

Edexcel International AS/A Level

**IAL French, German
and Spanish**

Event Code: YFR01-20IO3

First teaching in 2018, first assessment 2019



Aims and objectives

- To understand the assessment objectives for IAL MFL
- To understand the question types for IAL MFL
- To understand the mark schemes for IAL MFL
- To practise using the mark scheme using exemplar student work
- To learn about the support provided by Pearson around assessment and exemplars
- To network and share ideas with other teachers.

Session agenda

- 0:00 – 0:10 Introduction to IAS / IAL French, German and Spanish
- 0:10 – 0:25 Assessment objectives
- 0:25 – 0:40 Question types
- 0:40 – 0:55 Mark schemes
- 0:55 – 1:00 Break
- 1:00 – 1:45 Using the mark schemes
- 1:45 – 2:00 Support, questions and sharing ideas

Poll

- 1 Have you prepared students for Pearson qualifications in the past?

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

- 2 On a scale of 1-10:

1 = not at all familiar

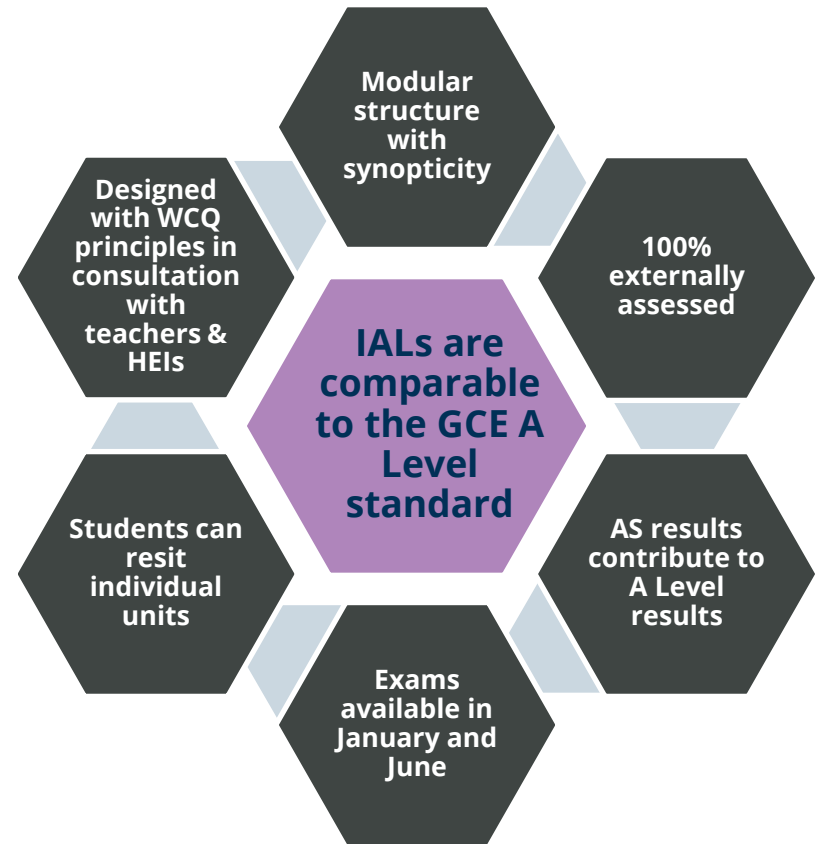
10 = very familiar

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



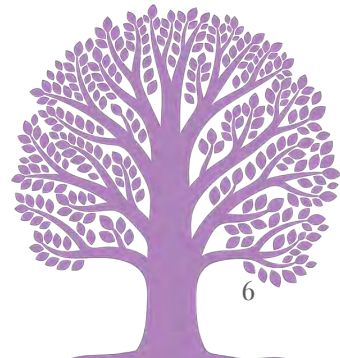
IAL features

- International Advanced Subsidiary and International Advanced Level qualifications are created for International Students
- Globally recognised.



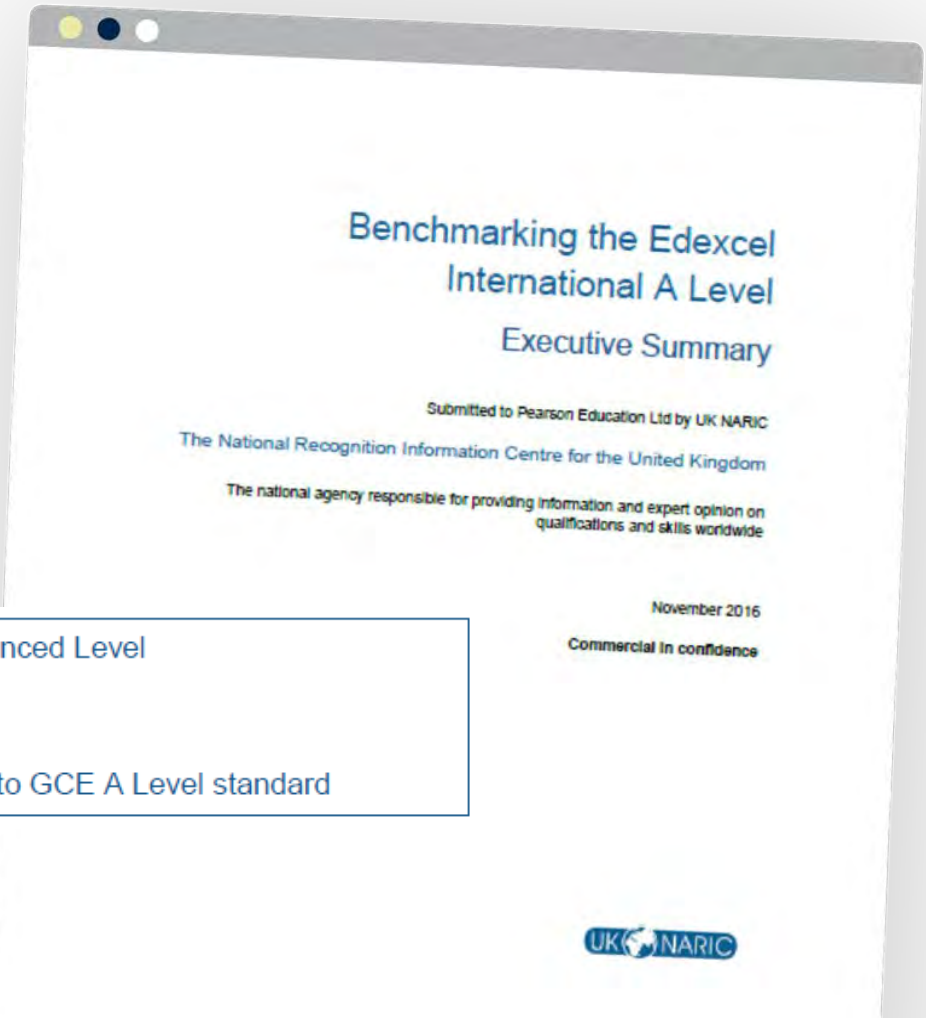
IAS & IAL subjects

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)		



Updated NARIC report for Edexcel IAL

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

Subject features

International A level (French, German and Spanish)

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



IAL French, German, Spanish: 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



Assessment Objectives (AO)

The requirements that students need to meet to succeed in the qualification.

Each assessment objective has a unique focus, which is then targeted in examinations.

Assessment objectives may be assessed individually or in combination.



Assessment objectives (AO)

		% 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, literary texts or films.	0	15.4	7.7

Relationship of AOs to units: IAS

Unit number	Assessment Objectives			
	AO1	AO2	AO3	AO4
Unit 1	19.6%	3%	7.4%	0%
Unit 2	15.6%	31%	23.4%	0%
Total for IAS	35.2%	34%	30.8%	0%

Relationship of AOs to units: IAL

Unit number	Assessment Objectives			
	AO1	AO2	AO3	AO4
Unit 1	9.8%	1.5%	3.7%	0%
Unit 2	7.8%	15.5%	11.7%	0%
Unit 3	7.5%	1.9%	3.7%	1.9%
Unit 4	7.8%	13.6%	7.8%	5.8%
Total for IAL	32.9%	32.5%	26.9%	7.7%

Activity: Assessment Objectives

AO1	Understand and respond, in speech and writing, to spoken language.
AO2	Understand and respond, in speech and writing, to written language.
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
AO4	Respond critically to themes and ideas from selected topics, literary texts or films.

Question types

Spoken questions (Units 1 and 3)

Written comprehension questions based on audio recordings / written texts:

- **Multiple choice**
- **Gap fill**
- **Short answers (in target language)**
(Units 2 and 4, sections A and B)

Longer written responses (essay)
(Units 2 and 4, section C)



Speaking questions – advice for students

- Know the question words (How? Why? Who? etc.).
- Know how to ask for a question to be repeated in French / German / Spanish.
- Develop your answers, give details, examples, reasons and opinions.
- Demonstrate your research and knowledge of the subject by giving facts and figures.



Multiple choice listening question

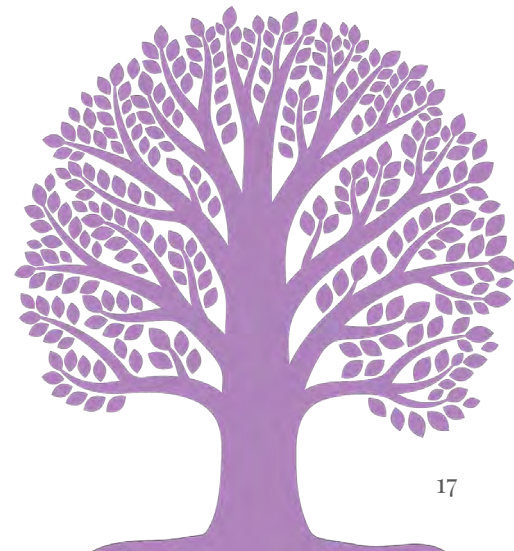
The student hears:

The national airline has increased its capacity, going from two to four weekly flights in the month of March last year between Paris and the islands.

Question:

Coming from Paris, there are now ...

- A two flights per day.
- B two flights per week.
- C four flights per week.
- D four flights per month.



Gap fill listening question

The student hears:

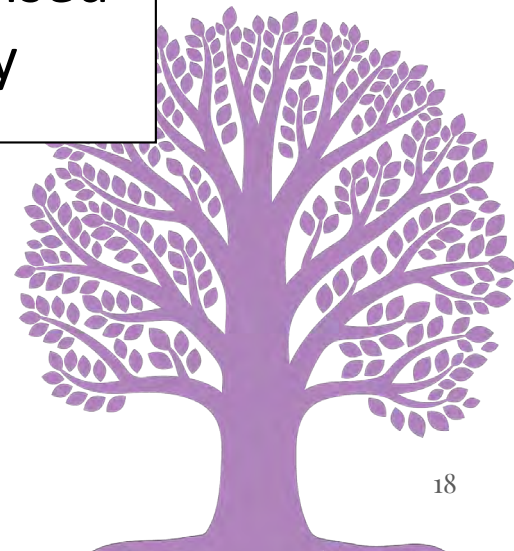
The evidence jumps out at you: global warming is transforming a good number of regions of The Hexagon*.

Question:

In France, climate change affects (a) regions.

all the	often	negative	surprised
beneficial	happy	many	rarely

The Hexagon = France



Short answer listening question

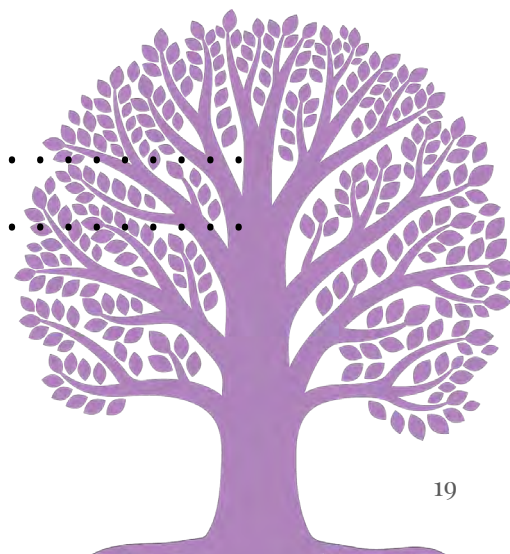
The student hears:

There is no doubt that English is an important world language. However, we must remember that some schools do not provide even a third of the hours needed to learn the language, and also that not all teachers speak it as well as others.

Question:

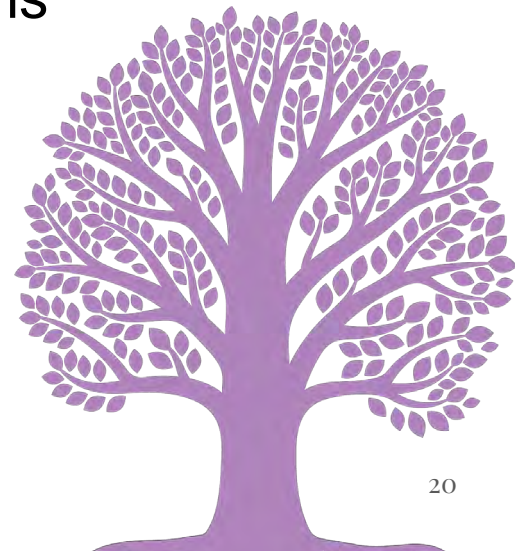
What does the speaker doubt when it comes to the quality of English teaching? Give two details. (2)

- 1
- 2



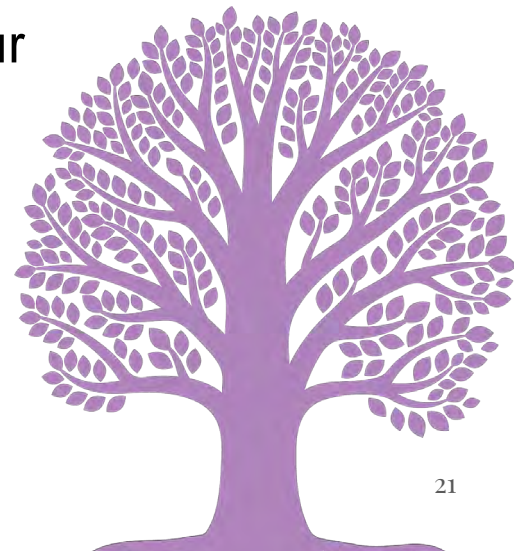
Answering comprehension questions – Advice for students (multiple choice and gap fill)

- Listen to the entire recording or read the entire text for each question in order to understand the gist of the text
- Read the questions and possible answers very carefully
- Listen to the recording / read the text very carefully before choosing the answer; do not jump to conclusions
- If you change your mind, indicate the answer you have chosen as correct very clearly



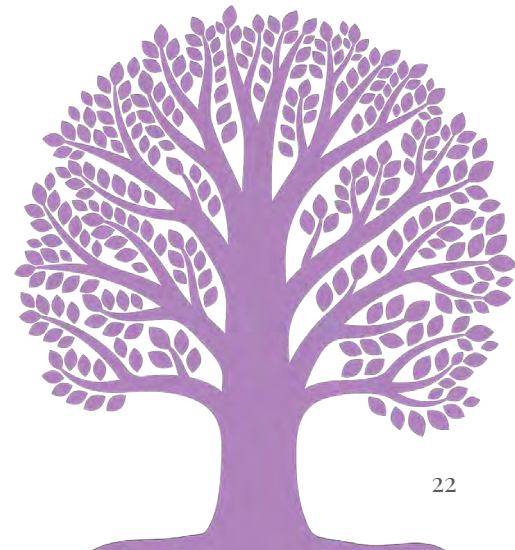
Answering short answer questions – Advice for students

- Listen to the entire recording for each question in order to understand the gist of the text
- Read the questions very carefully and make sure you are answering the question which is being asked
- If there are two marks for a question, write one idea clearly on each line of the space on the exam paper
- You can use words and phrases from the text in your answer, but do not copy indiscriminately
- Check what you have written and make sure your language is as accurate as possible



Answering essay questions – Advice for students

- Read the question carefully and make sure that you answer it
- Write a plan
- Unit 2: answer every bullet point
- Unit 4: Remember that you are being tested on both your knowledge of the topics, text or film you have studied, and your ability to **respond critically** to themes and ideas from that topic, text or film



Question types: Activity

Spoken questions (Units 1 and 3)

Written comprehension questions based on audio recordings / written texts:

- Multiple choice
- Gap fill
- Short answers (in target language)

(Units 2 and 4, sections A and B)

Longer written responses (essay)

(Units 2 and 4, section C)



Mark schemes – multiple choice questions

Question Number	Answer	Mark
1 (a)	C	1
1 (b)	D	1
1 (c)	A	1
1 (d)	B	1

Question Number	Answer	Mark
3 (a)	suggéré	1
3 (b)	normal	1
3 (c)	adopté	1
3 (d)	énergique	1

Mark schemes – short answer questions

Question number	Answer	Accept	Reject	Mark
4 (c)	La plupart des membres vont aux cours collectifs.	Beaucoup de personnes vont aux cours collectifs.	Plus de membres vont aux cours collectifs.	1
4 (d)	Elle ne peut pas savoir quel temps il va faire. (1) AND Courir le long de la route est dangereux. (1)	Le temps est imprévisible.	Le temps C'est dangereux.	2

Levels-based mark scheme

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 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.



Mark schemes – any questions?



Break



Using mark schemes

- Download from the website the material for French, German or Spanish
 - Examples of Units 1, 2, 3 and 4
 - Mark schemes
 - Commentaries
-
- Opportunity to ask questions, share comments via chat box.



Support for teachers of IAL French, German, Spanish (1)

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

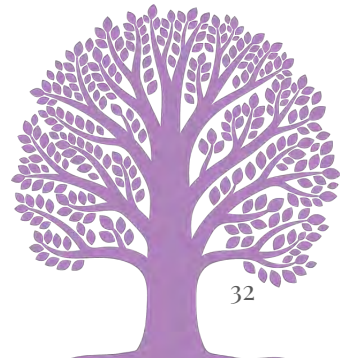
- ‘Getting started’ guide for IAL French, German, Spanish
- Subject guide for IAL French, German, Spanish
- Specification for IAL French, German, Spanish
- Model Schemes of Work
- Essay guide



Support for teachers of IAL French, German, Spanish (2)

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

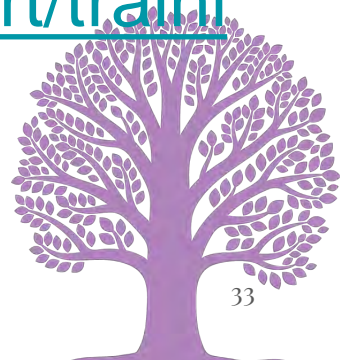
- Sample assessment material
- Past exam papers (including mark schemes, audio files for the listening components)
- Examiners' reports
- Marked examples of students' work



Support for teachers of IAL French, German, Spanish (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 IAL French, German, Spanish:
Alistair Drewery

Phone: **+44 333 016 4092**

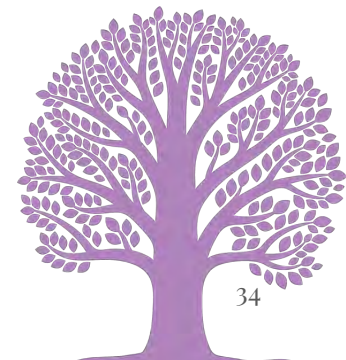
Twitter: **@PearsonMFLquals**

Email: **teachinglanguages@pearson.com**

Sign up to:

<https://support.pearson.com/uk/s/groups>

to stay on top of qualification updates, training, course materials and industry news.



Other useful links

1. [Grade Boundaries](#)

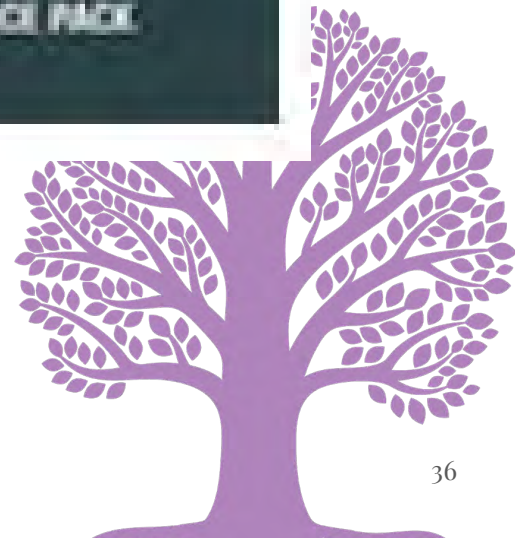
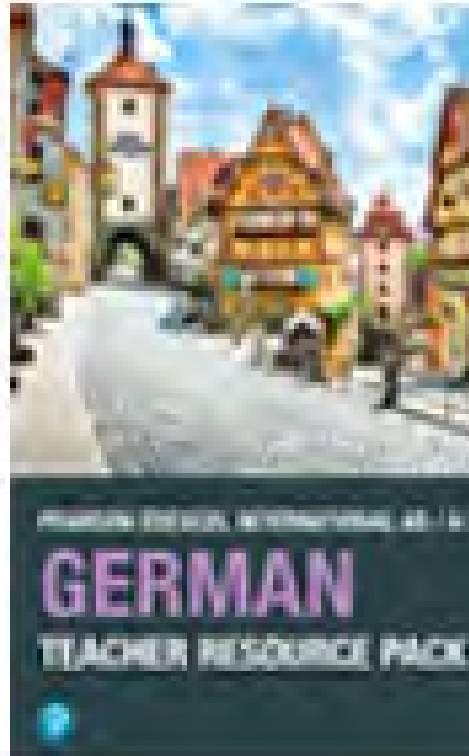
This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations.

2. [Examination Results Statistics](#)

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



Published resources (available to buy)



Any questions or comments?



ALWAYS LEARNING