Pearson Edexcel

INTERNATIONAL ADVANCED LEVEL

ARABIC

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in Arabic (XAA01)
Pearson Edexcel International Advanced Level in Arabic (YAA01)
First teaching September 2016
First examination from June 2017
First certification from August 2017 (International Advanced Subsidiary) and
August 2018 (International Advanced Level)
Issue 3

Edexcel, BTEC and LCCI qualifications

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About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Summary of International Advanced Subsidiary/Advanced Level Arabic Specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Appendix 3 has been updated	43

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

About this specification

The Pearson Edexcel International Advanced Subsidiary in Arabic and the Pearson Edexcel International Advanced Level in Arabic are part of a suite of International Advanced Level qualifications offered by Pearson.

These qualifications are not accredited or regulated by any UK regulatory body.

Key features

This specification includes the following key features.

Structure

The Pearson Edexcel International Advanced Subsidiary in Arabic and the Pearson Edexcel International Advanced Level in Arabic are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units.

The International Advanced Level can be claimed on completion of both units (IAS and IA2 units).

Content

The content is relevant, engaging and up to date. Topics relate to the interests of students studying Arabic for purposes of communication, for example in study and leisure situations. Contexts and settings will be those that students are likely to encounter, for example school, the media. Culturally sensitive and authentic reading texts used throughout.

Assessment

Assessed via two external examination papers, which may be taken in January or June, in a single tier covering the whole range of grades A* to E. Skills of reading and writing are tested in separate exercises in Papers 1 and 2.

Approach

The Pearson Edexcel International Advanced Level in Arabic is designed for use in schools and colleges. It is part of a suite of International A Level qualifications offered by Pearson Edexcel.

The Pearson Edexcel International Advanced Level in Arabic is designed primarily as a qualification for students who are studying Arabic in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages.

Achievement is broadly equivalent to level B2 of the CEFR. Students at this level are expected to understand the main ideas of complex written Arabic about both concrete and abstract topics; write with a degree of fluency and spontaneity that makes reading possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Students will be expected to communicate formally and informally in a range of contexts, and to understand a wider range of texts and styles than they can produce themselves. The aim of the Pearson Edexcel International Advanced Level in Arabic is to test Arabic language competence through realistic and contextualised tasks based on authentic texts.

Reading and writing skills are tested through two examination papers.

Specification updates

This specification is Issue 3 and is valid for first teaching from September 2016. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification gives teachers guidance and encourages effective delivery of these qualifications. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

Examples: throughout the content, we have included examples of what could be covered or what might support teaching and learning. It is important to note that examples are for illustrative purposes only and centres can use other examples. We have included examples that are easily understood and recognised by international centres.

Assessments: use a range of material and are not limited to the examples given. Teachers should deliver these qualifications using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in the subject content section.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- an understanding of a wide variety of complex reading texts for different purposes
- an understanding of standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of written contexts
- the skills necessary for further study or employment, either in Arabic-speaking countries or where Arabic is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in written communication.

The Advanced Subsidiary specification requires students to:

- read and respond to a variety of Arabic-language written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their written Arabic language appropriately for different situations and purposes
- use the Arabic language accurately to express facts and ideas, and to present explanations, opinions and information in writing
- understand and apply the grammatical system and a range of structures of the Arabic language as detailed in Arabic unit content: Grammar list.

The Advanced Level specification requires students to:

- use the Arabic language to present viewpoints, develop arguments, analyse and evaluate in writing
- understand and apply the grammatical system and a range of structures in Arabic as detailed in *Arabic unit content: Grammar list*
- study aspects of the contemporary society, cultural background and heritage of one or more of the
  Arabic-language countries or communities
- transfer meaning from English into Arabic.

The knowledge and understanding requirements of this Advanced Subsidiary and Advanced Level specification are inextricably linked to the two language skills of reading and writing in Arabic in line with the requirements of the subject criteria.

Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification.

Qualification abbreviations used in this specification

The following abbreviations appear in this specification:

International Advanced Subsidiary – IAS

International A2– IA2 (the additional content required for an IAL)

International Advanced Level – IAL.

Why choose Edexcel qualifications?

Pearson – the world's largest education company

Edexcel academic qualifications are from Pearson, the UK's largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world's largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK's largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain's educational system.

To find out more about our Edexcel heritage please visit our website:qualifications.pearson.com/en/about-us/about-pearson/our-history

Results you can trust

Pearson's leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson's world-class qualifications standards

Pearson's world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles please go to *Appendix 2: Pearson World Class Qualification design principles* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose Pearson Edexcel International Advanced Subsidiary/Advanced Level qualifications in Arabic?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international learners and give them skills that will support their progression to further study of Arabic and to a wide range of other subjects.

Key qualification features – a qualification for students who are studying Arabic in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of learners' skills – we designed the International Advanced Level qualifications to extend learners' knowledge by broadening and deepening skills, for example learners will:

- be expected to communicate formally and informally in a range of contexts
- understand a wider range of texts and styles than they can produce themselves
- develop competence through realistic and contextualised tasks based on authentic texts.

Progression– International Advanced Level qualifications enable successful progression to higher education. Through our world-class qualification development process we have consulted with higher education to validate the appropriateness of these qualifications, including content, skills and assessment structure.

More information can be found on our website (qualifications.pearson.com) on the Edexcel International Advanced Level pages.

Supporting you in planning and implementing these qualifications

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International Advanced Subsidiary/Advanced Level in Arabic qualifications to help you understand the changes to content and assessment, and what these changes mean for you and your students.

- We will provide you with an editable course planner and scheme of work.

Teaching and learning

- Free teaching and learning resources – promote any time, any place learning to improve student motivation and encourage new ways of working.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- Sample Assessment Materials to support formative assessments and mock exams

- Past question papers and examiner reports following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify the topics and skills where further learning would benefit your students.

Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications. Please contact your Regional Development Manager for more training event details.

Get help and support

Our languages subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive a newsletter for qualification updates and product and service news. For full details of all the teacher and student support provided by Pearson to help you deliver our qualifications, please click here.

Qualification at a glance

Qualification overview

Pearson Edexcel International Advanced Subsidiary in Arabic

This qualification consists of one externally-examined unit.

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of one IAS unit, Unit 1. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the International Advanced Level qualification.

Pearson Edexcel International Advanced Level in Arabic

This qualification consists of two externally-examined units.

The International Advanced Level consists of the two IAS units (Units 1 and 2). Students wishing to take the International Advanced Level must, therefore, complete both units.

Course of study

The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or

- a linear course assessed in its entirety at the end.

Content and assessment overview

IAS **Unit 1: Understanding and Written Response**	***Unit code: WAA01/01**	
Externally assessed Written examination: 2 hours and 30 minutes Availability: January and June First assessment: June 2017 80 marks	100% of the total IAS	50% of the total IAL
Content overview This unit consists of three sections. • Section A: Reading • Section B: Grammar • Section C: Essay		
Assessment overview 2 hour 30 minute examination in **three** sections. **Section A: Reading** Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. In addition, marks will be given for vocalisation of text produced in response to one of the questions. **Section B: Grammar** Students will be assessed on their ability to manipulate Arabic language, grammar and lexis. They will be assessed on their ability to vocalise Arabic vowels and select the right word form over three distinct tasks focusing on a topic area to provide contextualisation. **Section C: Essay** Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.		

IA2 Unit 2: Writing and Research	*Unit code: WAA02/01	
Externally assessed Written examination: 3 hours Availability: January and June First assessment: June 2018 80 marks	100% of the total IA2	50% of the total IAL

Content overview

This unit consists of three sections.

- Section A: Translation
- Section B: Creative/Discursive Essay
- Section C: Research-based Essay

Assessment overview

3 hour examination in **three** sections.

Section A: Translation

Students will be expected to undertake a short translation from English into Arabic.

Section B: Creative/Discursive Essay

Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively **or** discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.

Section C: Research-based Essay

Students must answer **one** question, in Arabic, that relates to a topic or a text chosen from the prescribed list featured in *Section 2.4 (Set topics, texts and films)*. A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.

*See *Appendix 1: Codes* for a description of this code and all other codes relevant to these qualifications.

Arabic content

Unit 1: Understanding and Written Response

IAS compulsory unit

Externally assessed

1.1 Unit description

1	**Knowledge and understanding of Arabic**	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.
2	**Topic areas**	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.

3	**Variety of source material**	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.
4	**Linking sources to topic areas**	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: IAS General topic areas*. 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

1 Overview	• First assessment: June 2017.
	• The assessment is 2 hours and 30 minutes.
	• The assessment consists of eight questions.
	• The assessment is out of 80 marks.
	• The paper may include multiple-choice, short-open, open-response and extended-writing questions.
	• Students must answer all questions from three sections.
2 Section A: Reading	• Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.
3 Section B: Grammar	• 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.
4 Section C: Essay	• Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.

1.3 IAS General topic areas

What students need to learn:

1 Youth matters	Family relationships and friendships
	Peer pressure and role models
	Music and fashion
	Technology and communication
2 Lifestyle, health and fitness	Food and diet
	Sport and exercise
	Health issues
	Urban and rural life
3 Environment and travel	Tourism, travel and transport
	Natural disasters and weather
	Climate change and its impact
	Energy, pollution and recycling
4 Education and employment	Education systems and types of schooling
	Pupil/student life
	Volunteering and internships
	Jobs and unemployment

1.4 Assessment criteria

Section C

Mark	Content and communication (AO1)
0	No rewardable material.
1–3	• The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4–6	• The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7–9	• The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10–12	• The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. • The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13–15	• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. • The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1–3	• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. • Lexis and grammar may not be accurate, with a high degree of repetition.
4–6	• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. • Lexis and grammar are occasionally accurate.
7–9	• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. • Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10–12	• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control.
13–15	• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors.

Unit 2: Writing and Research

IA2 compulsory unit

Externally assessed

2.1 Unit description

1	**Application of Arabic**	Students are required to draw on 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.
2	**Topic areas**	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
		• Technology in the Arabic-speaking world
		• Society in the Arabic-speaking world
		• Ethics in the Arabic-speaking world.
3	**Variety of source material**	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.
4	**pic areas**	This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below, which are detailed in *Section 2.3: IA2 General topic areas*. 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

1 Overview

- First assessment: June 2018.
- The assessment is 3 hours.
- The assessment consists of three questions.
- The assessment is out of 80 marks.
- The paper may include extended-writing questions.
- Students must complete the translation in section A and a choice of essays in sections B and C.

2 Section A: Translation

- 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.

3 Section B: Creative/Discursive essay

- 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.

4 Section C: Research-based essay

- 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 essay 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 300–400 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 IA2 General topic areas

What students need to learn:

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

2.4 Set topics, texts and films

Arabic scientists

موسوعة تاريخ العلوم العربية
بقلم مركز دراسات الوحدة العربية

تاريخ الحضارة
بقلم حسين مؤنس

حضارة العرب
بقلم جوستاف لوبون

The references provided are a guide only. Candidates should aim to be familiar with the life and works of three to five Arabic scientists.

Arabic art and architecture

الفن الإسلامي عبر الثقافات
بقلم أوليفر واتسون و هربرت بري

اكتشف الفن الإسلامي في حوض المتوسط
بقلم متحف بلا حدود

السنن الهندسية في تصاوير الأحرف العربية
بقلم أحمد مصطفى

The references provided are a guide only. Candidates should aim to be familiar with three to five styles of Arabic art or architecture.

Comedy in Arabic film

سكر هانم
إخراج السيد بدير

مراتي مدير عام
إخراج فطين عبد الوهاب

الأيدي الناعمة
إخراج محمود ذو الفقار

الثلاثة يشتغلونها
إخراج علي إدريس

زوج تحت الطلب
إخراج عادل صادق

Tragedy in Arabic film

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الأرض
إخراج يوسف شاهين

أريد حلاً
إخراج سعيد مرزوق

وجدة
إخراج هيفاء منصور

زوجة رجل مهم
إخراج محمد خان

كابتن أبو رائد
إخراج أمين مطالقة

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Poetry

<div dir="rtl">

ويغير ألوانه البحر
بقلم نازك الملائكة

قصائد متوحشة
بقلم نزار قباني

كوخ الأشواق
بقلم الهادي آدم

مدينة بلا قلب
بقلم أحمد عبد المعطي حجازي

ديوان الخمائل
بقلم إيليا أبو ماضي

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Literature

<div dir="rtl">

ساق البامبو
بقلم سعود السنعوسي

دعاء الكروان
بقلم د. طه حسين

ذاكرة جسد
بقلم أحلام مستغانمي

عرس الزين
بقلم الطيب صالح

سارة
بقلم عباس محمود العقاد

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2.5 Assessment criteria

Section A

Mark	Manipulation of language: translation into Arabic (AO2)
0	No rewardable language.
1–2	• Very limited use of correct vocabulary and grammar. • Very repetitive or incoherent structures/lexis. • Overall, communication is severely hindered.
3–4	• Occasional use of correct vocabulary and grammar. • Frequent lapses in structure/lexis. • Overall, communication is infrequent.
5–6	• Acceptable use of correct vocabulary and grammar. • Some lapses in structure/lexis. • Overall, communication is achieved despite errors.
7–8	• Good use of correct vocabulary and grammar. • Occasional lapses in structure/lexis. • Overall, communication is sound.
9–10	• Excellent use of correct vocabulary and grammar. • A variety of structures has been correctly used, including idiomatic phrases, allowing for occasional, insignificant errors. • Overall, communication is excellent.

Section B

Mark	Content and communication (AO1)
0	No rewardable material.
1–3	• The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4–6	• The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7–9	• The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.

Mark	Content and communication (AO1)
10–12	• The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. • The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
13–15	• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. • The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Mark	Quality of language (AO2)
0	No rewardable language.
1–3	• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. • Lexis and grammar may not be accurate, with a high degree of repetition.
4–6	• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. • Lexis and grammar are occasionally accurate.
7–9	• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. • Good control of basic language, but there may be errors particularly with more complex structures/lexis.
10–12	• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control.
13–15	• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors.

Section C

Mark	Content and communication (AO1)
0	No rewardable material.
1–2	• The student has shown minimal factual knowledge of the topic, text or film. • There is no relevant supporting evidence from the topic, text or film. • Only superficial details in the response.
3–4	• The student has shown some basic, generic factual knowledge of the topic, text or film. • There is limited relevant supporting evidence from the topic, text or film. • There is limited depth in the response.
5–6	• The student has shown acceptable factual knowledge of the topic, text or film. • There is some variety of relevant supporting evidence from the topic, text or film. • There is some depth in the response.
7–8	• The student has shown good factual knowledge of the topic, text or film. • There is a good range of relevant supporting evidence from the topic, text or film. • There is a good level of depth in the response.
9–10	• The student has shown excellent factual knowledge of the topic, text or film. • There is a wide range of relevant supporting evidence from the topic, text or film. • There is a high level of depth in the response.

Mark	Quality of language (AO2)
0	No rewardable language.
1	• Communication is only occasionally achieved even at a basic level. • Grammatical structures are basic and mostly used incorrectly. • Vocabulary is often lacking or incorrect.
2	• Communication is sometimes achieved at a basic level. • The student has used mostly common structures, and these are sometimes used correctly. • Vocabulary is limited in range.
3	• Communication is achieved most of the time. • Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors. • Vocabulary is acceptable in range.

Mark	Quality of language (AO2)
4	• Communication is achieved almost all of the time. • A good range of common grammatical structures is used correctly; some less common structures are used correctly. • Vocabulary is good in range and includes specialist terms relevant to the topic, text or film.
5	• Communication is fluent and varied throughout. • A wide range of both common and less common grammatical structures is mostly used correctly. • Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic/text.

Mark	Critical analysis (AO3), Organisation and development (AO2)
0	No evidence of a critical, analytical understanding of the topic, text or film.
1–3	• (AO4) A superficial description in response to the question that shows minimal engagement with the cultural topic, text or film, sufficient only to make a basic response. • (AO3) Limited links between ideas, leading to limited coherence throughout. • (AO4) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.
4–6	• (AO4) A partial explanation in response to the question that shows partial engagement with the cultural topic, text or film. • (AO3) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present. • (AO4) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.
7–9	• (AO4) A full explanation in response to the question that shows moderate engagement with the cultural topic, text or film. • (AO3) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present. • (AO4) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.
10–12	• (AO4) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the cultural topic, text or film. • (AO3) Justified links between ideas, and coherent organisation between paragraphs is mostly present. • (AO4) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.

Mark	Critical analysis (AO3), organisation and development (AO2)
13–15	• (AO4) A full evaluation in response to the question that shows excellent engagement with the cultural topic, text or film. • (AO3) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout. • (AO4) Conclusive remarks which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.

2.6 Grammar list

Division of structures

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.

Straightforward structures

The case system

Vocalisation system	Consonants; long and short vowels; helping vowels; *Hamza* الحركات الطويلة و القصيرة و الهمزة
	Transliteration of loan words in Arabic script كتابة الأسماء الأجنبية
	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
	Diptotes الممنوع من الصرف
	Idafa الإضافة
	Indeclinable; invariable; defective; diminutive المعرب و المبني
Articles	Definite; omission of indefinite; generic الحذف
Adjectives	Agreement (human; non-human) الصفة
	Position ظرف المكان
	Elative (comparative and superlative) اسم التفضيل
	Demonstrative أسماء الإشارة
	Relative (*nisba*) النسب
	Indeclinable; invariable; defective التصغير
Adverbs	Manner, time, place, purpose ظرف المكان و الزمان
	Comparative and superlative أفعل تفضيل
	Interrogative (eg *mata*, *kayfa*, *kam*) أسلوب الاستفهام
	Cognate accusative المفعول المطلق
	Hal الحال
	Tamyiz التمييز
Pronouns	Personal الضمائر
	Relative الضمائر المتصلة
	Demonstrative أسماء الإشارة

Pronouns (continued)	Possessive ضمائر الملكية
	Interrogative (eg *man*) مَنْ : اسم الاستفهام
Verbal sentences	Word order; subject/object المفاعيل
Verbs	Active/passive participle اسم المفعول و المبني للمعلوم و المجهول
	Verbal noun (*masdar*) المصدر
	Sound triliteral, quadrilateral verbs (Forms I–X) hollow; defective الأفعال الثلاثية و الرباعية و الخماسية و السداسية والصحيح و المعتل
	Assimilated; doubled الفعل المضعف
	Hamzated verbs (Forms I–X) الفعل المهموز

Complex structures

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
Prepositions	حروف الجر
Particles	Interrogatives الاستفهام
	Vocative المنادى
	Use of *qad* – with the perfect, pluperfect and Hal استعمال قد
	Exception (eg *illa*) الاستثناء ب إلا
Quantifiers/ intensifiers	التوكيد
	البدل
Conjunctions	أدوات الربط
Number, quantity and time	Cardinal/ordinal العدد
	Agreements with nouns اتفاق العدد مع الأسماء
	Use of *munthu* منذ ا

Assessment information

Assessment requirements

The Pearson Edexcel International Advanced Subsidiary in Arabic consists of one externally-examined unit.

The Pearson Edexcel International Advanced Level in Arabic consists of two externally-examined units.

Students must complete all assessments.

Please see the *Assessment availability and first award* section for information on when the assessment for each unit will be available from.

Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 1: Understanding and Written Response	IAS	2 hour 30 minutes paper The assessment for this unit has **three** sections. **Section A (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 (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, 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 (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. All students for this unit will be assessed by Pearson.	80 marks

Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 2: Writing and Research	IA2	3 hour paper The assessment for this unit has **three** sections. **Section A (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 (30 marks)** Students will write a 240-280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively **or** discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced. **Section C (30 marks)** Students must answer **one** question, in Arabic, that each relate to a topic or a text chosen from the prescribed list featured in *Section 2.4 Set topics, texts and films*. The essay should relate to a topic, text(s) or film(s) that students have studied in advance of the examination. A choice of two questions will be offered for each of the prescribed topics, texts and films. Students will be expected to write 300–400 words in Arabic. A maximum of 30 marks will be awarded across the two essays for their organisation of ideas, essay content and quality of language in accordance with the assessment criteria in the unit. All students for this unit will be assessed by Pearson.	80 marks

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International Advanced Subsidiary/Advanced Level in Arabic Sample Assessment Materials (SAMs)* document.

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Understand and respond, in writing, to written language.	28.1	15.6	43.7
AO2	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	21.9	28.1	50.0
AO3	Respond critically to themes and ideas from selected topics, cultural texts or films.	0	6.3	6.3

Relationship of assessment objectives to units for the International Advanced Subsidiary qualification

Unit number	Assessment objective		
	AO1	**AO2**	**AO3**
Unit 1	56.2%	43.8%	0%
Total for International Advanced Subsidiary	56.2%	43.8%	0%

NB Totals have been rounded either up or down.

Relationship of assessment objectives to units for the International Advanced Level qualification

Unit number	Assessment objective		
	AO1	**AO2**	**AO3**
Unit 1	28.1%	21.9%	0%
Unit 2	15.6%	28.1%	6.3%
Total for International Advanced Level	43.7%	50.0%	6.3%

NB Totals have been rounded either up or down.

Assessment availability and first award

Unit	June 2017	January 2018	June 2018	January 2019	June 2019
1	✓	✓	✓	✓	✓
2	✗	✗	✓	✓	✓
IAS award	✓	✓	✓	✓	✓
IAL award	✗	✗	✓	✓	✓

From June 2018, **both units will be assessed** in January and June for the lifetime of the qualifications.

From June 2018 **IAL and IAS will both be awarded** in January and June for the lifetime of the qualifications.

Administration and general information

Entries and resitting of units

Entries

Details of how to enter students for the examinations for these qualifications can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website, qualifications.pearson.com.

Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. If a student resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade. Please refer to the *Entry, Aggregation and Certification* document on our website: qualifications.pearson.com/IAL-entry-certification-procedures.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic

- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

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

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ FormM1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Advanced Subsidiary in Arabic will be graded on a five-grade scale from A to E. The Pearson Edexcel International Advanced Level in Arabic will be graded on a six-point scale A* to E. Individual unit results will be reported. Only Units 1 and 2 will contribute to the International Advanced Subsidiary grade. Both units will contribute to the International Advanced Level grade.

The first certification opportunity for the Pearson Edexcel International Advanced Subsidiary in Arabic will be in August 2017.The first certification opportunity for the Pearson Edexcel International Advanced Level in Arabic will be in August 2018. A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E, of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A*, A, B, C, D, E, of which grade A* is the highest and grade E the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

Students will receive a uniform mark between 0 and the maximum uniform mark for each unit.

The uniform marks at each grade threshold for each unit are:

Unit 1

Unit grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Unit 2

Unit grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Qualification results

The minimum uniform marks required for each grade:

International Advanced Subsidiary (cash-in code: XAA01)

Qualification grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Students with a uniform mark in the range 0–39 will be Unclassified (U).

International Advanced Level (cash-in code: YAA01)

Qualification grade	Maximum uniform mark	A	B	C	D	E
	200	160	140	120	100	80

Students with a uniform mark in the range 0–79 will be Unclassified (U).

To be awarded an A*, students will need to achieve an A for the International Advanced Level qualification (at least 160 uniform marks) **and** at least 90% of the total uniform mark available in the IA2 unit (at least 90 uniform marks).

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard

- they must be free from barriers that restrict access and progression

- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for these qualifications.

Students who would benefit most from studying these qualifications are likely to have a Level 2 qualification such as a GCSE in Arabic.

Progression

Students can progress from these qualifications to:

- a range of higher education, employment and further training opportunities. Through our world-class qualification development process we have consulted with higher education to validate the appropriateness of these qualifications, including content, skills and assessment structure.

Appendices

Appendix 1: Codes

Type of code	Use of code	Code
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1: WAA01/01 Unit 2: WAA02/01
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	International Advanced Subsidiary – XAA01 International Advanced Level – YAA01

Appendix 2: Pearson World Class Qualification design principles

Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

Demanding - The content and assessment are demanding, meaningful and meet the needs of end-users

Rigorous - The design of assessments ensures confidence in the grades awarded

Inclusive - The qualification is accessible to all its target group of students

Empowering – The qualification provides students with the knowledge and skills to progress successfully

We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast-changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson's Expert Panel for World Class Qualifications for the International Advanced Subsidiary (IAS)/International Advanced Level (IAL) development process

December 2015

"We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world

- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand

- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel IAS and IAL qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Dr Peter Hill
Former Chief Executive ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group

All titles correct as at December 2015.

Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.
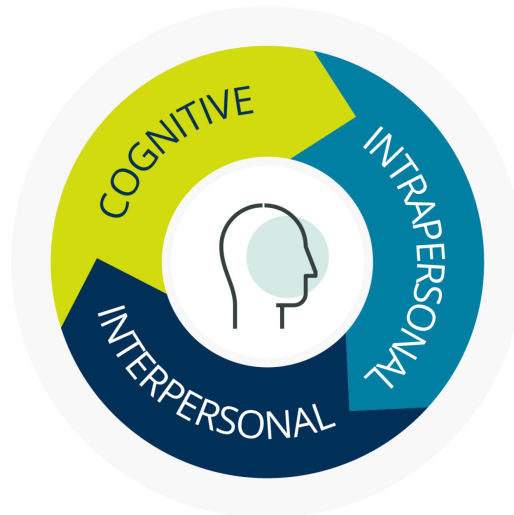
The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Arabic and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

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[1]OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)
[2]Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop*, (National Academies Press, 2011)

	Cognitive processes and strategies	• Critical thinking
Cognitive skills		• Problem solving
		• Analysis
		• Reasoning/argumentation
		• Interpretation
		• Decision making
	Creativity	• Creativity
Intrapersonal skills	Intellectual openness	• Adaptability
		• Personal and social responsibility
		• Intellectual interest and curiosity
	Work ethic/ conscientiousness	• Initiative
		• Self-direction
		• Responsibility
		• Perseverance
		• Productivity
		• Self-regulation (metacognition, forethought, reflection)
		• Ethics
		• Integrity
	Positive core self-evaluation	• Self-monitoring/self-evaluation/self-reinforcement
Interpersonal skills	Teamwork and collaboration	• Communication
		• Collaboration
		• Teamwork
		• Interpersonal skills
		• Empathy/perspective taking
	Leadership	• Leadership
		• Responsibility
		• Assertive communication
		• Self-presentation

Responding to the unfamiliar in written texts by showing flexibility of thought and attitude.

Writing and / or speaking continuously, fluently and relevantly to an appropriately high standard.

Advocating the position of another in a piece of writing or in an oral presentation.

Appendix 4: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside International Advanced Level (IAL) qualifications. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops

- is worth half of an International Advanced Level (IAL)qualification at grades A*–E

- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)

- an investigation/field study (for example a practical experiment)

- a performance (for example in music, drama or sport)

- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is non-examination assessment based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with Arabic

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace through the exploration of either an area of personal interest or a topic of interest from within the Arabic qualification content.

Through the Extended Project, students will develop skills that support their study of Arabic, including:

- conducting, organising and using research

- independent reading in the subject area

- defining a hypothesis to be researched using Arabic-language sources

- presenting research in writing

- evaluating arguments

- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating arguments, and using qualitative and quantitative evidence to support informed judgements and put forward strong arguments in Arabic.

Types of Extended Project related to Arabic

Students may produce a dissertation on any topic that can be researched and argued, for example a controversial issue such as euthanasia, the impact of terrorism, or adoption.

A dissertation might involve an investigation such as:

- the impact of Arabic film on the Western world
- the ease of emigration for citizens of Arabic countries.

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- a study of the impact of unemployment in an Arabic community
- a statistical survey of changing social attitudes towards stem cell research.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in Arabic. Students can demonstrate extension in one or more dimensions:

- *deepening understanding* – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of a sub-topic within a general topic area
- *broadening skills* – where a student learns a new skill. This might be learning how a new statistical technique can be used in the analysis of either primary or secondary data collected by the student
- *widening perspectives* – where the student's project spans different subjects. A student studying Arabic with Geography may wish to research the impact of tourism on a particular Arabic-speaking region or locality. A student studying Arabic with medicine may wish to investigate new advances in therapies conducted by Arabic research facilities.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 5: Glossary

Term	Definition
Assessment objectives	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 or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
International Advanced Subsidiary	Abbreviated to IAS.
International Advanced Level	Abbreviated to IAL.
International A2 (IA2)	The additional content required for an IAL.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
Uniform Mark Scale (UMS)	Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

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