الغنائي قديم. نشأ في مدن غرب الجزائر وشرق المغرب <u>عِنْدَمَا</u> (4) لم تكن هناك حدود فاصلة بين البلدين في ذلك الزمن كمدينة وهران وسيدي بلعباس. الراي اليوم <u>لَيْسَ</u> (3) كالراي أول نشأته. كان من يغنيه يعرفون بالشيوخ والشيخات ثم في <u>أَوَاسِطِ</u> (4) السبعينيات <u>ظَهَرَ</u> (3) لقب آخر وهو الشاب والشابة كإشارة للتجديد <u>أَلْكَبِيرِ</u> (5) الذي ظهر على هذا الطابع الموسيقي.</p> <p>حالياً موسيقى الراي <u>مُنْتَشِرَةٌ</u> (6) في الجزائر ودول شمال أفريقيا وغرب أوروبا خصوصاً فرنسا حيث توجد نسبة كبيرة من <u>أَلْمُهَاجِرِينَ</u> (7) المغاربة <u>وَهِيَ</u> (3) المفضل لدى الشباب في المنطقة. أقام فنانو الراي <u>حَفَلَاتِهِمْ</u> (6) في كل عواصم الفن العالمية تقريباً.</p>	5
	<p>One mark for every 10 correct vowels. Less than a half mark is taken back to previous whole number eg 2.4 awarded 2 marks. A half mark or more is taken up to the next whole number eg 2.5 or 2.6 awarded 3 marks.</p> <ul style="list-style-type: none"> • Candidates can still score even if they do not vocalize the whole word correctly. Credit is given to those letters correctly vowelised and added to the total. • Candidates are not penalized for vocalizing a letter that cannot be vocalized. • Candidates will not gain credit for including an incorrect vowel in addition to the correct one for the same letter. <p>The vowels which also have a <i>shadda</i> are counted as two</p>	

سؤال رقم ٦

ضع علامات التشكيل على جميع حروف الكلمات التي تحها خط.

موسيقى الراي

الراي حركة مُوسِيقِيَّة غنائية، بدأت في الجزائر. تَارِيخ هذا النوع الغنائي قديم. نشأ في مدن غرب الجزائر وشرق المغرب عِنْدَمَا لم تكن هناك حدود فاصلة بين البلدين في ذلك الزمن كمدينة وهران وسيدي بلعباس. الراي اليوم لَيْسَ كالراي أول نشأته. كان من يغنونه يعرفون بالشيوخ والشيخات، ثم في أَوَاسِطِ السبعينيات ظَهَرَ لقب آخر وهو الشاب والشابة كإشارة للتجديد أَلْكَبِيرِ الذي ظهر على هذا الطابع الموسيقي.

حالياً موسيقى الراي مُنْتَشِرَةٌ في الجزائر ودول شمال أفريقيا وغرب أوروبا خصوصاً فرنسا حيث توجد نسبة كبيرة من أَلْمُهَاجِرِينَ المغاربة. وَهِيَ المفضلة لدى الشباب في المنطقة. أقام فنانو الراي حَفَلَاتِهِمْ في كل عواصم الفن العالمية تقريباً.

Candidates need to be advised on how to put the "haraka" on the right place on the letter and not to forget to vocalise the "alif" too.

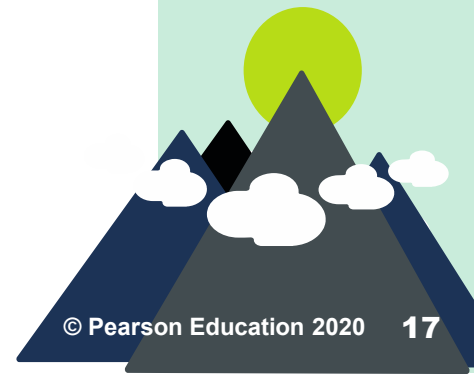
This is an excellent example.

This candidate has a good command of the Arabic grammar, knows how to apply the vowels correctly on all letters. A full mark of 5/5 is awarded.

Unit 2: Paper 2

Writing and Research

(WAA02/01)



Unit 2: (Paper 2)

Writing and Research (WAA02/01)

Manipulation of language:
translation into Arabic (A02)

Content and communication (AO1); Quality of language (AO2)

Content and communication (AO1); Quality of language (AO2); Critical analysis (AO3), Organisation and development (AO2)

IA2		*Unit code: WAA02/01	
Unit 2: Writing and Research			
Externally assessed Written examination: 3 hours Availability: January and June First assessment: June 2018 80 marks		100% of the total IA2	50% of the total IAL
Content overview This unit consists of three sections. <ul style="list-style-type: none">• Section A: Translation• Section B: Creative/Discursive Essay• Section C: Research-based Essay			
Assessment overview 3 hour examination in three sections.			
Section A: Translation <u>Students will be expected to undertake a short translation from English into Arabic.</u>			
Section B: Creative/Discursive Essay <u>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.</u>			
Section C: Research-based Essay <u>Students must answer one question, in Arabic, that relates to a topic or a text chosen from the prescribed list featured in <i>Section 2.4 (Set topics, texts and films)</i>. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.</u>			

Unit 2: Section A

When assessing the response, start at the mid level of the Assessment Objective criteria table.

For section A (translation), start at 5-6 marks, then check for use of correct vocabulary and grammar – frequent errors will reduce the A02 marking level, fewer errors will increase the A02 marking level.

Section A

Mark	Manipulation of language: translation into Arabic (A02)
0	No rewardable language.
1–2	<ul style="list-style-type: none"> Very limited use of correct vocabulary and grammar. Very repetitive or incoherent structures/lexis. Overall, communication is severely hindered.
3–4	<ul style="list-style-type: none"> Occasional use of correct vocabulary and grammar. Frequent lapses in structure/lexis. Overall, communication is infrequent.
5–6	<ul style="list-style-type: none"> Acceptable use of correct vocabulary and grammar. Some lapses in structure/lexis. Overall, communication is achieved despite errors.
7–8	<ul style="list-style-type: none"> Good use of correct vocabulary and grammar. Occasional lapses in structure/lexis. Overall, communication is sound.
9–10	<ul style="list-style-type: none"> Excellent use of correct vocabulary and grammar. A variety of structures has been correctly used, including idiomatic phrases, allowing for occasional, insignificant errors. Overall, communication is excellent.



Activity 4

If a response is a mixture of levels, e.g. 7-8 marks for good use of correct vocabulary and grammar, but 5-6 marks for some lapses in structure.

Do you award a mark from the 7-8 or 5-6 level?

You award the response a mark of 7 (the lower mark of the higher of the two levels).



Unit 2: Section A- Activity 5

Section A

Mark	Manipulation of language: translation into Arabic (AO2)
0	No rewardable language.
1-2	<ul style="list-style-type: none">• Very limited use of correct vocabulary and grammar.• Very repetitive or incoherent structures/lexis.• Overall, communication is severely hindered.
3-4	<ul style="list-style-type: none">• Occasional use of correct vocabulary and grammar.• Frequent lapses in structure/lexis.• Overall, communication is infrequent.
5-6	<ul style="list-style-type: none">• Acceptable use of correct vocabulary and grammar.• Some lapses in structure/lexis.• Overall, communication is achieved despite errors.
7-8	<ul style="list-style-type: none">• Good use of correct vocabulary and grammar.• Occasional lapses in structure/lexis.• Overall, communication is sound.
9-10	<ul style="list-style-type: none">• Excellent use of correct vocabulary and grammar.• A variety of structures has been correctly used, including idiomatic phrases, allowing for occasional, insignificant errors.• Overall, communication is excellent.

Example 1

Total score = 6/20

Example 2

Total score = 20/20

Go to pages 13-17 in the delegate booklet.

Remember you use the Section A A02 grid twice, for the first half of the translation piece and for the second half, up to 10 marks for each half.

Add your marks for the first and second half of the translation to give the total score of marks for section A.

Unit 2: Section B Creative/Discursive essay

Section B

Mark	Content and communication (AO1)
0	No rewardable material.
1-3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4-6	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7-9	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10-12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13-15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4-6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7-9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10-12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13-15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

Students will write a 240-280 word essay, in Arabic, in response to a short Arabic-language stimulus.

They will be able to select how they respond to the stimulus – either discursively with a critical essay, or creatively through a short fictional or artistic piece.

The assessment rewards students for communicating (A01) relevant information effectively as well as for the quality of the Arabic language produced (A02).



Unit 2:Activity 6

Section B Creative/Discursive essay

SECTION B: Essay

أجب عن سؤال واحد فقط من هذا القسم. اكتب ما بين ٢٤٠ و ٢٨٠ كلمة باللغة العربية.

سؤال رقم ٢

أفادت العولمة خلال الأربعين سنة الماضية العالم العربي كثيراً. على سبيل المثال: الدواء، ووسائل المواصلات، ووسائل الترفيه كالسينما والمسرح والتلفاز وفنون الغناء والموسيقى، والحواسيب وغيرها. وقد أتت أيضاً بأضرار أثرت في الصحة ونمط الحياة، إذ يعاني بعض الشباب العربي من أمراض مختلفة، وصلت إلى أعلى المستويات في العالم كالسكري والسمنة المفرطة؛ وذلك بسبب عدم ممارسة الأنشطة البدنية ودخول الوجبات السريعة التي تحتوي على نسبة عالية من السكريات والدهون. كبار السن من العرب يتمتعون بصحة أفضل مقارنة بغيرهم من المجتمعات الأخرى - وقليل منهم مصابون بنفس الأمراض - ذلك لأنهم محافظون على نمط حياتهم من خلال عاداتهم وتقاليدهم. الآن يشجع الأجداد أحفادهم على الارتباط بترائهم، وتقليص المسافات بين الأجيال.

EITHER

(a) اكتب قصة أخ وأخته قضيا عطلةتهما الصيفية بعد نهاية العام الدراسي في الريف مع جددهما وجدتهما، موضحاً أهم الدروس والخبرات التي استفادا منها أثناء إقامتهما هناك.

(30)

OR

(b) طلبت منك وزيرة الصحة أن تكتب لها خطبة مؤثرة ومقنعة، لكي تقدمها لهيئة مجلس نواب الشعب (البرلمان)، توضح فيها الأزمات الصحية التي تواجهها الدولة بسبب نمط الحياة الجديدة.

(30)

Go to pages 18 – 23 in the delegate booklet.

Students should choose **either** a or b and must indicate this clearly.

The two examples we will look at chose 2 (b)

Section B

Mark	Content and communication (AO1)
0	No rewardable material.
1-3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4-6	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7-9	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10-12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13-15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4-6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7-9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10-12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13-15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

Unit 2:Activity 6

Section B Creative/Discursive essay

(b) Creative Essay

The candidate should write a persuasive speech for the Minister of Health to present to parliament explaining the growing crisis on health and lifestyle of young Arabs caused by fast food and inactivity based on the issues described in the given text.

The candidate could develop a persuasive link to the older generations unaffected by globalisation and promote improvements to lower diabetes and obesity by reducing the amount of high fat and sugar foods people eat by rediscovering traditional foods high in protein and vegetables and low in fat.

Candidates could also discuss different ways people could be more active by walking more and reducing reliance on cars. They could also mention spending more time enjoying outdoor activities with friends and family instead of watching TV and playing computer games. Statements should be substantiated with evidence or examples, and the focus on treating the health crisis needs to be consistent and logical throughout the written speech.

Students should choose **either** a or b and must indicate this clearly.

The two examples we will look at chose 2 (b)

Example 1 A01 score = 13/15 A02 Score = 13/15 Total score = 26/30

Example 2 A01 score = 11/15 A02 Score = 6 /15 Total score = 17/30

Section B

Mark	Content and communication (AO1)
0	No rewardable material.
1-3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4-6	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7-9	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10-12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13-15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
4-6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
7-9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10-12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
13-15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

Section C: Set topics, texts and films

- In addition to the general topic areas covered in unit 1, 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

Section C: Activity 7

Unit 2 Section C (Set topics, texts and films essay)

Assess the two examples using the mark scheme extract provided and the description summary for each using **pages 24 – 34 in the delegate booklet** (with a total score of up to 30 marks, 10 marks for A01 and 5 marks for A02 and 15 marks for A03).

Section C

Mark	Content and communication (A01)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> The student has shown minimal factual knowledge of the topic, text or film. There is no relevant supporting evidence from the topic, text or film. Only superficial details in the response.
3–4	<ul style="list-style-type: none"> The student has shown some basic, generic factual knowledge of the topic, text or film. There is limited relevant supporting evidence from the topic, text or film. There is limited depth in the response.
5–6	<ul style="list-style-type: none"> The student has shown acceptable factual knowledge of the topic, text or film. There is some variety of relevant supporting evidence from the topic, text or film. There is some depth in the response.
7–8	<ul style="list-style-type: none"> The student has shown good factual knowledge of the topic, text or film. There is a good range of relevant supporting evidence from the topic, text or film. There is a good level of depth in the response.
9–10	<ul style="list-style-type: none"> The student has shown excellent factual knowledge of the topic, text or film. There is a wide range of relevant supporting evidence from the topic, text or film. There is a high level of depth in the response.

Mark	Quality of language (A02)
0	No rewardable language.
1	<ul style="list-style-type: none"> Communication is only occasionally achieved even at a basic level. Grammatical structures are basic and mostly used incorrectly. Vocabulary is often lacking or incorrect.
2	<ul style="list-style-type: none"> Communication is sometimes achieved at a basic level. The student has used mostly common structures, and these are sometimes used correctly. Vocabulary is limited in range.
3	<ul style="list-style-type: none"> Communication is achieved most of the time. Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors. Vocabulary is acceptable in range.

Mark	Quality of language (A02)
4	<ul style="list-style-type: none"> Communication is achieved almost all of the time. A good range of common grammatical structures is used correctly; some less common structures are used correctly. Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.
5	<ul style="list-style-type: none"> Communication is fluent and varied throughout. A wide range of both common and less common grammatical structures is mostly used correctly. Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.

Mark	Critical analysis (A03), Organisation and development (A02)
0	No evidence of a critical, analytical understanding of the topic, text or film.
1–3	<ul style="list-style-type: none"> (A04) A superficial description in response to the question that shows minimal engagement with the cultural topic, text or film, sufficient only to make a basic response. (A03) Limited links between ideas, leading to limited coherence throughout. (A04) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.
4–6	<ul style="list-style-type: none"> (A04) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film. (A03) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present. (A04) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.
7–9	<ul style="list-style-type: none"> (A04) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film. (A03) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present. (A04) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.
10–12	<ul style="list-style-type: none"> (A04) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film. (A03) Justified links between ideas, and coherent organisation between paragraphs is mostly present. (A04) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.
13–15	<ul style="list-style-type: none"> (A04) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film. (A03) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout. (A04) Conclusive remarks which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.

Example 1 Q6a

A01 = /10

A02 = /5

A03 = /15

Total score = /30

Example 2 Q8a

A01 = /10

A02 = /5

A03 = /15

Total score = /30

Section C: Activity 7

Unit 2 Section C (Set topics, texts and films essay)

Assess the two examples using the mark scheme extract provided and the description summary for each (with a total score of up to 30 marks, 10 marks for A01 and 5 marks for A02 and 15 marks for A03).

Section C

Mark	Content and communication (A01)
0	No rewardable material.
1-2	<ul style="list-style-type: none"> The student has shown minimal factual knowledge of the topic, text or film. There is no relevant supporting evidence from the topic, text or film. Only superficial details in the response.
3-4	<ul style="list-style-type: none"> The student has shown some basic, generic factual knowledge of the topic, text or film. There is limited relevant supporting evidence from the topic, text or film. There is limited depth in the response.
5-6	<ul style="list-style-type: none"> The student has shown acceptable factual knowledge of the topic, text or film. There is some variety of relevant supporting evidence from the topic, text or film. There is some depth in the response.
7-8	<ul style="list-style-type: none"> The student has shown good factual knowledge of the topic, text or film. There is a good range of relevant supporting evidence from the topic, text or film. There is a good level of depth in the response.
9-10	<ul style="list-style-type: none"> The student has shown excellent factual knowledge of the topic, text or film. There is a wide range of relevant supporting evidence from the topic, text or film. There is a high level of depth in the response.

Mark	Quality of language (A02)
0	No rewardable language.
1	<ul style="list-style-type: none"> Communication is only occasionally achieved even at a basic level. Grammatical structures are basic and mostly used incorrectly. Vocabulary is often lacking or incorrect.
2	<ul style="list-style-type: none"> Communication is sometimes achieved at a basic level. The student has used mostly common structures, and these are sometimes used correctly. Vocabulary is limited in range.
3	<ul style="list-style-type: none"> Communication is achieved most of the time. Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors. Vocabulary is acceptable in range.

Mark	Quality of language (A02)
4	<ul style="list-style-type: none"> Communication is achieved almost all of the time. A good range of common grammatical structures is used correctly; some less common structures are used correctly. Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.
5	<ul style="list-style-type: none"> Communication is fluent and varied throughout. A wide range of both common and less common grammatical structures is mostly used correctly. Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.

Mark	Critical analysis (A03), Organisation and development (A02)
0	No evidence of a critical, analytical understanding of the topic, text or film.
1-3	<ul style="list-style-type: none"> (A04) A superficial description in response to the question that shows minimal engagement with the cultural topic, text or film, sufficient only to make a basic response. (A03) Limited links between ideas, leading to limited coherence throughout. (A04) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.
4-6	<ul style="list-style-type: none"> (A04) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film. (A03) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present. (A04) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.
7-9	<ul style="list-style-type: none"> (A04) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film. (A03) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present. (A04) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.
10-12	<ul style="list-style-type: none"> (A04) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film. (A03) Justified links between ideas, and coherent organisation between paragraphs is mostly present. (A04) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.
13-15	<ul style="list-style-type: none"> (A04) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film. (A03) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout. (A04) Conclusive remarks which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.

Example 1 Q6a

A01 = 6/10

A02 = 3/5

A03 = 8/15

Total score = 17/30

Example 2 Q8a

A01 = 10/10

A02 = 4/5

A03 = 14/15

Total score = 28/30

Training Review

You have now completed 7 training activities in module 2 which have enabled you to:

1. Understand the Assessment Objectives for the qualification. ✓
2. Understand the question types for the qualification ✓
3. Understand the mark schemes for the qualification ✓
4. Practice using the mark schemes using exemplar student work ✓

In the final part of the training module you will learn about the support provided by Pearson around assessment and exemplars.

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

- 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.

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