

Edexcel International AS/A Level

IAL French, German,
and Spanish

Event code: YFR01-20IO1

First teaching in 2018, first assessment 2019



Aims and objectives

- To identify how the Pearson International AS and A level qualifications are devised
- To review the content of the qualification
- To explore how to plan the course and/or lessons
- To understand the assessment of the qualification and how to prepare students
- To identify the support available from Pearson
- To network and share ideas with other teachers



Session agenda

12:00 – 12:15	Introduction
12:15 – 12:40	Structure and content of the examination
12:40 – 12:00	Planning the course and lessons
13:00 – 13:05	Break
13:05 – 13:35	Assessment
13:35 – 13:50	Support for teachers
13:50 – 14:00	Questions and sharing ideas



Poll

Have you prepared students for Pearson qualifications in the past?

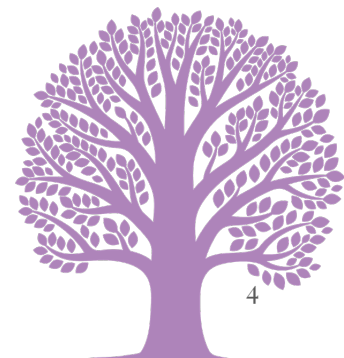
Please answer **Yes** or **No**

On a scale of 1–10:

1 = not at all familiar

10 = very familiar

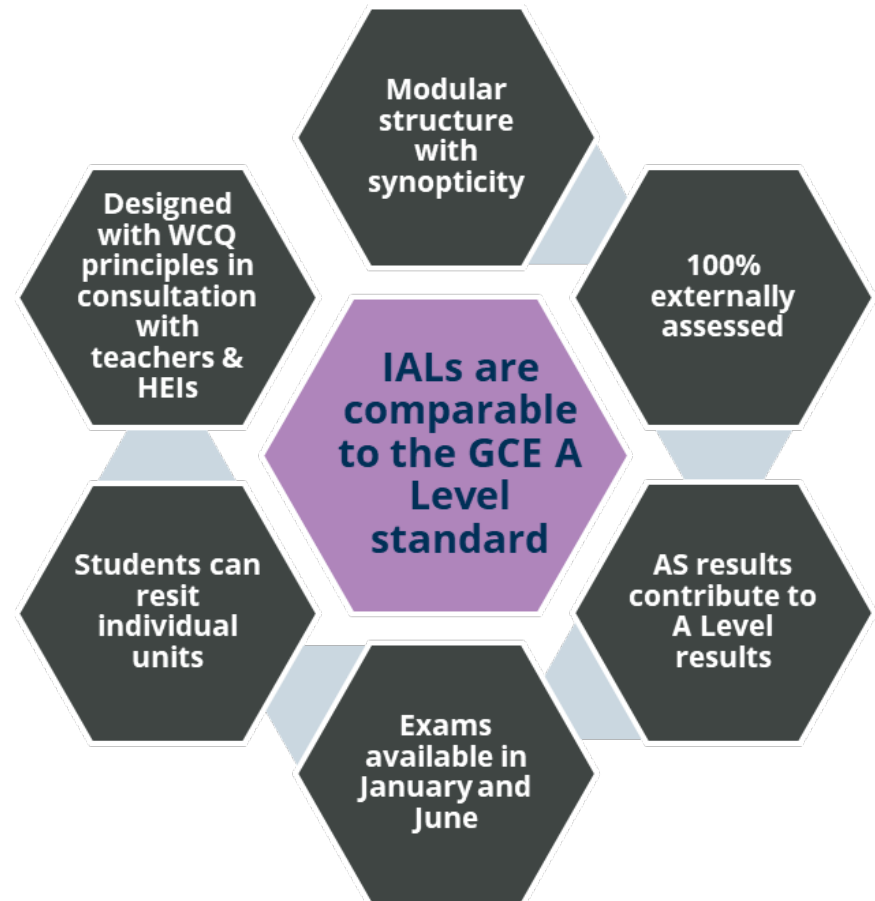
How familiar are you with the Pearson Edexcel International A level (IAL) qualification in French/German/Spanish?



IAL Key features

International Advanced Subsidiary and International Advanced Level qualifications are created for International Students.

They are globally recognised for progression to undergraduate studies, further education or work.



IAS & IAL subjects

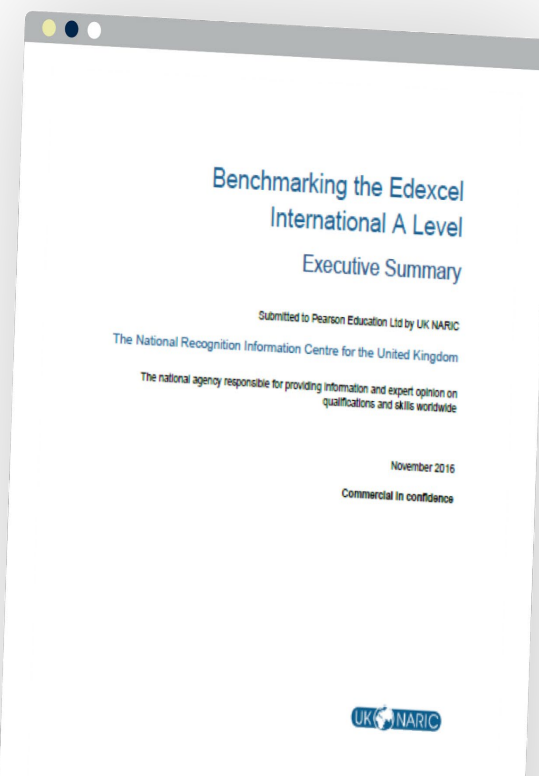
Biology	Chemistry	Physics	Mathematics	Further Mathematics
Pure Mathematics	Information Technology	Business	Economics	Accounting
English Language	English Literature	History	Geography	Psychology
Arabic	French	German	Greek	Spanish
		Law (IAL only)		



NARIC report on IAL comparability

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

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



French, German and Spanish Subject features

Reviewed and updated in light of GCE A level changes

Developed to Pearson's world-class qualifications standards

Develops cognitive skills in problem solving and critical thinking

Relevant and engaging content

Transferable Skills embedded

Enables successful progression to undergraduate courses

Dedicated online resource pack

Support and training from Pearson



Specification structure

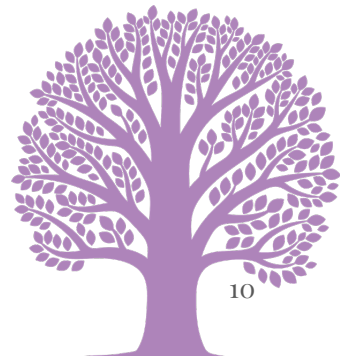
- **Unit 1** **International AS Speaking**
- **Unit 2** **International AS Listening, Reading, Writing**
- **Unit 3** **International A level Speaking**
- **Unit 4** **International A level Listening, Reading, Writing**



IAS (Units 1 & 2)

Four General Topic Areas (GTA):

1. Youth Matters
2. Lifestyle, Health and Fitness
3. Environment and Travel
4. Education and Employment



AS General Topic Areas and subtopics

GTA 1: Youth Matters

Family relationships and friendships
Peer pressure and role models
Music and fashion
Technology and communication

GTA 2: Lifestyle, Health and Fitness

Food and diet
Sport and exercise
Health issues
Urban and rural life

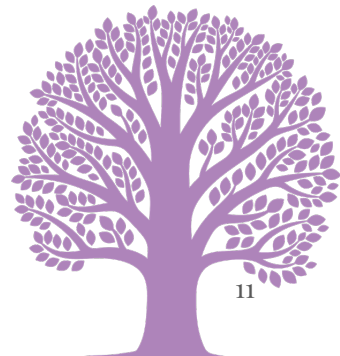
GTA 3: Environment and Travel

Tourism, travel and transport

Natural disasters and weather
Climate change and its impact
Energy, pollution and recycling

GTA 4: Education and Employment

Education systems, types of schooling
Pupil/Student life
Volunteering and internships
Jobs and unemployment



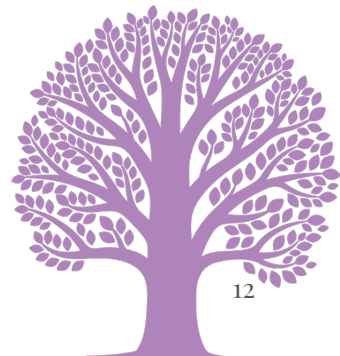
Unit 1 – IAS speaking test (10 mins)

SECTION A

- The teacher/examiner asks the candidate four set questions based on the text on the stimulus card

SECTION B

- Discussion of the same GTA
- Discussion moves away from the main focus of the stimulus card to cover other subtopics of the GTA



Unit 2 – IAS listening, reading and writing test (2 hours 30 minutes)

SECTION A

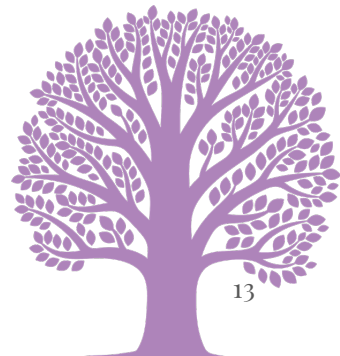
- Listening comprehension

SECTION B

- Reading comprehension and grammar

SECTION C

- Writing



A level General Topic Areas and subtopics

GTA 5: Technology in the French/German/Spanish-speaking world

Scientific advances

Technological innovations

Impact on life and environment

GTA 6: Society in the French/German/Spanish-speaking world

Migration

Equality

Politics

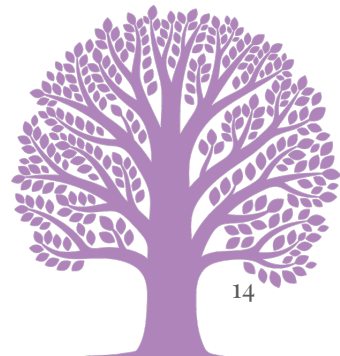
Customs

GTA 7: Ethics in the French/German/Spanish-speaking world

Beliefs

Law and order

Moral issues (e.g. euthanasia, adoption, genetic modification)



IA2 General Topic Areas and subtopics

GTA 5: Technology in the target language-speaking world

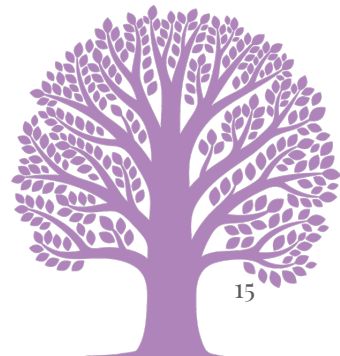
- Scientific advances
- Technological innovations
- Impact on life and environment

GTA 6: Society in the target language-speaking world

- Migration
- Equality
- Politics
- Customs

GTA 7: Ethics in the target language-speaking world

- Beliefs
- Law and order
- Moral issues (e.g. euthanasia, adoption, genetic modification)



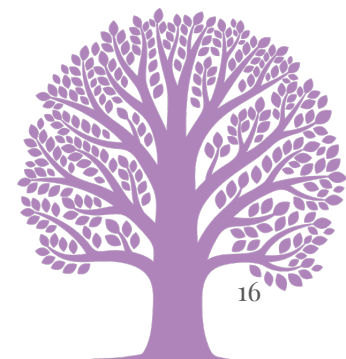
Unit 3 – IA2 speaking test (11–13 minutes)

SECTION A

- Presentation and debate of an issue chosen by the student

SECTION B

- Discussion of at least two further issues



Unit 4 – A level listening, reading and writing test (2 hours 30 minutes)

SECTION A

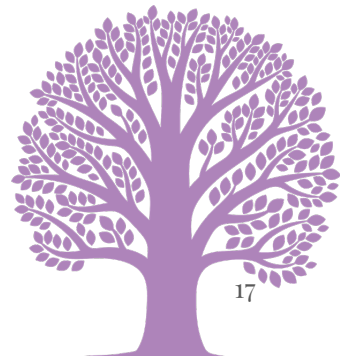
- Listening comprehension

SECTION B

- Reading comprehension and grammar

SECTION C

- Writing on a topic, text or film from the prescribed list



Any questions so far?

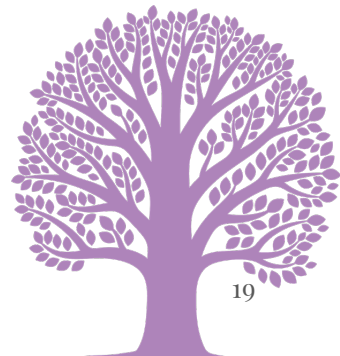


IAL MFL Planning the course

Essential documents:

- IAL French / German / Spanish Specification
- IAL French / German / Spanish Scheme of Work
- Both available to download from the materials box on site of this presentation and from:

<https://qualifications.pearson.com/>



Choice of set topic, literary text or film

Consider:

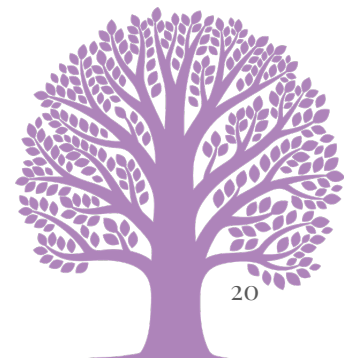
- Will you choose for the students, or will they be involved in making the decision?
- The availability of support material for the topic, text or film
- Personal interest/preference

Ensure:

- Sufficient time in the Scheme of Work for studying the topic, text or film

Consult:

- Specification
- Past papers, mark schemes and Examiner's reports



Planning lessons

Consider:

- Balance across the four skills (listening, speaking, reading and writing)
- Mix of teacher-centred and student-centred activities
- Balance across topic-based work and work on grammar/linguistic structures
- Can teaching of structures be incorporated into the study of a topic?



Any questions or ideas?



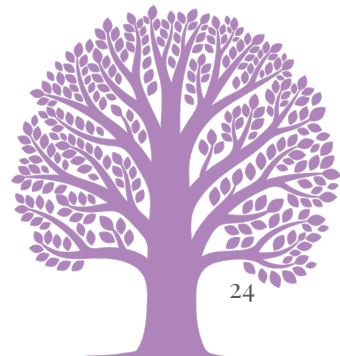
5 minute break



Assessment

All units are marked externally by Pearson.

- Mark grids (Units 1 and 3, Section C of Units 2 and 4)
- Mark schemes (Section A, Listening comprehension, and Section B, Reading comprehension, of Units 2 and 4)
- Examiner's reports

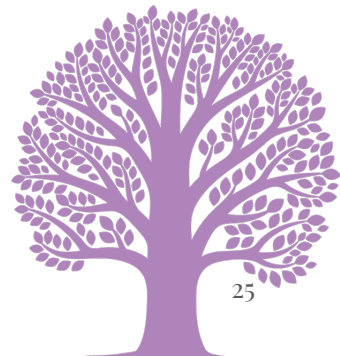


Assessment

Mark grid – example:

IAS speaking (Unit 1), Quality of language (Range of lexis) (AO3)

0	No rewardable material.
1	Very basic lexis; minimal command of structure.
2	Lexis restricted; operates generally in simple sentences.
3	Adequate range of lexis; limited range of structures.
4	Good range of lexis with some examples of more complex structures.
5	Wide range of lexis and good variety of complex structures with only occasional limitation.



Indicative content – example:

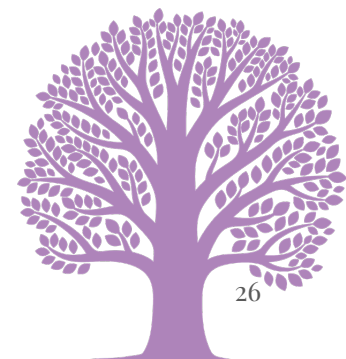
IAL Unit 4 Section C (essay on a film)

Film (Truffaut – *Jules et Jim*)

Title (translated): ‘Describe the place where Catherine and Jules live in Austria. Evaluate the impact of this place on the two characters.’

Extract from indicative content (translated):

- Jules and Catherine go to live in a chalet in the Austrian countryside. Jim joins them after the war.
- Life in the countryside seems to have a positive effect on the characters; Catherine and Jules seem to live a happy family life with their daughter.
- Jules goes back to writing.
- It is a contrast with the fast pace of life in Paris.
- etc. etc.



Assessment

Mark scheme – example: IAS reading (Unit 2 Section B)

Question Number	Answer	Accept	Reject	Mark
6 (a)	Première ville à proposer les transports gratuits.	La ville a proposé les transports gratuits.		1
6 (b)	Les gens utilisaient rarement les transports.		Peu de gens utilisaient les transports.	1
6 (c)	Ça n'apportait pas de revenus à la ville.	Il n'apportait aucun bénéfice financier.	Ça n'apportait pas de revenus à notre ville.	1
6 (d)	<p>Pas besoin de faire la queue aux guichets. (1)</p> <p>AND</p> <p>Pas de contrôles (dans les bus). (1)</p>	<p>Vous ne perdez pas de temps à faire la queue aux guichets.</p> <p>Vous n'êtes pas contrôlé.</p>		2



Advice to teachers

- Read the specification and Examiner's reports
- Share the mark grids / schemes with students
- Make sure students practise past paper questions in timed, exam conditions
- Make sure students practise having control of the listening material
- Tell students to write legibly
- Tell students to read the instructions for each question carefully



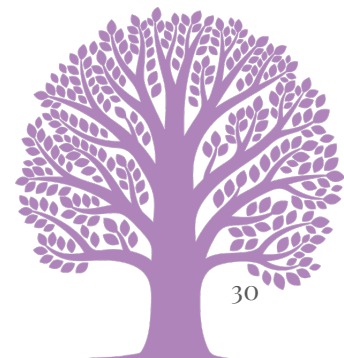
Any questions?



Support for teachers (1)

- ‘Getting started’ guide for IAL French, German, Spanish
- Subject guide for IAL French, German, Spanish
- Specification for IAL French, German, Spanish
- Model Schemes of Work
- Essay guide

Available on <https://qualifications.pearson.com>



Support for teachers (2)

- Sample assessment material
- Past exam papers (including mark schemes, audio files for the listening components)
- Examiner's reports
- Marked examples of students' work



Support for teachers (3)

Available on <https://qualifications.pearson.com>

- Admin support guide
- Oral training guide
- Exam dates (including the 'window' for conducting the speaking tests)
- Training courses:

<https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>



Subject Advisor for Language qualifications



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Please join the Languages community:
<https://support.pearson.com/uk/s/groups>

Contact us
Twitter @PearsonMFLquals



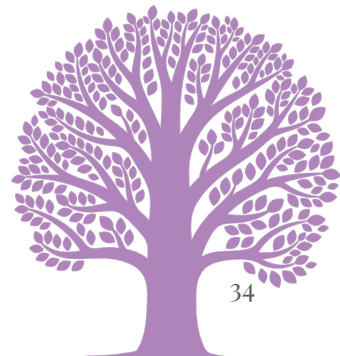
Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.



Paid-for resources



Any questions or ideas?



Thank you for attending



ALWAYS LEARNING