

INTERNATIONAL ADVANCED LEVEL

Modern Foreign Languages

Getting Started

Pearson Edexcel International Advanced Subsidiary in French (XFR01)

Pearson Edexcel International Advanced Subsidiary in German (XGN01)

Pearson Edexcel International Advanced Subsidiary in Spanish (XSP01)

Pearson Edexcel International Advanced Level in French (YFR01)

Pearson Edexcel International Advanced Level in German (YGN01)

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For first teaching in September 2016

First examination June 2017

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Introduction

This Getting Started guide will give you an overview of the International Advanced Level (IAL) specification in **Modern Foreign Languages** (French, German and Spanish) and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

Key principles

The specification has been developed with the following key principles:

Clear Specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge. The International Advanced Subsidiary (IAS) provides progression from the International GCSE and the IA2 provides progression from the IAS.

Reflect today's global world

This IAL specification in Modern Foreign Languages (MFL) develops an understanding of current developments in languages.

Clear assessment criteria and mark schemes

The assessment criteria and mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. The wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers.

Skills for progression

The variety of content found in the examination allows students to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In addition to the relevant section in this guide, we also provide a course planner in the scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we have provided an *Oral Training Guide* (including exemplar orals and commentaries) to support Units 1 and 3 and an *Essay Guide: Topics, texts and films* to support Unit 4.

Understanding the standard – We provide Sample Assessment Materials in each subject.

Tracking learner progress – Results Plus provides the most detailed analysis available of your students' exam performance. It can help you identify topics and skills where students could benefit from further learning.

Subject Adviser support – Our Subject Advisor service and online community will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters and keep up to date with qualification developments, products and service news here:

TeachingLanguages@pearson.com
<https://twitter.com/@PearsonMFLquals>

Qualification Overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each of the examined units.

Specification overview

The IAL in Modern Foreign Languages (French, German and Spanish) is structured into 4 units with 4 externally marked examinations.

| Unit 1 | Unit 2 |
|-----------------------------------|--|
| Spoken Expression and Response | Understanding and Written Response |
| Unit 3 | Unit 4 |
| Understanding and Spoken Response | Research, Understanding and Written Response |

Assessment overview

The course will be assessed by examination only and will be externally marked by Pearson although teachers will conduct the IAS and IA2 oral examinations.

| Unit 1 | Unit 2 |
|--|--|
| External assessment: Speaking Total marks: 40 Weighting: 30.8% of the total IAS marks 15.4% of the total IAL marks Examination time: 8-10 minutes (plus 15 minutes' preparation) | External assessment: written examination Total marks: 90 Weighting: 69.2% of the total IAS raw marks 34.6% of the total IAL marks Examination time: 2 hours 30 minutes |
| Unit 3 | Unit 4 |
| External assessment: Speaking Total marks: 40 Weighting: 30.8% of the total raw IA2 marks 15.4% of the total IAL raw marks Examination time: 12 minutes | External assessment: written examination Total marks: 90 Weighting: 69.2% of the total IA2 raw marks 34.6% of the total IAL marks Examination time: 2 hours 30 minutes |

Assessment objectives

The Assessment Objectives are the same for both IAS and IAL but the weightings are different.

| | | %in IAS | %in IA2 | %in IAL |
|------------|---|------------|------------|------------|
| AO1 | Understand and respond, in speech and writing, to spoken language. | 35.2 | 30.6 | 32.9 |
| AO2 | Understand and respond, in speech and writing, to written language. | 34 | 31 | 32.5 |
| AO3 | Show knowledge of and apply accurately the grammar and syntax prescribed in the specification | 30.8 | 23 | 26.9 |
| AO4 | Respond critically to themes and ideas from selected topics, cultural texts or films. | 0 | 15.4 | 7.7 |

General topic areas

There are seven General Topic Areas (GTAs) for students to explore, four at IAS and an additional three at IA2. These GTAs should be considered as different contexts in which students can write and understand the Target Language (TL). Specialist and/or technical TL vocabulary or detailed specialist knowledge of the GTAs are not required. Students will be assessed on their knowledge of the GTAs to discuss authentic texts produced by native speakers of the TL

IAS students will explore the following General Topic Areas:

| General Topic Area | Sub topics |
|-------------------------------|--|
| Youth matters | Family relationships and friendships Peer pressure and role models Music and fashion Technology and communication |
| Lifestyle, health and fitness | Food and diet Sport and exercise Health issues Urban and rural life |
| Travel and environment | Tourism, travel and transport Natural disasters and weather Climate change and its impact Energy, pollution and recycling |
| Education and employment | Education systems and types of schooling Pupil/student life Volunteering and internships Jobs and unemployment |

IA2 students will explore the following General Topic Areas:

| General Topic Area | Sub topics |
|-------------------------------------|--|
| Youth matters | Family relationships and friendships Peer pressure and role models Music and fashion Technology and communication |
| Lifestyle, health and fitness | Food and diet Sport and exercise Health issues Urban and rural life |
| Travel and environment | Tourism, travel and transport Natural disasters and weather Climate change and its impact Energy, pollution and recycling |
| Education and employment | Education systems and types of schooling Pupil/ student life alignment Volunteering and internships Jobs and unemployment |
| Technology in the TL-speaking world | Scientific advances Technological innovations Impact on life and environment |
| Society in the TL-speaking world | Migration Equality Politics Customs |
| Ethics in the TL-speaking world | Beliefs Law and order Moral issues (e.g. euthanasia, adoption, genetic modification) |

Choice for centres

A wide range of students will choose to study a Modern Foreign Language at advanced level - not only will their learning styles vary greatly but their ability as they embark on the course may range enormously, from those with very recent International GCSE/GCSE experience to native or near-native speaker standard.

The IAL specifications in MFL have therefore been developed to offer students and teachers the maximum choice of topic areas to explore, to meet students' interests and provide opportunities for an enjoyable and engaging language learning experience.

The General Topic Areas

The General Topic Areas are designed to be wide-ranging and up-to-date, offering students opportunities to reflect their areas of interests whether in the Arts, politics or history. They will be able to use and understand a foreign language in different and appealing contexts.

Set topics, texts and films for IA2 Unit 4

IA2 Unit 4 offers students the opportunity to research an area of study which is directly linked to the culture and/or society of the TL country or community. They must choose one from the following four areas of study:

Geography

Students are required to undertake wide research of an area where the target language is spoken, and become aware of and demonstrate understanding of the following:

- key people, events and issues (e.g. demographic, environmental, economic, social, political) that have impacted or are having an impact on the area
- customs, traditions, beliefs and religions

For French Burgundy or Québec would be suitable, for German Berlin or Tyrol, for Spanish Andalucia or Lima, Peru.

History

Students are required to undertake wide research, consider and demonstrate understanding of the following:

- a specific period of history of particular relevance to the chosen country
- key people, events and issues from the period chosen

The period of history must relate to a country where the target language is spoken e.g. for French The French Revolution, for German The reunification, for Spanish The Spanish Civil War.

Literature and films

Students are required to undertake in-depth study of one of the set texts or films. They would need to consider and demonstrate understanding of the following:

- different characters
- key themes/issues
- social and cultural setting
- styles/techniques employed

Set texts and films must be chosen from the following lists:

French

Literature

Molière: Le Bourgeois Gentilhomme
 Anouilh: L'Alouette
 Etcherelli: Élise ou la vraie vie
 Guène: Kiffe Kiffe demain
 Condé: Le cœur à rire et à pleurer

Films

Wargnier: Indochine
 Falardeau: Monsieur Lazhar
 Truffaut: Jules et Jim
 Berri: Jean de Florette and Manon des Sources
 Malle: Lacombe Lucien

German

Literature

Brecht: Der aufhaltsame Aufstieg des Arturo Ui
 Dürrenmatt: Der Besuch der alten Dame
 Hensel: Zonenkinder
 Lenz: Fundbüro
 Ossowski: Stern Ohne Himmel

Films

Heidelbach: Berlin 36
 Petzold: Barbara
 Ruzowitzky: Die Fälscher
 Samderell: Almanya, Willkommen in Deutschland
 Weingartner: Die fetten Jahren sind vorbei

Spanish

Literature

Esquivel: Como agua para chocolate
 Delibes: El príncipe destronado
 Isabel Allende: Inés del alma mía
 Fernando Fernán-Gómez: Las bicicletas son para el verano
 Federico García Lorca: Yerma

Films

Guillermo del Toro: El laberinto del fauno
 Emilio Martínez-Lázaro: Ocho apellidos vascos
 Andrés Wood: Machuca
 Joshua Marston: María, llena eres de gracia
 Icíar Bollaín: También la lluvia

Assessment guidance

| Unit 1: Spoken Expression and Response | Unit code: WFR01/01 (French) WGN01/01 (German) WSP01/01 (Spanish) |
|---|--|
| Externally assessed (Teacher-Examiner conducted) Availability: January and June First assessment: June 2017 | |
| Content summary | |
| <p>This unit rewards students for their ability to converse in the TL on a general topic area (GTA) they have chosen in advance. Students will need to demonstrate that they can engage in a discussion in the TL which relates to a chosen GTA and allied subtopics.</p> | |
| <p>Students will be expected to give relevant and appropriate information, convey opinions, interact and respond to a range of questions. They must choose two of the following GTAs:</p> | |
| <ul style="list-style-type: none">■ Youth matters■ Lifestyle, health and fitness■ Environment and travel■ Education and employment. | |
| <p>Students will then be examined on one of their two chosen GTAs, which they will be informed of on the day of the examination.</p> | |
| Assessment | |
| <p>The assessment for this unit has two sections:</p> | |
| <p>Section A requires students to respond to four Pearson-set questions on a stimulus related to the student's chosen General Topic Area (GTA). Students will have 15 minutes to prepare for this section, during which they can make notes (maximum of one side of A4 paper) which they may refer to during their discussion.</p> | |
| <p>Section B requires the teacher/examiner (TE) to engage the student in a discussion based on the same GTA given on the stimulus card, but which moves away from the main focus and sub-topic(s) presented on the stimulus card.</p> | |
| <p>The TE should then move the discussion on after two minutes to discuss a different sub-topic in the same General Topic Area as the stimulus card.</p> | |
| <p>The test time should be divided equally between sections A and B. However, if students complete the answers to the questions in Section A in less than four minutes, the TE should ensure the discussion in Section B is extended in order that the total test time is at least eight minutes.</p> | |
| <p>Excess candidate material (i.e. longer than ten minutes) will not be assessed.</p> | |
| <p>Please refer to the Oral Training Guide for further details.</p> | |

| | |
|--|--|
| Unit 2: Understanding and Written Response | Unit code: WFR02/01 (French) WGN02/01 (German) WSP02/01 (Spanish) |
| Externally assessed Availability: January and June First assessment: June 2017 | |
| Content summary | |
| This unit consists of three sections: | |
| Section A: Listening Section B: Reading and Grammar Section C: Essay | |
| <p>Students are required to convey their understanding of the spoken and written TL through a series of listening and reading tasks. They also need to draw on their knowledge of the language, grammar and lexis in selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate the TL in continuous writing. Students will be expected to recognise and use the target language in a variety of contexts and in relation to the following general topic areas:</p> <ul style="list-style-type: none"> ■ Youth culture and concerns ■ Lifestyle, health and fitness ■ Environment and travel ■ Education and employment | |
| Assessment | |
| The assessment for this unit has three sections. | |
| Section A: Listening (20 marks) Students will be required to listen to a range of authentic recorded TL material and to retrieve and convey information given in the recording by responding to a range of TL questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in the target language. | |
| Section B: Reading and Grammar (30 marks) Students will be required to read authentic TL printed materials and to retrieve and convey information by responding to a range of test types in the target language. The questions will elicit non-verbal responses and TL answers. Questions are linked to a range of reading comprehension exercises. Students will also need to understand and manipulate grammatical structures in the TL by selecting the most appropriate word form to fit a gap and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word. | |
| Section C: Essay (40 marks) Students will write a 240–280 word essay in the TL, in response to a short TL stimulus and four related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the language produced. Students will have individual control over the pace of this examination, including the listening element. However, for practical reasons, they must start the listening section first and must complete this within the first 45 minutes. A CD recording will be provided for each student with the examination paper. Student access to equipment that permits individual listening (e.g. portable CD player with headphones) is required. | |

| | |
|---|--|
| Unit 3: Understanding and Spoken Response | Unit code: WFR03/01 (French) WGN03/01 (German) WSP03/01 (Spanish) |
| Externally assessed (Teacher-Examiner conducted) Availability: January and June First assessment: June 2018 | |
| Content summary | |
| This unit consists of two sections. | |
| Section A (debate) | |
| Students choose an issue on any subject of interest to them. The chosen issue may relate to the TL culture if the student so chooses but it does not have to relate to any of the general topic areas. The chosen issue must not be based on the topics, literary work or film studied for Unit 4 but may focus on a wider exploration of the author or film maker of those works studied. | |
| Students must adopt a clear stance on their chosen issue e.g. <i>I am in favour of renewable Energy sources</i> . The TE must adopt the opposing stance to the student. | |
| Section B (further issues) | |
| The TE will initiate a discussion on at least two further issues which students must not know in advance. These are unpredictable parts of the test. | |
| These unpredictable issues must be linked to the seven general topic areas and may also relate to the TL culture if appropriate. | |
| Students will not be required to demonstrate very detailed or specialised knowledge in the follow-on discussions of these unpredictable issues. | |
| Assessment | |
| The assessment for this unit has two sections: | |
| Section A: | |
| Students will outline their chosen issue for about one minute, adopting a definite stance towards the issue. | |
| They should then defend and justify their opinions for up to four minutes. | |
| Students are assessed on the breadth and depth of their research. They should therefore mention any written sources they have accessed e.g. newspaper and magazine articles, online written sources, journals, literary texts. | |
| In addition, they may refer to other authentic sources they have used in their research e.g. films, television, radio, online audio-visual material and interviews. | |
| Section B: | |
| The TE initiates a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. These issues may or may not relate to the chosen issue but will not require specialised factual knowledge and do not have to relate to TL culture. | |
| Section A should last five minutes and Section B should last six to eight minutes. | |
| However, if the debate in Section A lasts for less than four minutes, the TE should ensure the discussions in Section B are extended in order that the total test time is at least 11 minutes. | |
| Excess candidate material (i.e. longer than 13 minutes) will not be assessed. | |
| Please refer to the Oral Training Guide for further details. | |

| | |
|--|---|
| Unit 4: Research, Understanding and Written Response | Unit code WFR04/01 (French) WGN04/01 (German) WSP04/01 (Spanish) |
| Externally assessed Availability: January and June First assessment: June 2018 | |
| Content summary | |
| This unit consists of three sections: | |
| Section A: Listening | |
| Section B: Reading and Grammar | |
| Section C: Essay | |
| Students are required to convey their understanding of the spoken and written TL through a series of listening and reading tasks. They also need to draw on their knowledge of TL, grammar and lexis in selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate the TL in continuous writing. | |
| Students will be expected to recognise and use the target language in a variety of contexts and in relation to the following general topic areas: | |
| <ul style="list-style-type: none"> ■ Youth culture and concerns ■ Lifestyle, health and fitness ■ Environment and travel ■ Education and employment ■ Technology in the TL-speaking world ■ Society in the TL-speaking world ■ Ethics in the TL-speaking world | |
| Students will be expected to research one of the set topics (Geography, History) or one work from the set literature list or one film from the list set. | |
| Assessment | |
| The assessment for this unit has three sections that total 90 marks. | |
| Section A: Listening (20 marks) | |
| Students will be required to listen to a range of authentic recorded TL material and to retrieve and convey information given in the recording by responding to a range of TL questions. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in the target language. | |
| Section B: Reading and Grammar (30 marks) | |
| Students will be required to read authentic TL printed materials and to retrieve and convey information by responding to a range of test types in the TL. The questions will elicit non-verbal responses and TL answers.. | |
| Students will also need to understand and manipulate grammatical structures in the target language by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise from the section and reforming the sentence around a given word. | |
| Section C: Essay (40 marks) | |
| Students must answer one question in the target language, which relates to a topic or a text/film chosen from the prescribed list. A choice of two questions will be offered for each of the prescribed topics and texts/films. Students should write 300-400 words. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the language produced. | |
| Students will have individual control over the pace of this examination, including the listening element. However, for practical reasons, they must start the listening section first and must complete this within the first 45 minutes. | |
| A CD recording will be provided for each student with the examination paper. Student access to equipment that permits individual listening (e.g. portable CD player with headphones) is required. | |

Progression from International GCSE/GCSE

Students can sometimes find the transition from International GCSE/GCSE to IAS (and IAL) demanding, as they move from a transactional use of the target language to functioning with confidence within a more abstract and conceptual use of language.

In particular, they need to develop confidence in:

- producing more extended and complex responses in both speaking and writing
- dealing with the unexpected in speech
- converting receptive knowledge into productive language
- using language outside controlled situations
- using grammatical terminology and manipulating language accurately

Recommendations to help students achieve a smoother transition:

- Revise carefully all the vocabulary and grammar requirements for IGCSE/GCSE
- Increase vocabulary, adding abstract words and phrases to the more concrete vocabulary already learnt for IGCSE/GCSE
- Practise applying previously learned structures and vocabulary to new situations
- Try to avoid Anglicism by exploring in greater depth the idiom of the target language.
- Become immersed in the target language and its culture by subscribing to newspapers and magazines; watch television programmes, films and DVDs; listen to radio broadcasts; and explore the internet for appropriate materials in the target language
- Use the language assistant for intensive practice
- Learn to argue a case – if necessary, and at an early stage, develop ideas and arguments in students' mother tongue if this is too difficult. These skills can then be transferred into discussion in the target language
- Learn to structure a piece of written work appropriately, whether a letter, an e-mail, an argument, a report or a piece of research.
- Explore and develop further an understanding of the culture, society and heritage of one or more countries in which the target language is used
- Understand and apply the grammatical system and a range of structures as listed in the IAS/IAL specification
- Ensure that any self-study time is closely directed at first, keeping a log of independent reading and listening.

Planning

Planning and delivering modular IAS and IAL Courses in MFL

The IAL in MFL qualification is modular, with assessments available in January and June. The first unit availability and awards are as detailed in the grid below:

| Unit | June 2017 | January 2018 | June 2018 |
|------------|-----------|--------------|-----------|
| 1 | • | • | • |
| 2 | • | • | • |
| 3 | X | • | • |
| 4 | X | X | • |
| IAS award | • | • | • |
| IALS award | X | X | • |

The oral units 1 and 3 will be conducted by teachers/examiners (TEs) in prescribed assessment windows. There will be one assessment window in November/December and one in April/May each year. Dates for the assessment period will be confirmed at the start of each academic year, please ensure that you check and confirm this with the assessment team. The oral examinations must be undertaken on one day only, unless your centre has a large cohort, in which case it is possible to undertake them on consecutive days. A typical maximum norm would be 15 students per teacher per day.

Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on a USB or CD.

Possible Models for Unit 4 Section C: Topics, texts and films:

- All candidates study the same literary text for the essay in Unit 4. Intensive reading of the text in class is followed by appropriate discussion and written work. Students engage in independent research and further study.
- In consultation with the teacher, each student chooses a geographical or historical topic which may involve the use of skills and knowledge acquired in other IAL subjects (especially Geography, History and Economics) as well as those gained from the MFL course. Alternatively, they could choose to study a TL book, play or film in depth.

Students can choose topics to study based on their own interest, for example:

- Business-minded students could choose a business topic for Unit 3.
- Students interested in a career working for international organisations or in the travel industry might choose to discuss a related issue in Unit 3 and then undertake research into a TL country region in Unit 4.
- Students interested in a career in media might choose a media topic for Unit 3, then undertake an in-depth study of a significant TL film in Unit 4.

Course Planner

This section contains a suggested course planner for each of the units in this specification. It is not prescriptive but it may be useful when working through the specification for the first time.

A more detailed Scheme of work is provided as additional support for teaching this specification.

Unit 1: Spoken Expression and Response

Skills:

- use the TL accurately to express facts and ideas, and to present explanations, opinions and information in speech
- understand and apply the grammatical system and a range of structures of the TL as detailed in Grammar list in the specification
- read and respond in speech to a TL written text (this will be from an authentic source, and will cover a variety of contexts, registers, styles and genres)
- understand some aspects of the contemporary society, cultural background and heritage of one or more of the TL countries or communities

General Topic Areas:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment.

NB: The GTAs may be covered in any order

| | |
|---------------|---|
| Term 1 | <ul style="list-style-type: none">Cover 2 GTAsStart 3rd GTAUsing a monolingual dictionaryLearning and recording vocabularyPronunciationPronunciation of more difficult soundsRevision of grammar structures from IGCSEIntroducing and practising new grammar structuresUnderstanding and interpreting statisticsExpressing opinionsStructuring an oral presentationSpeaking from notes |
| Term 2 | <ul style="list-style-type: none">Complete 3rd GTACover 4th GTARevision of vocabularyStrategies for extending vocabularyContinued pronunciation practiceRevision of grammar structuresChoose two GTAs for the oral examPractice oral |
| Term 3 | <ul style="list-style-type: none">Checking students have understood, learned and practised all the grammatical structures laid down in the <i>Grammar lists</i>.Last-minute revision of GTAs, and vocabularyPractice oralAS Oral exam |

Unit 2: Understanding and Written Response

| Topics | Time (approx hours) |
|---|---------------------|
| <ul style="list-style-type: none"> • Youth matters • Lifestyle, health and fitness • Environment and travel • Education and employment <p>NB: The topics may be covered in any order</p> | |
| Term 1 <ul style="list-style-type: none"> • Cover 2 GTAs • Start 3rd GTA • Using a bilingual dictionary • Learning and recording vocabulary • Writing a brief description • Expressing opinions • Reading for gist • Taking notes in own language and in the target language when listening • Adapting a text • Revision of grammar structures from IGCSE • Introducing and practising new grammar structures | 50 |
| Term 2 <ul style="list-style-type: none"> • Complete 3rd GTA • Cover 4th GTA • Writing a newspaper report or email • Structuring a written response • Checking and correcting written work • Strategies for extending vocabulary • Revision of vocabulary • Revision of grammar structures • Practice of cloze text grammar exercise | 50 |
| Term 3 <ul style="list-style-type: none"> • Checking students have understood, learned and practised all the grammatical structures laid down in the <i>Grammar lists</i>. • Examination practice • Past papers • Revision of tenses • Recognition of more difficult structures • Last-minute revision of GTAs, and vocabulary | 15 |
| Total teaching time (hours) | 115 |

Unit 3: Understanding and Spoken Response

Skills:

- use the TL to present viewpoints, develop arguments, analyse and evaluate in speech
- understand and apply the grammatical system and a range of structures in the TL as detailed in Grammar list in the specification
- research and respond in speech to TL written sources e.g. newspaper and magazine articles, online written sources, journals, literary texts
- research and respond in speech to other authentic sources e.g. films, television, radio, online audio-visual material and interviews
- study aspects of the contemporary society, cultural background and heritage of one or more of the TL countries or communities

General Topic Areas:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the TL-speaking world
- Society in the TL-speaking world
- Ethics in the TL-speaking world

NB: The GTAs may be covered in any order

| | |
|---------------|---|
| Term 1 | <ul style="list-style-type: none">Cover 2 IA2 GTAsStart 3rd IA2 GTARevision of structures and vocabulary learned at IASFurther development of grammar, syntax and vocabulary at IALStructuring a debateDevelopment of the skills of debate and reasoned discussionBuild up a bank of useful phrases and idioms in the language of debate and discussion |
| Term 2 | <ul style="list-style-type: none">Complete 3rd IA2 GTARevise IAS GTAs at IA2 levelSelection of issue for Unit 3Independent research into the issue for debateFurther development and enhancement of all skillsEnsuring grammatical structures in the <i>Grammar list</i> understood, learned and practisedPractice debates and discussions |
| Term 3 | <ul style="list-style-type: none">Revision of all 7 GTAsRevision of vocabulary and language of debate and discussionRevision of grammar structuresPractice oralRevision for resits of IAS Units (if applicable)IA2 oral exam |

Unit 4: Research, Understanding and Written Response

| Topics | Time (approx hours) |
|--|--|
| <ul style="list-style-type: none"> • Youth culture and concerns • Lifestyle, health and fitness • Environment and travel • Education and employment • Technology in the TL-speaking world • Society in the TL-speaking world • Ethics in the TL-speaking world • One set topic, text or film | |
| Term 1 | <ul style="list-style-type: none"> • Cover 2 IA2 GTAs • Start 3rd IA2 GTA • Revision of structures and vocabulary learned at IAS • Further development of grammar, syntax and lexis at IA2 • Continue to build up a bank of useful phrases and idioms • Choice of topic, text or film from set list • Initial in-depth study of topic/literary text /film |
| Term 2 | <ul style="list-style-type: none"> • Complete 3rd IA2 GTA • Revise IAS GTAs at IA2 level • Examination practice • Past papers • Ensure that the grammatical structures laid down in the IA2 grammar lists have been understood, learned and practised • Individual research into chosen topic/literary text/film |
| Term 3 | <ul style="list-style-type: none"> • Revision of all 7 GTAs • Revision of vocabulary and grammatical structures • Examination practice • Past papers |
| Total teaching time (hours) | 120 |

Command words

The following command words will be used consistently across assessments on IAS and IAL papers. Students are therefore advised to familiarize themselves with relevant commands in the appropriate TL. However, examiners may use other command words if appropriate and therefore this list should not be regarded as exhaustive.

French

Analysez

Choisissez

Citez

Cochez la bonne réponse, en vous basant uniquement sur les informations données dans le passage.

Comparez

Décrivez

Donnez deux détails/raisons

Écoutez le passage

Écrivez

Écrivez la forme correcte des mots entre parenthèses.

Évaluez

Examinez

Expliquez votre réponse

Justifiez votre réponse

Lisez attentivement le texte

Lisez le passage suivant

Parmi les réponses proposées, cochez la bonne

Préparez-vous à répondre aux questions en utilisant vos propres termes

Répondez à toutes les questions

Répondez en français aux questions suivantes, en utilisant le plus possible vos propres mots

Sélectionnez une question

German

Analysieren Sie

Beantworten Sie die folgenden Fragen auf Deutsch.

Beantworten Sie alle Fragen

Begründen Sie

Benutzen Sie möglichst Ihre eigenen Worte

Beschreiben Sie

Beurteilen Sie

Ergänzen Sie die Sätze mit Wörtern aus der Wortkiste, sodass sie dem Text entsprechen

Erklären Sie

Geben Sie zwei Details

Kreuzen Sie die jeweils richtige Antwort an

Lesen Sie den Text sorgfältig durch

Nennen Sie

Rechtfertigen Sie

Schreiben Sie für jeden Satz(teil) unten einen neuen Satz(teil), der mit den Worten in Klammern anfängt

Setzen Sie die richtige Form des Wortes in Klammern ein

Untersuchen Sie

Vergleichen Sie

Wählen Sie

Spanish

Analiza

Completa las frases con las palabras correctas

Completa las frases con la forma adecuada del verbo en paréntesis

Contesta todas las preguntas

Da dos ideas

Elija una pregunta

Escribe la forma correcta de la palabra entre paréntesis

Escucha

Explica

Justifica tu respuesta

Lea el texto con atención

Pon una equis en la respuesta seleccionada

Prepare las preguntas con sus propias palabras

Student guide

Why study the Pearson Edexcel IAL in Modern Foreign Languages?

This course will try to give you the skills and understanding to:

- be an effective communicator
- speak and write the language in a range of different situations and for different purposes
- use the language to express facts and ideas
- use the language to present explanations, opinions and information.

What do I need to know, or be able to do, before taking this course?

This is an advanced level course in French, German or Spanish so you are expected to have already undertaken some study of the language you have chosen. Most students who take this course will have completed the International GCSE/GCSE course usually at grade C or above or CEFR A2 or an equivalent qualification.

You will be interested in different cultures and keen to use a different language to understand and to communicate your own ideas and opinions to others on different topics and issues.

You will enjoy reading, speaking, writing and listening. You will need to acquire an increased knowledge and understanding of language structures in your chosen language and show that you can apply these effectively when speaking or writing in the language.

What will I learn?

During this course you will read and listen to authentic target language materials and will study aspects of the contemporary society, cultural background and heritage of a country where the language is spoken.

You will have opportunities to develop your understanding and awareness of spiritual, moral, ethical, environmental, health and global issues.

You will extend and develop your knowledge of the grammar and vocabulary of the target language and will use this to speak, write, read and listen to the language.

At IA2 you will also learn how to develop an argument and to analyse and evaluate, in speech and in writing.

All these skills will be practised using material based on the General Topic Areas detailed below:

- Youth Matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the target language speaking world
- Society in the target language speaking world
- Ethics in the target language speaking world

Is this the right course for me?

This course is suitable for you if you:

- enjoy language learning
- enjoy learning about other cultures
- want to communicate with speakers of a foreign language
- want to use a language for further study (e.g. at university)
- want to work abroad
- want to work with companies with international links
- want to broaden an otherwise narrow choice of IAS subjects
- want to develop opinions about current issues (e.g. climate change, immigration)

How will I be assessed?

This qualification will test you in four skills of listening, speaking, reading and writing. For IAS you will sit 2 examinations: Units 1 and 2 and for the IAL you will sit 4 examinations: Units 1, 2, 3 and 4. The IAS result can contribute to the full IAL result.

Unit 1: Spoken Expression and Response

Content summary

For this unit you will choose two of the IAS General Topic Areas in advance of the oral exam and practise speaking about them. Fifteen minutes before the oral exam itself you will be given a stimulus card (a picture and short text in the target language) which relates to one of your chosen General Topic Areas. You will then answer questions on the stimulus and the broader issues that arise from it. The test will last between 8 and 10 minutes and will be conducted by your teacher.

Unit 2: Understanding and Written Response

Content summary

Section A: Listening

For this section you will listen to a range of authentic recorded target language material and then answer a range of target language questions. You will need to show understanding of both the general sense and specific details conveyed. The questions will either be multiple-choice or require short answers in the target language.

Section B: Reading and Grammar

For this section you will read authentic TL texts and then answer a range of TL questions. The questions will either be multiple-choice or require short answers in the target language. You will also need to understand and manipulate grammatical structures by selecting the most appropriate word form to fit a gap.

Section C: Essay

For this section you will write a 240-280 word essay in the target language, in response to a short TL stimulus and four related bullet points.

Unit 3: Understanding and Spoken Response

Content summary

The IAL speaking exam lasts between 11-13 minutes. In advance of the exam you will choose an issue which interests you and do some research on it. This issue should be one on which you have a definite point of view (e.g. being for or against nuclear power). Your chosen issue may relate to the TL culture if you wish, but it does not have to relate to any of the IAL General Topic Areas. Your issue **must not** be based on the topics, literary work or film you have studied for Unit 4 but you may focus on a wider exploration of the author or film-maker.

In the exam you will have about one minute to outline your issue and your point of view. Then the examiner (your teacher) will begin a debate with you on your issue – your teacher will adopt the opposite standpoint to you. You should defend and justify your point of view. You should refer to any written sources you have accessed such as newspaper and magazine articles, online written sources, journals, literary texts. You may also refer to any other authentic sources you have used in your research e.g. films, television, radio, online audio-visual material and interviews. This section lasts around 5 minutes.

Then your teacher will start a discussion on at least two other issues/topics, which you have not researched before the exam. These issues will be linked to the seven IAL General Topic Areas and may also relate to the TL culture if appropriate. You will not be expected to have specialised knowledge of these, but you should be able to speak sensibly about them. This section will last about 6 – 8 minutes.

Unit 4: Research, Understanding and Written Response**Content summary****Section A: Listening**

For this section you will listen to a range of authentic recorded target-language material and then answer a range of TL questions. You will need to show understanding of both the general sense and specific details conveyed. The questions will either be multiple-choice or require short answers in the target language.

Section B: Reading and Grammar

For this section you will read authentic TL texts and then answer a range of TL questions. The questions will either be multiple-choice or require short answers in the target language. You will also need to show you understand grammatical structures by reformulating sentences using prescribed grammatical constructions.

Section C: Essay

For this section you will answer one question in the target language that relates to a topic, a text or a film chosen from the prescribed list of set topics, texts and films. A choice of two questions will be offered for each of the prescribed topics, texts and films and you should write 300-400 words.

What can I do after I've completed the course?

With an IAS you can:

- move on to study the IA2 course
- communicate with people from other countries
- work in a country where the language is spoken
- work for a company with international links
- have more fun when travelling abroad

With an IAL you can:

- apply to university to study the language
- study this language and take up a second language at university
- combine a language with another subject (e.g. business) at university
- communicate with people from other countries
- work in a country where the language is spoken
- work for a company with international links
- have more fun when travelling abroad

Throughout the course you will also be practising transferable skills e.g. problem-solving, critical thinking and communication, which will help you both personally and professionally.

Next step

If you are interested, contact your teacher. Check the International A level web page:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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