

# **International Advanced Level Arabic**

## **Getting Started**

**Pearson Edexcel International Advanced  
Subsidiary in Arabic (XAA01)**

**Pearson Edexcel International Advanced Level in  
Arabic (YAA01)**

**For first teaching in September 2016  
First examination June 2017**

**Issue 1**

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# Part A – Getting started for teachers

## Introduction

This Getting Started book will give you an overview of the IAL in Arabic, what it means for you and your students. The guidance in this book is intended to help you plan the course outline and to give you further insight into the principles behind the content, in order to help you and your students succeed in the course.

### **Key principles**

The specification has been developed with the following key principles:

#### **Clear specification**

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

#### **Progression**

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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**

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This IAL specification in Arabic develops an understanding of current developments in languages.

#### **Clear assessment criteria and mark schemes**

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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**

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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**

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

**Planning** – Relevant sections in this guide provide a scheme of work which you can adapt to suit your department.

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

**Tracking learner progress** – ResultsPlus 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](mailto:TeachingLanguages@pearson.com)

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

## Qualification Overview

With minimal prescription and maximum choice, this specification aims to engage students so that they enjoy advanced level language learning and achieve their full potential. The IAL in Arabic is a modular course, structured into 2 units with externally marked examinations.

- Single tier covering the whole range of grades A\* to E at Advanced level
- Skills of reading and writing tested in separate exercises in Papers 1 and 2.
- Assessment available in the January and June examination series.
- Topics relate to the interests of students studying Arabic for purposes of communication, for example in study and leisure situations.

- ❖ **2 units**
- ❖ **Externally assessed**
- ❖ **Availability: January and June**
- ❖ **First examination: June 2017**

### Assessment availability and first award

unit	June 2017	January 2018	June 2018
1	✓	✓	✓
2	X	X	✓
IAS award	✓	✓	✓
IAL award	X	X	✓

From June 2018 IAS and IAL will be awarded in both January and June.

## Assessment guidance:

Unit	Task	% of AS / A2	Marks	Time
<b>Unit 1:</b> (WAA01/01) Understanding and Written Response	-Reading and understanding tasks. - grammar application tasks - Writing task	- 100% of the total IAS marks - 50% of the total IAL raw marks.	80 marks	2.5 hours
<b>Unit 2:</b> (WAA02/01) Research, Understanding and Written Response	-Translation -Creative/Discursive Essay -Research-based Essay	- 100% of the total IA2 - 50% of the total IAL raw marks.	80 marks	3 hours

## **General Topic Areas**

There are seven General Topic Areas for students to explore, four at AS and an additional three at A2.

### **IAS students will explore the following General Topic Areas:**

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



## **Additional General Topic Areas for IA2 students:**

<b>General Topic Area</b>	<b>Sub topics</b>
<b>Technology in the TL-speaking world</b>	Scientific advances Technological innovations Impact on life and environment
<b>Society in the TL-speaking world</b>	Migration Equality Politics Customs
<b>Ethics in the TL-speaking world</b>	Beliefs Law and order should be set out like this Moral issues (e.g. euthanasia, adoption, genetic modification)

# Unit overview

## Unit 1: Understanding and Written Response IAS\_

### 1.1 Unit description

**This unit consists of three sections:**

**Section A:** Reading

**Section B:** Grammar

**Section C:** Essay

Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw on their knowledge of Arabic language, grammar and lexis to select appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:

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

Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet. As part of their Advanced Subsidiary, students should undertake regular reading, writing, vocalisation and grammar activities.

This unit will feature questions drawn from a variety of sources which all relate to the general topic areas above, which are detailed in Section 1.3. However, these should be considered as different contexts in which students can write and understand Arabic. Specialist and/or technical Arabic vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Arabic.

Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet. As part of their Advanced Subsidiary, students should undertake regular reading, writing, vocalisation and grammar activities.

This unit will feature questions drawn from a variety of sources which all relate to the general topic areas above, which are detailed in Section 1.3. However, these should be considered as different contexts in which students can write and understand Arabic. Specialist and/or technical Arabic vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Arabic.

## **1.2 Assessment information**

This unit is externally assessed. The assessment has three sections that total 80 marks.

### **Section A: Reading (30 marks)**

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. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.

### **Section B: Grammar (20 marks)**

Students will need to understand and manipulate grammatical structures in Arabic by selecting the most appropriate word form to fit a gap, and by manipulating sentences that appear in a previous exercise and reforming the sentence around a given word.

In addition, a maximum of five marks will be given for the vocalisation of text produced in response to one of the questions.

### **Section C: Essay (30 marks)**

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 communicating relevant information effectively as well as for the quality of the Arabic language produced.

The duration of this examination will be 2 hours and 30 minutes.

## Unit 2: Writing and Research IA2

### 2.1 Unit description

This unit consists of three sections:

**Section A:** Translation

**Section B:** Creative/Discursive Essay

**Section C:** Research-based Essay

Students are required to draw upon and apply their knowledge of Arabic language, grammar and lexis by selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following General Topic Areas in addition to those studied at AS:

<b>Technology in the Arabic-speaking world</b>	Scientific advances Technological innovations Impact on life and environment
<b>Society in the Arabic-speaking world</b>	Migration Equality Politics Customs
<b>Ethics in the Arabic-speaking world</b>	Beliefs Law and order Moral issues (e.g. euthanasia, adoption, genetic modification)

Students should prepare for the assessment in this unit by reading a variety of Arabic-language sources, including books, magazines, newspapers and the internet. As part of their Advanced Level, students should undertake regular reading, writing, and grammar activities.

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas above. However, these should be considered as different contexts in which students can write and understand Arabic. Specialist and/or technical Arabic vocabulary or detailed specialist knowledge of the general topic areas are not required. Students will be assessed on their knowledge of the general topic areas to discuss authentic texts produced by native speakers of Arabic.

## 2.2 Assessment information

### This unit is externally assessed

#### Section A: Translation (20 marks)

Students will be expected to undertake a short translation from English into Arabic. They will be assessed on their ability to transfer meaning from an English-language passage into Arabic. A maximum of 20 marks will be awarded in accordance with a translation-specific mark scheme.

#### Section B: Creative/Discursive Essay (30 marks)

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 relevant information effectively as well as for the quality of the Arabic language produced.

#### Section C: Research-based Essay (30 marks)

Students must answer **one** question, in Arabic, which relates to a topic, text or film chosen from the prescribed list featured in *Section 2.4 (Set topics, texts and films)*. The essays should relate to topic, text or film that students have studied in advance of the examination.

A choice of two questions will be offered for each of the prescribed topics and texts. Students will be expected to write 300 to 400 words in Arabic. A maximum of 30 marks will be awarded for their essay content, quality of language and critical analysis and organisation of ideas.

## 2.3 Section C: Set topics, texts and films

### Arabic scientists

\* موسوعة تاريخ العلوم العربية

مركز دراسات الوحدة العربية

\*تاريخ الحضارة

حسين مؤنس

\*حضارة العرب

جوستاف لوبون

### Arabic art and architecture

\*الفن الإسلامي عبر الثقافات

أوليفر واتسون و هيربرت بري

\*اكتشف الفن الإسلامي في حوض المتوسط

متحف بلا حدود

\*السنن الهندسية في تصاوير الأحرف العربية

أحمد مصطفى

### Comedy in Arabic film

سكر هاتم

إخراج السيد بدير

مراتي مدير عام

إخراج فطين عبد الوهاب

الأيدي الناعمة

إخراج محمود ذو الفقار

الثلاثة يشغلونها

إخراج علي إدريس

زوج تحت الطلب

إخراج عادل صادق

### Tragedy in Arabic film:

الأرض

إخراج يوسف شاهين

أريد حلا

إخراج سعيد مرزوق

وجدة

إخراج هيفاء منصور

زوجة رجل مهم

إخراج محمد خان

كابتن أبو راند

إخراج أمين مطالقة

### Poetry:

ويغير ألوانه البحر

نازك الملائكة  
قصائد متوحشة  
نزار قباني  
كوخ الأشواق  
الهادي آدم  
مدينة بلا قلب  
أحمد عبد المعطي حجازي  
ديوان الخمائل  
إيليا أبو ماضي

## Literature:

ساق البامبو  
سعود السنعوسي  
دعاء الكروان  
د. طه حسين  
ذاكرة جسد  
أحلام مستغانمي  
عرس الزين  
الطيب صالح  
سارة  
عباس محمود العقاد

**\* These are not set books, but recommended references for the topics opposite to them.**

## Course planning

The preparation of schemes of work will, of course, depend greatly on the kind of course undertaken, the type of student in the class, and of course the nature of the language itself.

The specifications have been devised by Edexcel to offer centres as much flexibility as possible. The following represents only one possible way in which centres might devise their own scheme of work for a two-year GCE course.

### AS

Teachers are advised to choose the reading material for the topics from authentic Arabic-language sources, including books, magazines, newspapers and the internet. They can then design their questions following the SAM style. It will also be useful to use these texts for grammar exercises.

#### Term 1

- Reading comprehension on topics 1
- Vocabulary building
- Grammar and structures
- Writing a brief description

#### Half term

- Reading comprehension, topic 2
- Topics presentation
- Learning and recording vocabulary
- Writing summaries in Arabic
- Structures and Grammar applications

#### Term 2

- Reading comprehension topic 3
- Structuring a written response
- Application of grammatical rules
- Checking and correcting written work

#### Half term

- Reading comprehension. topic 4
- Adapting a text
- Grammar manipulation exercises
- Vocabulary building
- Writing a newspaper report or email
- Strategies for extending vocabulary



## **Term 3**

- Essay writing
- General revision techniques
- Examination practice
- Revision of tenses
- Recognition of more difficult structures

## **Half term**

- Past papers
- Last-minute revision
- AS examinations

## **A2**

### **Term 1**

- Revision of structures and vocabulary learned at AS
- Further development of grammar, syntax and lexis at an advanced level
- Selection of topics for presentation in section 2.3 and for research in section 2.4.
- Ongoing development of the skills of analysis and argument
- Practice in writing discursive and creative essays
- Practice in translating from and to the target language, with special emphasis on the latter

### ***Half-term***

- Continuing to build up a bank of useful phrases and idioms
- Development of topics for presentation in Unit 3 and for research in Unit 4
- Ongoing development of the skills of analysis and argument
- Further practice in writing discursive and creative essays
- Further practice in translating from and to the target language, with special emphasis on the latter

## **Term 2**

- Examination practice
- Past papers
- Further developing and enhancing of all skills, ensuring that the grammatical structures laid down in the A2 grammar lists have been understood, learned and practiced.

## **Term 3**

- Ensuring that students are prepared in all aspects of the specification.
- Last-minute revision
- The AS (if there are any resits) and A2 examinations

## General Teaching Guidance

The following is a collection of hints for teachers about how best to implement their chosen course.

- Each unit in a scheme of work may list objectives or learning outcomes, stating what students will be able to do by the end of the unit.
- If time pressures start to impinge, consider carefully which General Topic Areas may be researched and presented by students.
- Make sure that ICT is appropriately integrated into the scheme of work, thus making teaching and learning practical as well as fun. Hints are provided below:

### **Making the most of Information and Communications Technology (ICT)**

Language learning should be fun and up-to-date, and the use of information technology should be incorporated into the scheme of work throughout.

Students should be given the opportunity to use resources such as:

- Interactive whiteboards
- PowerPoint
- Email
- Podcasts
- Online dictionaries
- Grammar references
- Satellite television
- Radio broadcasts
- Instant messaging
- MP3
- Video
- CD-ROMs
- Animations
- DVDs

The use of video via television or internet can immerse students in the target-language country and culture. Students can use Arabic websites designed especially for language learning.

# Grammar list

The grammar list has been divided into 'straightforward' and 'complex' usage. Straightforward grammar is that which the student is likely to have been exposed to extensively and is often more commonly used. Complex used grammar is that which the student is less likely to have much experience of and may be irregular or less commonly used. These are recommendations for the order in which these structures could be covered;

## The case system

### Vocalisation system

Consonants; long and short vowels; helping vowels;  
*hamza* الحركات الطويلة و القصيرة و الهمزة

Nouns – Definite/indefinite النكرة و المعرفة

Gender (masculine/feminine) plus exceptions المذكر و المؤنث

Singular/dual/plural (sound; broken; non-human; collective) المفرد و المثنى و الجمع المذكر و المؤنث السالمان و التكسير

*Idafa* الإضافة

*Definite; omission of indefinite; generic* الحذف

Indeclinable; invariable; defective; diminutive المعرب و المبني

### Pronouns

Personal الضمائر

Relative الضمائر المتصلة

Demonstrative أسماء الإشارة

### Pronouns (continued)

Possessive ضمائر الملكية

Interrogative (eg *man*) اسم الاستفهام : مَنْ

### Particles

Interrogatives الاستفهام

Use of *qad* – with the perfect, pluperfect and Hal استعمال قد

### Verbal sentences

Word order; subject/object المفاعيل

Verbs Active/passive participle المبني للمعلوم و المجهول اسم المفعول

Tenses Perfect الماضي

Imperfect; present; subjunctive; jussive إعراب المضارع و الماضي و الأمر

Latin imperfect

Conditional الشرط

Pluperfect

Future المستقبل

Imperative – positive, negative, indirect النفي و الإثبات

Negation النفي

## **Nominal sentences**

Equational sentences

*Kana* and its sisters كان و أخواتها

*Inna* and its sisters إن و أخواتها

## **Conjunctions**

أدوات الربط

## **Prepositions**

حروف الجر

## Loan words in Arabic script كتابة الأسماء الأجنبية

### Particles

Interrogatives الاستفهام

Vocative المنادى

Exception (eg *illa*) الاستثناء بإلا

### Adverbs

Manner, time, place, purpose ظرف المكان و الزمان

Comparative and superlative أفعْل تفضيل

Interrogative (eg *mata, kayfa, kam*) أسلوب الاستفهام

Cognate accusative المفعول المطلق

*Hal* الحال

*Tamyiz* التمييز

Diptotes الممنوع من الصرف

### Adjectives

Agreement (human; non-human) الصفة

Position ظرف المكان

Elative (comparative and superlative) اسم التفضيل

Relative (*nisba*) النسب

Indeclinable; invariable; defective التصغير

### Quantifiers/ intensifiers

التوكيد

البدل

### Number, quantity and time

Cardinal/ordinal العدد

Agreements with nouns اتفاق العدد مع الأسماء

Use of *munthu* منذ

## Additional information for all centres

The IAL specification has been prepared to offer students and teachers the maximum choice of topic areas to explore and therefore enjoyable and engaging language learning.

Edexcel recognises the wide range of students who will choose to study a 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 GCSE experience to native or near-native speaker standard.

All work is assessed externally including the RBE (Research Based Essay). The RBE should appeal to students who like to study topics or literature and film.

Please note that assessment of this qualification will only be available in **Arabic**. All students' work must be in **Arabic**.

Details of how to enter students for the examinations for this qualification can be found in our International Information Manual. A copy is made available to all examinations officers and is available on our website at <http://qualifications.pearson.com/en/support.html>

### Maximum choice

The General Topic Areas are designed to be wide-ranging and up-to-date. Whether a student's interest lies in the arts, in politics or in history, he or she will be able to use and understand a foreign language in different and appealing contexts.

### Maximum enjoyment

One of the principal aims of this specification is to promote enjoyment in language learning. It does this by:

- offering as wide a choice of contexts as possible (via the General Topic Areas) for students to work within, reflecting their own areas of interest.
- offering AS assessment that is linked to a candidate's choice of General Topic Area.
- offering the research-based essay in Unit 2, which allows students to choose their own area of study, book, play or film.

# Glossary

## Command words

The following command words will be used consistently across assessments on IAS and IAL papers. Students are therefore advised to familiarise themselves with relevant commands. So a translation of these commands might be helpful for students.

- answer all the questions
- Complete the sentences by choosing the right phrases from the list below
- Complete the following sentences according to the text
- Put a cross(x) in the appropriate box
- Fill the gap with the correct word
- Answer the questions in Arabic
- Full sentences are not necessary
- give two details
- Give two reasons
- Use the words between brackets
- Change the sentences without changing the meaning
- Sentences should be grammatically correct
- complete the sentences with the right form of the verb in brackets
- write the correct form of the word in brackets
- Vocalize all underlined words
- Choose the correct word/ phrase from the list below
- Write an essay/ a letter about the topic

أجب عن جميع الأسئلة في هذا القسم -  
- أكمل الجمل باختيار العبارة الصحيحة من القائمة أدناه  
بوضع علامة  
أكمل الجمل التالية حسب ما جاء في النص  
وضّع علامة أمام التكملة المناسبة لكل جملة في المربع  
- المناسب  
- املأ الفراغ بالكلمة أو العبارة المناسبة من الكلمات التالية  
- أجب عن الأسئلة التالية باللغة العربية.  
ليس بالضرورة كتابة الجمل كاملة  
- أعط نقطتين  
- اذكر سببين  
- استعمل الكلمات بين القوسين  
- غير الجمل تبعاً لذلك بشرط ألا يتغير المعنى.  
- يجب أن تكون الجمل صحيحة من الناحية اللغوية أيضاً  
- اكتب الهيئة الصحيحة للكلمة  
- اكمل باستعمال الصيغة الصحيحة للفعل  
- ضع علامات التشكيل على جميع حروف الكلمات التي  
تحتها خط  
- اختر الكلمة أو العبارة الصحيحة من القوائم أسفل النص  
( كلمة باللغة العربية حول 240-280 - اكتب مقالاً / خطاباً )  
هذا الموضوع



## **Part B – Getting started for students**

### **Student Guide**

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

This is an advanced level course in Arabic. You will be expected to have already undertaken some study of the language. Most students who take this course will have a GCSE (usually at grade C or above) 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 the language and show that you can apply these effectively when writing in the language.

To gain an AS qualification, you will need to satisfactorily complete Unit 1. If you want to continue to the A2, you will usually need to have successfully complete the AS first.

#### **What will I learn?**

During this course you will read and listen to authentic language materials and will study aspects of the contemporary society, cultural background and heritage of the language. You will have opportunities to develop your understanding and awareness of spiritual, moral, ethical, issues.

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

In addition, you will learn how to:

- be an effective communicator
- 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.

At A2 you will also learn how to develop an argument and to analyse and evaluate in writing.

All these skills will be practiced using material based on several General Topic Areas.

Here are some hints on how to tackle some tasks;

## **Translation task**

Tips for a good translation;

- Read the whole text (including the title) first.
- Translate full sentence not word by word.
- Avoid literal translation and paraphrasing.
- Note language differences; e.g. lots of (and) in Arabic.
- Recognize proper nouns, you transliterate not translate them.
- Read your translation to see if it makes sense in Arabic.

## **Creative/Discursive essay**

Here are Top Ten Tips on how students can best prepare for this particular task;

- 1- Choose the right essay! Given that one third of the available marks is awarded for understanding and response, as well as a further third for organisation and development of the answer, this is vital.
- 2- Make sure that you fully understand the title and all its implications.
- 3- Consider very carefully how best to approach the topic/task. Then draw up a plan, outlining the salient points of the essay in a clear structure.
- 4- Pay particular attention to the relevance of the answer and consider the wording of the question very carefully indeed. Wholly irrelevant essays score no marks at all.
- 5- If choosing to write a creative essay, make sure that you write imaginatively, but avoid writing essays that are totally implausible or surreal.
- 6- In order to score high marks, the lexical range must be well beyond GCSE.
- 7- If writing a discursive essay, make sure your answer is balanced in approach and that it reaches a clear conclusion.
- 8- Using pre-learned essay phrases is good for confidence, but they should be used deftly. Essays that consist almost entirely of these phrases fail to address the question satisfactorily.
- 9- Keep to the prescribed word limits. Answers that are too long will lose marks for content

10- In the exam, take care to fill out the answer booklet correctly, remembering to indicate on the script which question you are attempting. Rough work should be crossed out neatly – a single line will suffice – and as the work is marked online, it is essential to avoid using gel pen and correction fluid. Writing on alternate lines is a good idea; not only is it easier for the examiner to read the answer, but it allows corrections/amendments to be inserted clearly. The use of footnotes, arrows, asterisks and other symbols should be avoided where possible, as they can be difficult to decipher at times.

## **Research-based essay (RBE)**

The RBE encourages higher-level reading and research skills. Students choose their topic, book, play or film and are able to present and summarise their understanding of this from their own personal perspective.

The RBE is written under exam conditions and the length is 300–400 words.

It is important that students are aware of the following guidelines for this essay:

- The essay must reflect their views and opinions and have an analytical or evaluative dimension.
- A question will be set for each of the prescribed areas of research.
- They must answer the essay question set as fully as possible.
- The best work will show evidence of individual research and reflection, and will convey the student's enthusiasm for their subject.

This section is linked to the culture or society of the target language and one of the RBE topics below;

### **Arabic scientists**

Students should aim to be familiar with the life and works of three to five Arabic scientists through their research. They may use the recommended references given in the specification. They would be expected to demonstrate understanding

### **Arabic art and architecture**

Students should aim to be familiar with three to five styles of Arabic art or architecture. They may use the recommended references given in the specification. Then when assessed they should be able to demonstrate understanding of;

- Styles & period
- Examples and places of styles

## **Literature and films**

Choose a text or a film to study. In doing this, students must demonstrate understanding of;

- Characters
- Themes
- Socio-economic & cultural setting
- Styles/ techniques used.

## Part C - Schemes of work

<b>Y1</b> <b>Wk 1-3</b>	<b>Youth Matters: Music and Fashion</b> (includes overlap with <b>Peer pressure and role models</b> )
<p><b>Aims/Learning objectives</b></p> <p>To start bridging the gap between GCSE and IAS</p> <p>To learn, understand and use the vocabulary of music and fashion</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately</p> <p>To transfer knowledge of structures into effective, persuasive and grammatically correct, longer types of writing</p> <p>To be able to describe and evaluate themes pertaining to this topic</p> <p><b>Suggested resources</b></p> <p>Teachers can prepare or find material related to the topic and adapt it. Add some questions and exercises.</p> <p>For grammar and exercises, teachers could use ( النحو الواضح ) .</p> <p>Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p><a href="http://arabic-media.com/arabicnews.htm">http://arabic-media.com/arabicnews.htm</a>          culture and art pages of the newspapers.  <a href="https://www.youtube.com/watch?v=fQ-ujh8CJE4">https://www.youtube.com/watch?v=fQ-ujh8CJE4</a>  <a href="http://www.alarab.com/Article/504427">http://www.alarab.com/Article/504427</a></p> <p><b>Suggested activities</b></p> <p>Different activities could be used to teach the topic;</p> <p>Brainstorm the topic by asking students to give opinions about music and fashion. Prompts such as pictures of famous models/ musicians or quotations from interviews may be used as lead-in devices.</p> <ul style="list-style-type: none"> <li>- What role does fashion/music play in our lives?</li> <li>- Discuss the influence the celebrity culture and the fashion industry on young people (pre-writing discussion).</li> <li>- Who are the role models for today's youth? Politicians? Environmental activists? Rock stars? TV celebrities?</li> <li>- Discuss and research aspects of the fashion/music industry.</li> </ul> <p style="text-align: right;">ظهر مؤخرا عدد من المصممين العرب واشتهر بعضهم على مستوى العالم -</p> <p>What is the influence of fashion on our notion of "beauty"?</p> <ul style="list-style-type: none"> <li>- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in writing.</li> <li>- Students work collaboratively or individually to offer a final summary of the week's topic in power point, digital story or written presentation.</li> </ul>	

**Y1**  
**Wk 4-6**

**Youth Matters:**  
**Family, Relationships and Friendships**  
**(overlap with peer pressure and role models and**  
**inclusion of content that offers a seamless**  
**transition to technology and communication)**

### **Aims/Learning objectives**

To learn, understand and use the vocabulary of relationships.

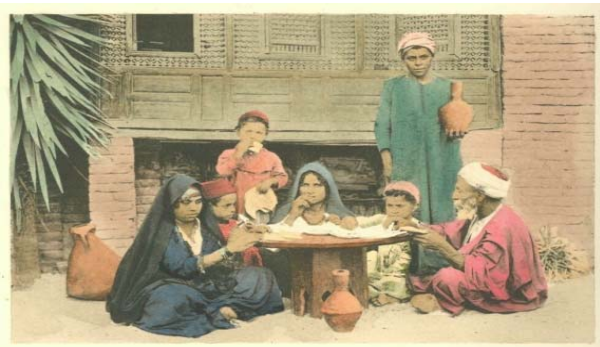
To identify and use targeted grammatical structures meaningfully and appropriately.

To transfer knowledge of structures into effective, persuasive and grammatically correct, longer types of writing.

To be able to describe and evaluate themes and ideas pertaining to this topic

### **Suggested resources**

### **Suggested activities**



- Brainstorm the topic by asking students to share views and experiences about relationships, be it family or friends. Prompts such as pictures of famous couples/ family scenes
- Write a short account of Arab family and relations between members of the family.
- Ideal friends? What are they like?
- How has social networking affected friendships and the socialisation of today's youth
- Fitting in: Discuss peer pressure in your circle of friends. How does it affect you?
- Ask students to draw up a list of guidelines about how to maintain a friendship marked by respect, mutual support and sincerity.

(تغيرت العلاقات في الأسرة العربية مؤخرًا واختلفت طريقة التعامل)

What do you think?

- Agony Aunts: Write a letter asking for advice for a problem in your relation.
- Students are asked to write a written response to some of the questions posed under exemplar activities:  
The institution of marriage/ family: What does it mean nowadays? How has it changed throughout the years?
- Ask students to interview grandparents/ parents and identify these changes in oral presentations and in writing.
- Students read and answer questions on a text of appropriate content.

- Students are asked to describe and comment of famous friendships or relationships.
- A selection of short passages (how to choose your partner, an article about social networking etc.) may serve as useful templates for transformation exercises.
- Students view and write a response on representations of friendship and family life in extracts from films
- Posters about the topic by the students as an activity to summarise this part of the topic

<b>Y1</b> <b>Wk 7-8</b>	<b>Topic: Youth Culture and Concerns</b> <b>Technology and communication</b> (overlap and recycling of vocabulary and sub-topics encountered in previous weeks, lead-in to Lifestyle, health and Fitness by establishing a connection between technology and healthy -or unhealthy- living)
<p><b>Aims/Learning objectives</b></p> <p>To learn, understand and use the vocabulary of technology</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic</p> <p><b>Suggested resources</b></p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>A selection of texts and articles about technology in schools, technology and young people:</p> <p>Young people and technology</p> <p><a href="https://old.uqu.edu.sa/page/ar/94598">https://old.uqu.edu.sa/page/ar/94598</a></p> <p>Communication and the new technologies:</p> <p><a href="http://www.ahram.org.eg/NewsQ/436584.aspx">http://www.ahram.org.eg/NewsQ/436584.aspx</a></p> <p>technology addiction</p> <p><a href="http://tarba3.blogspot.co.uk/2014/09/2_23.html">http://tarba3.blogspot.co.uk/2014/09/2_23.html</a></p> <p><a href="http://www.bbc.com/arabic/scienceandtech/2011/05/110520_internet_addiction.shtml">http://www.bbc.com/arabic/scienceandtech/2011/05/110520_internet_addiction.shtml</a></p> <p>Effect of technology on children;</p> <p><a href="http://www.youtube.com/watch?v=4RTN3prLavY">http://www.youtube.com/watch?v=4RTN3prLavY</a></p> <p><b>Suggested activities</b></p> <p>Brainstorm the topic by asking students to give their views on technology and the way it has transformed lives.</p> <ul style="list-style-type: none"> <li>-compare life with and life without technology</li> <li>- Discuss and write about the possible future of technology. What next?</li> </ul> <p style="text-align: right;">إيجابيات وسلبيات التكنولوجيا في الحياة اليومية هل تمثل التكنولوجيا خطراً على الأخلاق / العلاقات؟</p> <ul style="list-style-type: none"> <li>- Television and Digital Media: Describe and evaluate their significance</li> <li>- Students read and answer questions on a text of appropriate content. Responses may be</li> </ul>	



indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in Arabic.

- A selection of short passages  
(an interview with a famous personality, an article about social networking etc.) may serve as useful templates for transformation exercises.
- Students may prepare short presentations about the topic

<b>Y1</b>  <b>Wk 9</b>	<b>Topic:</b>  <b>Youth Culture and Concerns</b>
<b>Aims/Learning objectives</b>  Optional Revision and Practice Assessment Week  <b>Suggested resources</b>  Appropriate exercises reviewing vocabulary and grammar covered in this topic. Relevant activities taken from the SAMs and Past Papers from the old specification.  <b>Suggested activities</b>  End of unit test, under simulated examination conditions students carry out a number of tasks which may include: A full mock paper; (reading, grammar, and writing) focusing entirely on the Topic of Youth Matters	

<b>Y1</b> <b>Wk 10-11</b>	<b>Topic:</b> <b>Lifestyle: Health and Fitness</b> <b>Sport and Exercise;</b>
<p><b>Aims/Learning objectives</b></p> <p>To learn, understand and use the vocabulary of sport and exercise</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p> <p><b>Suggested resources</b></p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>The importance of exercise for young people:</p> <p><a href="http://learnsme.ibda3.org/t16-topic">http://learnsme.ibda3.org/t16-topic</a></p> <p><a href="http://www.tathwir.com/2014/07/benefits-of-sport.html">http://www.tathwir.com/2014/07/benefits-of-sport.html</a></p> <p>Front page sport newspaper</p> <p><b>Suggested activities</b></p> <p>Link to previous topic by inviting students to comment on how our modern obsession with technology and online communication may have affected our lifestyle and consequently, our health.</p> <ul style="list-style-type: none"> <li>- Brainstorm the topic by asking students to give their views the importance of fitness and a healthy life style. Prompts such as pictures of famous athletes/ famous quotations or data about health and young people may be used to stimulate discussion</li> <li>- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people.</li> <li>- Assign writing tasks in response to prompts that may come from this domain/ read and compose article about famous sports personalities. Describe and evaluate aspects of health and fitness that are linked to a consumer industry or obsessions with "perfection".</li> <li>- Students list various sport and fitness activities and mention what they like or do not like about them.</li> <li>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</li> <li>- What is a favourite sport and why?</li> <li>- Research/discuss and write on the connection between sport and substance abuse, hooliganism etc.</li> </ul>	
<b>Y1</b>	<b>Topic:</b>

**Aims/Learning objectives**

To learn and use the vocabulary of food and diet

To identify and use targeted grammatical structures meaningfully and appropriately.

To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.

To be able to describe and evaluate themes and ideas pertaining to this topic.

**Suggested resources**

Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:

On lifestyle:

<http://sabeelsafety.blogspot.co.uk/p/healthy-lifestyle.html>

How diet has changed from antiquity to today:

[http://yupnop.blogspot.co.uk/2013/05/blog-post\\_4218.html](http://yupnop.blogspot.co.uk/2013/05/blog-post_4218.html)

When healthy eating becomes an obsession?

Articles from the internet

Information on healthy eating

Posters and videos

**Suggested activities**

Brainstorm the topic by asking students to give their views on the concept of lifestyle, healthy eating, their understanding of diet and their views on the links between dieting and the quest for perfection. Prompts such as pictures of famous models may be used to stimulate discussion.



-what is a balanced diet?

- Write an email to a friend giving advice as to how they could improve their diet and health

- Compile grids listing what is good and what is bad for one's health

- Anorexia and eating disorders.

- Comment on the relationship between ideas of beauty propagated by the fashion industry and the pressures felt by young people to conform.

- The ban on smoking in public: What do you think? Write a short response. Find a person who has the opposite view and argue against them.
- A selection of short passages may offer practice for comprehension and serve as useful model for writing exercises.
- Students read and answer in Arabic

<b>Y1</b> <b>Wk 15-16</b>	<b>Topic:</b> <b>Lifestyle: Health and Fitness: Urban and Rural Life</b>
<p><b>Aims/Learning objectives</b></p> <p>To learn and use the vocabulary of food and diet</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p> <p><b>Suggested resources</b></p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Interviews of people who live in urban and rural areas:  <a href="http://www.almrsal.com/post/204863">http://www.almrsal.com/post/204863</a></p> <p>On leaving the city behind:</p> <p>The impact of migration from countryside to the city:  <a href="http://www.startimes.com/?t=26149592">http://www.startimes.com/?t=26149592</a></p> <p><b>Suggested activities</b></p> <p>Brainstorm the topic by asking students to give their views on  الحياة في القرية/ الريف أفضل أم الحياة في المدينة؟ لماذا ؟ ما ميزات كل واحدة منهما؟</p> <p>Prompts such as an animated presentation on YouTube may be used as a prompt and serve as model for the students to create their own presentation in</p> <ul style="list-style-type: none"> <li>- Link current climate of economic hardship to people returning to their birthplace in rural areas and changing jobs and lifestyle.</li> <li>- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching, or answering in Arabic.</li> <li>- A selection of short passages for reading exercises and as a model for writing.</li> </ul>	

<b>Y1</b>  <b>Wk 17</b>	<b>Topic:</b>  <b>Lifestyle: Health and Fitness</b>
<b>Aims/Learning objectives</b>  Optional Revision and Practice Assessment Week  <b>Suggested resources</b>  Relevant activities taken from the SAMs and Past Papers from the old specification.  <b>Suggested activities</b>  In class , under simulated examination conditions students carry out a number of tasks which may include: A full mock paper focusing entirely on the Topic or short 100 word responses to stimuli such as:  ( العقل السليم في الجسم السليم )	

**Y1**  
**Wk 18-20**

**Topic:**  
**Travel and Environment: Tourism, travel**  
**and transport**  
**(overlap with energy and pollution)**

### **Aims/Learning objectives**

To learn and use the vocabulary of Travel and Tourism

To identify and use targeted grammatical structures meaningfully and appropriately.

To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.

To be able to describe and evaluate themes and ideas pertaining to this topic.

### **Suggested resources**

Students are directed to the various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:

Tourism in the Arab world;

[http://www.bostan.egyscholars.com/socialstudies5.content\\_enricinform-welcomtourist.htm](http://www.bostan.egyscholars.com/socialstudies5.content_enricinform-welcomtourist.htm)

<http://www.alfaresmagazine.com/article.php?categoryID=26&articleID=1514>

[http://www.visitpafos.org.cy/Akamas\\_peninsula\\_gr.aspx](http://www.visitpafos.org.cy/Akamas_peninsula_gr.aspx)

Means of transport in the Arab world;

[https://www.youtube.com/watch?v=rUsp7v\\_X0XM](https://www.youtube.com/watch?v=rUsp7v_X0XM)

### **Suggested activities**

Brainstorm the topic by asking students to give their views on the importance and nature of travel and tourism.

Ask student to think of a number of questions and report back to the class: what are the benefits of travel? How has tourism affected a place that they know?

Prompts representing different values in relation to tourist destination (e.g. a built-up modern resort versus a)

Pictures of famous sites may be used to stimulate discussion.



- Students read and answer questions on a text of appropriate content.



- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.
- Students watch travel and tourist advertisements and discuss the cultural values and local characteristics that are highlighted to promote a sense of place.
- Engage in continuous writing or short commentaries on a number of prompts such as: (العالم العربي مليء بالآثار والمواقع التاريخية)

Research and describe your favourite tourist destinations. Write a report sharing the information.

Write a creative piece about an exciting trip to another country;  
عطلة تظل في ذاكرتي

What is a favourite means of transport when travelling? Why?

Write a letter to a travel agent's to complain about being misinformed with regard to a holiday package you bought.

What is eco-tourism? Can we have "green transport"?

What is the impact of the various means of transport on the environment?

What do you do to reduce your carbon foot prints?

**Y1**

**Wk 21-22**

**Topic: Travel and the Environment:**

Natural disasters and weather (overlap and lead-in to climate change and its impact)

### **Aims/Learning objectives**

To learn and use the vocabulary of natural disasters and weather

To identify and use targeted grammatical structures meaningfully and appropriately.

To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.

To be able to describe and evaluate themes and ideas pertaining to this topic.

### **Suggested resources**

Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:

Natural Disasters and Global Warming:

<http://www.achamel.info/Lyceens/cours.php?id=547>

### **Suggested activities**

Brainstorm the topic by asking students to discuss “disaster scenarios” in relation to weather. An activity whereby they describe a personal experience of a holiday/trip that was ruined due to a problem with transport or weather may be used to stimulate discussion. A less experiential but more impactful prompt could be in the form of an announcement or image about a natural disaster and its connection to climate change and other environmental issues.



- In groups, draw up lists that define “natural disasters”. Report back to class.
- Students are asked to read the weather report online and answer specific questions relating to today’s forecast (or a five day forecast etc.)
- Students write a weather report.
- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering questions in writing

- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.
- "Weather" and "climate" questions to consider for discussion, commentary or continuous writing:
  - What is your favourite type of weather? Why?
  - Describe a famous natural disaster, how are natural disasters linked to climate change and pollution of the environment?

<b>Y1</b> <b>Wk 23-24</b>	<b>Topic:</b> <b>Travel and environment:</b> Climate Change and its impact, energy, pollution and recycling
<p><b>Aims/Learning objectives</b></p> <p>To learn, understand and use the vocabulary pertaining to this subtopic</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p> <p><b>Suggested resources</b></p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Organisations for the protection of the environment:</p> <p><a href="http://www.bee2ah.com/%D8%B7%D8%B1%D9%82-%D8%AD%D9%85%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%A8%D9%8A%D8%A6%D8%A9">http://www.bee2ah.com/%D8%B7%D8%B1%D9%82-%D8%AD%D9%85%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%A8%D9%8A%D8%A6%D8%A9</a></p> <p><b>Climate and weather</b></p> <p><a href="http://mawdoo3.com/%D8%A7%D9%84%D9%81%D8%B1%D9%82_%D8%A8%D9%8A%D9%86_%D8%A7%D9%84%D8%B7%D9%82%D8%B3_%D9%88%D8%A7%D9%84%D9%85%D9%86%D8%A7%D8%AE">http://mawdoo3.com/%D8%A7%D9%84%D9%81%D8%B1%D9%82_%D8%A8%D9%8A%D9%86_%D8%A7%D9%84%D8%B7%D9%82%D8%B3_%D9%88%D8%A7%D9%84%D9%85%D9%86%D8%A7%D8%AE</a></p> <p>desertification; التصحر في العالم العربي</p> <p><a href="http://www.watersexpert.se/tashar.htm">http://www.watersexpert.se/tashar.htm</a></p> <p>Recycling;</p> <p><a href="https://www.youtube.com/watch?v=KAeSrzbR6WQ">https://www.youtube.com/watch?v=KAeSrzbR6WQ</a></p> <p><b>Suggested activities</b></p> <p>Brainstorm the topic by asking students to list what they consider “major threats to the environment”. A picture that illustrates an environmental problem or a quotation may be used to stimulate the discussion</p>	



- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching texts

-provide examples of such instances that illustrate the impact of pollution and climate change to the environment.

- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises. - Samples of prompts that require commentary or responses in essay form:

ما أثر تلوث البيئة الذي تقوم به الدول الصناعية على العام؟

- Global warming – what is it and what can we do about it?

الاحتباس الحراري، حقيقة أم خيال؟ ناقش.

- Research and describe a well-known environmental disaster or problem in Arab world.

Write an email to an environmental action group suggesting ways in which you could contribute to their cause.

Write a letter to a newspaper about pollution and offering suggestions.

Produce a short video, a power point presentation, or a flyer about recycling.

Debate; can alternative energy help the environment?

<b>Y1</b>  <b>Wk 25-28</b>	<b>Topic:</b>  <b>Education and Employment:</b>  Education systems and types of schooling, pupil and student life lead in to the next sub topic on volunteering and internships).
<p><b>Aims/Learning objectives</b></p> <p>To learn and use the vocabulary of this sub topic.</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p> <p><b>Suggested resources</b></p> <p>A picture of a lesson in a school or an image from student protests in could serve as a discussion prompt about education and school life.</p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>Education in the Arab world:  <a href="http://www.lahaonline.com/articles/view/17763.htm">http://www.lahaonline.com/articles/view/17763.htm</a></p> <p><b>Suggested activities</b></p> <p>Brainstorm the topic by asking students to identify the different tiers of education and offer comparisons between the Arab Educational System and the educational system in the UK.</p> <p>-students could be asked to talk about their memories of their back in an Arab country 9 if they have).</p> <ul style="list-style-type: none"> <li>- a photo of a school may be a good prompt.</li> <li>- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or people, or answering in writing.</li> <li>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</li> <li>- Students are asked to interview parents or grandparents about their school experience.</li> <li>- Samples of prompts that require commentary or responses in essay form:</li> </ul> <p>التعليم في العالم العربي ما زال يعتمد على الحفظ والتلقين</p> <p>Advantages and disadvantages of each education system.</p> <p>-How important are extra curriculum activities?</p>	

<b>Y1</b> <b>Wk 29-32</b>	<b>Topic:</b> <b>Education and Employment:</b> <b>Volunteering and Internships, jobs and employment.</b>
<p><b>Aims/Learning objectives</b></p> <p>To learn, understand and use the vocabulary pertaining to this subtopic</p> <p>To identify and use targeted grammatical structures meaningfully and appropriately.</p> <p>To transfer knowledge of structure into effective, persuasive and grammatically correct, longer types of writing.</p> <p>To be able to describe and evaluate themes and ideas pertaining to this topic.</p> <p><b>Suggested resources</b></p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both:</p> <p>How to choose your future job?  كيف تختار مهنتك ؟</p> <p><a href="http://www.qariya.info/vb/showthread.php?t=43957">http://www.qariya.info/vb/showthread.php?t=43957</a></p> <p>Unemployment in the Arab world  <a href="http://www.uabonline.org/ar/research/economic/1575160415761591157516041577160116101575/7689/0">http://www.uabonline.org/ar/research/economic/1575160415761591157516041577160116101575/7689/0</a></p> <p><b>Suggested activities</b></p> <p>Brainstorm the topic by asking students to talk about their plans after they leave school. Discuss how, if at all, opportunities for internships and volunteerism enhance their educational experience and prepare them for life after school.</p> <p>Are community service and Volunteerism an indispensable part of one's education?</p> <p>-Brainstorm the topic of employment by asking students to mention aspects of the ideal job. Draw up lists and useful vocabulary on the board.</p> <p>- find out the types of jobs or internships students have had so far. Ask students to work in groups and draw up lists of advantages and disadvantages pertaining to their work experience</p> <p>- Students read and answer questions on a text of appropriate content. Responses may be indicated by ticking boxes, choosing from multiple choices, matching text to titles or written answers.</p> <p>- A selection of short passages may offer practice for comprehension and serve as useful templates for transformation exercises.</p> <p>- Samples of prompts that require commentary or responses in essay form:</p>	

التدريب المهني أحسن من الدراسة الجامعية

University versus training? Give reasons for or against

Write an account of your plans for when you leave school. How does the current economic climate affect your decision?

Do you believe that university education should be free? What do you think about private universities?

Research and describe the problem of unemployment and poverty in an area you know

البطالة وسط الشباب العرب وأثارها

Write out your CV

### **Optional Revision and Practice Assessment Week**

End of unit test: A full mock paper focusing entirely on the topic of Education and Employment.

Past papers questions or SAM paper's questions may be used

Remaining time to be used for additional exam techniques and tips, revision, practice, working through past papers, and the AS examinations



## IA2 (Year 2)

This suggested scheme of work is based on 32 weeks with the remaining time to be used for examination techniques and tips, revision, practice, and the IA2 examinations.

Throughout Term 1 of 2<sup>nd</sup> year, teachers should work with students on the following:

- Revision of structures and vocabulary learned at IAS in context informed by the IA2 topics
- Further development of grammar, syntax and lexis contextualised in content that relates to the prescribed topic areas at an advanced level
- Progress through the prescribed topic areas with a focus on translation and continuous writing
- Ongoing development of the skills of critical analysis and argument
- Practice in writing discursive and creative essays
- Practice in translating from English to the target language
- Beginning to think of selecting the topic/text for reading, research and writing practice for Unit 2, Section C through translation practice on material cognate to the selected research topic
- Continuing to build up a bank of useful phrases and idioms as well as glossary pertaining to writing about the selected topic in an informed and precise manner

Throughout Terms 2 and 3 of 2<sup>nd</sup> year, teachers should work with students on the following:

- Progression through topics and subtopics through exercises in reading, translation and discursive/creative writing
- Further developing and enhancing of transfer of meaning and writing skills, ensuring that the grammatical structures laid down in the A2 grammar lists have been understood, learned and practised
- Practice under exam conditions
- Past papers (where relevant) and further writing practice, improving on previous work
- Introduction to themes related to the selected topic/text from section C, through translation practice or discursive/creative writing
- Class time devoted to familiarisation, close reading and extended critical analysis of the selected topic or text
- Opportunity for practice under exam conditions in critical responses to the topics or texts of Section C of IA2

Throughout the last few weeks of Term 3 of 2<sup>nd</sup> year, teachers should work with students to ensure that they are prepared in all aspects of the specification.

It is suggested that the selected Topics or Text will be taught over 12 weeks at least, to ensure adequate, in depth coverage of the material and provide opportunity for practice and development of the skills of synthesis and analysis.

Provided that the profile of students, the structure of timetable and the class time allow it, it may be appropriate to pre-teach some of the material in SECTION C by highlighting the thematic overlap between the 7 topic areas and the texts and topics from Section C. Teachers and students may choose their preferred topics/text out of the six prescribed and adjust the sequence accordingly. It is also advised that, irrespective of the selection, the content prescribed for the research based essay serves as practice material and prompts for familiarisation with the 7 topic areas and opportunities for transfer of meaning. For example, a review or synopsis of the documentary "Days of Change" could serve as a prompt for short responses (orally or in writing) and commentaries on issues such as unemployment, equality, politics etc. These short responses could then be expanded upon to become longer writing tasks, discursive or imaginary. Similarly, since a considerable number of the bibliography on the culture, films, documentaries or text-based materials from section C may be found in English, it could also serve as material for transfer of meaning from English into Arabic.

<b>Y2</b> <b>Wk 1-4</b>	<b>Revision of structures and vocabulary learned at AS</b>
<p><b>Learning objectives</b></p> <p>To consolidate learning; understand and use vocabulary related to AS topics.</p> <p>demonstrating command of vocabulary and structures</p> <p>To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic</p> <p>To transfer meaning from English into Arabic</p> <p>To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p> <p><b>Suggested resources</b></p> <p>Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Some of the texts for translation may need a degree of adapting. Indicative links that lend themselves to the theme and may be used for translation tasks or prompts for responses in continuous writing:</p> <p>الصحة والجمال</p> <p><a href="https://www.webteb.com/articles/%D8%A7%D8%B9%D8%B4%D8%A7%D8%A8-%D9%84%D9%84%D8%AA%D8%AE%D8%B3%D9%8A%D8%B3_14180">https://www.webteb.com/articles/%D8%A7%D8%B9%D8%B4%D8%A7%D8%A8-%D9%84%D9%84%D8%AA%D8%AE%D8%B3%D9%8A%D8%B3_14180</a></p> <p>التلوث البيئي</p> <p><a href="http://www.makktaba.com/2013/01/Book-control-of-environmental-and-pollution.html">http://www.makktaba.com/2013/01/Book-control-of-environmental-and-pollution.html</a></p> <p>Translation</p> <p><b>Healthy eating; الطعام الصحي</b></p> <p><a href="http://www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx">http://www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx</a></p> <p><b>voluntary work; العمل الطوعي</b></p> <p><a href="http://www.alhatali.com/Items/1/7.htm">http://www.alhatali.com/Items/1/7.htm</a></p> <p>ادمان التكنولوجيا</p> <p><a href="http://www.youtube.com/watch?v=uBGYnt35Voo">http://www.youtube.com/watch?v=uBGYnt35Voo</a></p> <p><b>Suggested activities</b></p> <p>Since students are already familiar with the topic and subtopics through Unit 1 it is advisable to use contact time for translation tasks and opportunities for approaching the themes in a creative manner. Overlap with the selected topic from section C could facilitate transition to work related to the research-based essay.</p> <ul style="list-style-type: none"> <li>- Use material from Section C, for translation and prompts for creative writing e.g. Instructional materials for translation and essay writing could come from authentic sources related to the topics.</li> <li>- Students translate short passages of relevant content from English to Arabic.</li> </ul>	

- Students respond in writing to prompts that invite discursive or creative writing:

الشباب العرب اكثر اهتماما ( بالموضة) والأزياء من الشابات

.....,ذهبننا مع مجموعة من الاصدقاء في نزهة بالقرب. كنا في غاية السعادة وفجأة هبت ريح شديدة

أكمل القصة أو أكتب قصة حول هذه العبارة

**Y2  
Wk 5-6**

**Topic: Selection of topics for presentation in section 2.3 and for research in section 2.4.**

### **Aims/Learning objectives**

To learn, and have a general understanding of this section  
To decide which topics and texts to be covered

To transfer meaning from English into Arabic demonstrating command of vocabulary and structures

To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently

### **Suggested resources**

Students are directed to various online resources in order to help them choose the topics and texts

- <http://www.aflam1.com/>

- <http://www.watcharabicmovie.net/movies.html>

- <http://www.ramoree.com/>

[http://arabtimes.com/portal/article\\_display.cfm?Action=&Preview=No&ArticleID=38725](http://arabtimes.com/portal/article_display.cfm?Action=&Preview=No&ArticleID=38725)

<http://www.arageek.com/2014/01/10/top-10-arab-scientsts-affected-humanity.html>

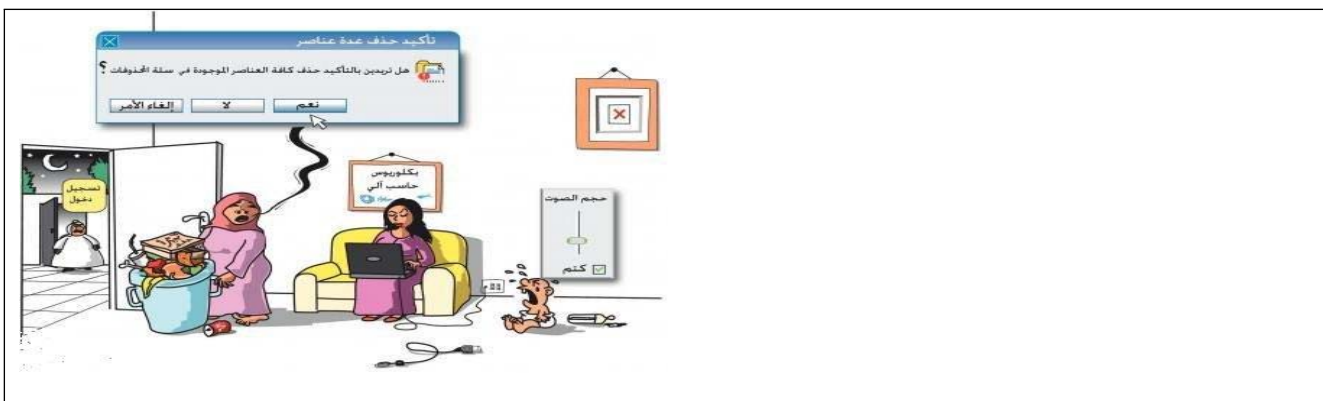
### **Suggested activities**

Students read a summary of each topic and watch extracts of films.

- Students write a summary of the extracts they watch, further, they may use that as a stimulus for creative writing.

- Students translate short passages of relevant content

<b>Y2</b> <b>Wk 7-9</b>	<b>Topic:</b> <b>Technology in the Arabic-speaking world</b> Scientific advances Technological innovations Impact on life and environment (there is some overlap with previous topics; technology and Lifestyle,)
<p><b>Aims/Learning objectives</b></p> <p>To learn, understand and use vocabulary related to this topic  To transfer meaning from English into Arabic demonstrating command of vocabulary and structures  To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently</p> <p><b>Suggested resources</b></p> <p>Students are directed to various digital texts and online resources in order to practise vocabulary relating to this theme. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts Shorts texts for translation</p> <p>اختراعات عربية أفادت البشرية  <a href="http://maktabatna.blogspot.co.uk/2011/01/blog-post_8582.html">http://maktabatna.blogspot.co.uk/2011/01/blog-post_8582.html</a>  <a href="http://www.mbc.net/ar/panorama-fm/articles/فلسطين-تختار-عان-نظارة-ناطقة-للمكوفين.html">http://www.mbc.net/ar/panorama-fm/articles/فلسطين-تختار-عان-نظارة-ناطقة-للمكوفين.html</a></p> <p>translation;  <a href="http://www.emeraldinsight.com/doi/abs/10.1108/14691930410512905">http://www.emeraldinsight.com/doi/abs/10.1108/14691930410512905</a></p> <p>The impact of technology on our daily lives and work: أثر التكنولوجيا في الحياة اليومية  <a href="http://ieeexplore.ieee.org/xpl/login.jsp?tp=&amp;arnumber=1193767&amp;url=http%3A%2F%2Fieeexplore.ieee.org%2Fxppls%2Fabs_all.jsp%3Farnumber%3D1193767">http://ieeexplore.ieee.org/xpl/login.jsp?tp=&amp;arnumber=1193767&amp;url=http%3A%2F%2Fieeexplore.ieee.org%2Fxppls%2Fabs_all.jsp%3Farnumber%3D1193767</a></p> <p>Teenagers and technology: المراهقون والتكنولوجيا  <a href="http://www.theguardian.com/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking">http://www.theguardian.com/lifeandstyle/2010/jul/16/teenagers-mobiles-facebook-social-networking</a></p> <p><b>Suggested activities</b></p> <p>- discuss the effect of scientific advances on Arab life and culture.</p> <p>(التكنولوجيا سلاح ذو حدين)  ناقش هذه العبارة مبينا ايجابيات وسلبيات التكنولوجيا مع اعطاء أمثلة من العالم العربي</p> <p>- read a text on new technology and summarize it.</p>	



- Students research and present on the impact of technology on life and the environment, technological innovations and what they consider the greatest scientific advances.
- Students respond in writing to prompts that invite discursive or creative writing: e.g.

اختراع انقذ حياتي.....  
اكتب موضوعا أو قصة عن هذه العبارة

<b>Y2</b>	<b>Topic:</b>
<b>Wk 10-15</b>	<b>Society in the Arabic speaking world</b> Migration, equality, politics, customs

### Learning outcomes

To learn, understand and use vocabulary related to this topic

To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic

To transfer meaning from English into Arabic demonstrating command of vocabulary and structures

To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently

### Suggested resources

Students are directed to various texts and online resources in order to practise vocabulary relating to this theme.

Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. The various digital media listed offer a wealth of material on people and places that are thematically linked to this topic. Indicative links that lend themselves to the theme and may be adopted by, either adapting the texts or the tasks or both;

Customs and traditions: العادات والتقاليد في العالم العربي  
<http://www.balagh.com/pages/tex.php?tid=6394>

[http://mawdoo3.com/%D8%B9%D8%A7%D8%AF%D8%A7%D8%AA\\_%D9%88%D8%AA%D9%82%D8%A7%D9%84%D9%8A%D8%AF\\_%D8%A7%D9%84%D8%B9%D8%B1%D8%A8](http://mawdoo3.com/%D8%B9%D8%A7%D8%AF%D8%A7%D8%AA_%D9%88%D8%AA%D9%82%D8%A7%D9%84%D9%8A%D8%AF_%D8%A7%D9%84%D8%B9%D8%B1%D8%A8)

Migration, internal and external; النزوح والهجرة  
<http://www.alyaum.com/article/2624618>

<http://www.almutmar.com/index.php?id=200919253>

المساواة بين الجنسين وعدم التمييز

<http://www.ilo.org/beirut/areasofwork/equality-discrimination/lang--ar/index.htm>

### Suggested activities

Use texts and digital resources that are connected to material from Section C, for translation and prompts for creative writing. For example issues of migration, equality, customs and politics surface in most of the films and documentaries, as well as in the short stories.

- Political events and news items may be used as stimuli for discussion.

- Students translate short passages of relevant content from English into Arabic

- Students research and present on the cultural practices and perspectives that are unique to Arab community; the changing face of their communities on account of migration etc.



Students respond in writing to prompts that invite discursive or creative writing: e.g.

الهجرة من الريف للمدن تهدد الأمن الغذائي وتؤثر على المجتمعات  
ناقش العبارة موضحاً أسباب الهجرة للمدن في العالم العربي

المساواة لا تعني أن نأخذ جميعاً نفس الأجر، لكن أن نأخذ الأجر المتساوي على العمل المتساوي

العادات والتقاليد العربية الخاصة بالزواج – مع أنها جميلة – لكنها تسبب مشكلة أحيانا  
أكمل القصة: (قبل عشرين عاماً تقدم شاب من أسرة نعرفها للزواج مني ولكن....)

Y2	<b>Ethics in the Arabic speaking world</b>
Wk 16-20	Beliefs Law and Order Moral issues

### Aims/Learning objectives

To learn, understand and use vocabulary related to this topic.

To understand and re produce structures and vocabulary that appear in the primary texts or the bibliography on texts from Section C that contains content cognate to this topic

To transfer meaning from English into Arabic demonstrating command of vocabulary and structures

To express ideas, opinions and apply skills of description, narration and interpretation confidently, pertinently and fluently

### Suggested resources

Students are directed to various texts and online resources in order to practise vocabulary relating to this theme. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. The various digital media listed offer a wealth of material on themes linked to this topic. Indicative links that lend themselves to the themes and may be adopted by, either adapting the texts or the tasks or both:

organ donation;

<http://www.startimes.com/f.aspx?t=34214488>

الأمن وأثره في حياة الناس

<http://bafree.net/alhisn/showthread.php?t=112761>

الأديان في العالم العربي

<https://www.facebook.com/AlwtnAlrbyKlwnarbNrydWtnWahdLwaWahd/posts/158546280953962>

الأقليات الدينية

<https://www.facebook.com/AlwtnAlrbyKlwnarbNrydWtnWahdLwaWahd/posts/158546280953962>

### Suggested activities

- This is a new topic but there is considerable overlap with previous topics and subtopics as beliefs and values are inherent in cultural narratives and practices, products and perspectives linked to youth matters, lifestyle, education and social issues. Beliefs and values are themes particularly relevant in all the literature and films studied for section C, as well as the changes that societies have undergone throughout history
- Students translate short passages of relevant content from English
- Students research and present on critical divisive issues that have emerged in their societies; the transformations of communities and societies on account of changing worldviews and values; the differences between urban values and rural values; the importance of law; differences between perceptions of morality across ages/cultures etc.
- Students respond in writing to prompts that invite discursive or creative writing: E.g.  
زراعة الأعضاء التبرع بالأعضاء الرأي والرأي الآخر

زاد عدد سكان العالم وزاد الطلب على الغذاء، فهل نستفيد من النباتات المحورة وراثياً أم لا في رأيك؟ ولماذا؟

Y2

Wk 21-32

**SECTION C  
TOPICS OR TEXTS**

Arabic scientists

Arabic art and architecture

**Aims/Learning objectives**

To learn, understand and use the vocabulary of the topic

To use and practise the prescribed grammar as it appears in the primary texts studied for this topic or as is required for purposes of writing accurate and fluent critical responses to the material.

To learn, understand and use the vocabulary of the primary material

To use and practise the prescribed grammar as it appears in the primary texts studied for this topic or as is required for purposes of writing accurate and fluent factual and critical responses in connection to this material.

**Suggested resources**

Students are directed to the primary sources recommended in the specification and various digital texts and online resources in order to research material that informs the content of their chosen topic. Material may also be drawn from the digital media recommended in the suggested links, under Online Resources, which appear in the opening pages of this document. Links that provide information and analysis on themes and issues contained within the framework of these topics or point to primary and secondary sources of relevance are indicated for each topic.

العلماء العرب

<http://alghadafa.ahlamontada.com/t171-topic>

<http://www.arageek.com/2014/01/10/top-10-arab-scientists-affected-humanity.html>

<https://www.youtube.com/watch?v=vGE9ke0-gg8>

هجرة العقول العربية

<http://www.aljazeera.net/specialfiles/pages/7b9145f9-d94d-42b2-a85e-3a918771afd5>

الفنون الجميلة عند العرب

[http://www.marefa.org/index.php/%D8%A7%D9%84%D9%81%D9%86\\_%D8%A7%D9%84%D8%AA%D8%B4%D9%83%D9%8A%D9%84%D9%8A\\_%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A](http://www.marefa.org/index.php/%D8%A7%D9%84%D9%81%D9%86_%D8%A7%D9%84%D8%AA%D8%B4%D9%83%D9%8A%D9%84%D9%8A_%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A)

الخط العربي

[https://ar.wikipedia.org/wiki/%D8%AE%D8%B7\\_%D8%B9%D8%B1%D8%A8%D9%8A](https://ar.wikipedia.org/wiki/%D8%AE%D8%B7_%D8%B9%D8%B1%D8%A8%D9%8A)

<http://arbickhatyapa.blogspot.co.uk/p/blog-page.html>

**Suggested activities**

The selected module from section C may be studied over an 11 week period. The following cover, a by no means exhaustive, range of topics to read, discuss, research and write about. So the topics could run parallel to the texts or films you choose to study. You may do them in any order.

Brainstorming on the topic to be taught and researched; what do you know about Arab

scientist? What contribution they made to science and technology today?

- name some sciences started by the Arab scientist, in which era?

-Students research and present on the topic of Arabic scientists e.g. the golden age of Arab scientist.

-comparison between the golden age and our time, why do you think there are not many prominent scientists in the Arab world today?

-arts in the Arab world are gaining a status, artists are becoming celebrities; how far do you agree?

What are the characteristics of the Arabic architecture? What factors influenced it?

- students read texts related to the topic and answer questions, comment , summarize and write about it

-Make a list of 10 modern or old scientists who contributed most in your opinion give reasons.

-students respond in writing to prompts to produce an essay on the topic. e.g.;

ما قام به العلماء العرب صار أساساً للنهضة الأوروبية وما تبعها من تطور واكتشافات، اعط أمثلة

هجرة العقول العربية ما أسبابها؟ وكيف تعالج في رأيك؟

الخط العربي سيد الفنون العربية. وضح كيف؟ وبين سبب ذلك

<b>Y2</b> <b>Wk 21-32</b>	<b>Topic:</b> <b>Set topics, texts and films</b> <b>Arabic film; Comedy and Tragedy</b>
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### Learning objectives

To learn, understand and be able to use vocabulary pertaining to the films.

To develop deep knowledge of the topic and good command of relevant supporting evidence

To use and practise the prescribed grammatical structures and vocabulary as needed for purposes of writing accurate and fluent factual and critical responses in connection to this material.

### Suggested resources

Extracts from the films, or commentary on the film which may be used as prompts from discussion may be found online at

مواقع أفلام

- <http://www.aflam1.com/>
- <http://www.watcharabicmovie.net/movies.html>

نقد بعض الافلام

<https://www.assawsana.com/portal/pages.php?newsid=17409>

<http://www.elcinema.com/work/wk1681255/>

<http://www.elcinema.com/work/wk1908961/>

<https://now.mmedia.me/lb/ar/%D8%A3%D8%B1%D8%B4%D9%8A%D9%81/535204-%D9%81%D9%8A%D9%84%D9%85-%D9%88%D8%AC%D8%AF%D8%A9-%D8%A3%D9%86-%D8%AA%D9%82%D8%AA%D9%86%D9%8A-%D9%81%D8%AA%D8%A7%D8%A9-%D8%AF%D8%B1%D8%A7%D8%AC%D8%A9-%D9%87%D9%88%D8%A7%D8%A6%D9%8A%D8%A9-%D9%81%D9%8A-%D8%A7%D9%84%D8%B3%D8%B9%D9%88%D8%AF%D9%8A%D8%A9>

### Suggested activities

- Compare and contrast themes and characters as they appear in these sources. E.g. portrayal of families and values, friendships and trust, identity, pursuit of happiness, rural versus urban, the others, loneliness and alienation, social strife, the impact of the economy on private lives etc.

- Describe and comment on the devices that make the films thought provoking or entertaining. E.g. plot development, characterisation, pace, humour, photography, music, dialogue, ending etc.

- Describe the aspects that you found most enjoyable or impressive in the films that you watched. Comment on the aspects you did not like. Justify your answer

- Single out a protagonist from each film that you have watched and comment on their

portrayal, their significance for the plot development, the choices they have to make and their relationship with other characters in the film

- How convincing do you find the portrayal of characters and events? What are the features that contribute or take away from a sense of realism?
- If you could add or change something in the films you watched, what would that be and why?

Assessment and review tasks:

- Write short plot summaries for each of the movies you have watched
- Collaborate with your fellow students to perform peer reviews of each other's film reviews
- Compile lists of quotations that best represent the characters or pivotal moments in the plot of the films you have watched
- Compare and comment on defining moments in the protagonists' lives in the films you have watched

### **Learning objectives**

To learn, understand and be able to use vocabulary poems.

To develop deep knowledge of the topic and good command of relevant supporting evidence

To use and practise the prescribed grammatical structures and vocabulary as needed for purposes of writing accurate and fluent factual and critical responses in connection to this material.

### **Suggested resources**

Online copies of most poems are available, free or for sale. Some of these are in PDF form to save or print.

Extract of poems, commentary, as well as critique could be found online.

نقد نزار قباني

[http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0ahUKEwjJkoCFz7HMAhVKAcAKHRkGCBYQFghSMAY&url=http%3A%2F%2Fwww.mohamedrabeea.com%2Fbooks%2Fbook1\\_14027.pdf&usg=AFQjCNFQxXMJXXUGftIPjIzh79eoLhCT-Q](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0ahUKEwjJkoCFz7HMAhVKAcAKHRkGCBYQFghSMAY&url=http%3A%2F%2Fwww.mohamedrabeea.com%2Fbooks%2Fbook1_14027.pdf&usg=AFQjCNFQxXMJXXUGftIPjIzh79eoLhCT-Q)

ايليا ابوماضي

[http://lisaanularab.blogspot.co.uk/2015/11/blog-post\\_536.html](http://lisaanularab.blogspot.co.uk/2015/11/blog-post_536.html)

كوخ الاشواق/ الهادي آدم

<https://www.sudaress.com/alintibaha/17447>

ويغير ألوانه البحر/ نازك الملائكة

<http://www.startimes.com/?t=21995358>

مدينة بلا قلب/ أحمد عبد المعطي حجازي

<http://aljsad.org/showthread.php?t=65954>

### **Suggested activities**

Choose 3 or more poems each week for reading. Depending on their grouping, these poems could be discussed in terms of the following assignments and rubrics:

- Describe the aspects that you enjoyed the most in the 10 poems that you have studied.
- Research, describe and comment on the historical and social framework around the characters or the subject matter of the poems. Explain how this affects the protagonists or their choices
- How important is knowledge of history, in order to understand the poems?
- Describe and comment on the values and world view that emerge in the poems you have studied
- How are different themes presented in the poems?
- What are the morals that emerge in the poems you have studied?
- Describe and comment on technique (structure, language, imagery, rhythm, rhyme)

<b>Y12</b> <b>Wk 21-32</b>	<b>Topic:</b> <b>Set topics, texts and films</b> <b>Literature</b>
<p><b>Aims/Learning objectives</b></p> <p>To learn, understand and be able to use vocabulary book/ novel they choose.</p> <p>To develop deep knowledge of the topic and good command of relevant supporting evidence</p> <p>To use and practise the prescribed grammatical structures and vocabulary as needed for purposes of writing accurate and fluent factual and critical responses in connection to this material.</p> <p><b>Suggested resources</b></p> <p>Online copies of some stories are available, free or for sale. Some of these are in PDF form to save or print. Extract of poems, commentary, as well as critique could be found online.</p> <p>ساق البامبو/ سعود السنعوسي  <a href="http://www.booksstream.com/book/1491/%D8%B3%D8%A7%D9%82-%D8%A7%D9%84%D8%A8%D8%A7%D9%85%D8%A8%D9%88.html">http://www.booksstream.com/book/1491/%D8%B3%D8%A7%D9%82-%D8%A7%D9%84%D8%A8%D8%A7%D9%85%D8%A8%D9%88.html</a></p> <p>دعاء الكروان/ د. طه حسين  <a href="http://www.ab33ad.com/vb/showthread.php?t=33856">http://www.ab33ad.com/vb/showthread.php?t=33856</a></p> <p>ذاكرة جسد/ أحلام مستغانمي  <a href="http://www.ibtesamh.com/showthread-t_83816.html">http://www.ibtesamh.com/showthread-t_83816.html</a></p> <p>عرس الزين/ الطيب صالح  <a href="http://www.sudaneseoffline.net/forums/showthread.php?t=4385">http://www.sudaneseoffline.net/forums/showthread.php?t=4385</a></p> <p>عباس محمود العقاد/ سارة  <a href="http://www.alkottob.com/book/3108/%d8%b3%d8%a7%d8%b1%d8%a9.html">http://www.alkottob.com/book/3108/%d8%b3%d8%a7%d8%b1%d8%a9.html</a></p> <p><b>Suggested activities</b></p> <p>Close reading of approximately 2 chapters/ short stories each week.          -students discussed and compare terms of assignments and rubrics that target specific themes.</p> <p><b>Review and assessment tasks:</b></p> <ul style="list-style-type: none"> <li>- Write a short synopsis for each short story highlighting the main aspects of the plot and key themes</li> <li>- Collaborate with your fellow students to compare and carry out perform peer reviews of each other's' work</li> <li>- Compile lists of quotations that best represent the characters or pivotal moments in the plot of the stories you have watched</li> <li>- Write critical responses supported by evidence of close knowledge of the stories on prompts drawn from the key themes discussed</li> <li>- Write critical responses supported by textual evidence discussing formal elements of the stories (language, structure, voice, characterisation, story within the story etc.)</li> </ul> <p><b>Use remaining time for additional exams techniques and tips, revision, practice and working through past papers, where appropriate</b></p>	