

teacher's handbook

Version 2 April 2010

GCSE

Modern Foreign
Languages: Dutch Gujarati
Persian Portuguese Turkish

J733-J737 J033-J037 J133-J137

This handbook is designed to accompany the OCR GCSE Modern Foreign Languages specification for teaching from September 2009. This booklet contains the following support materials:

- Subject specific guidance
- Resource list
- Publisher partner resources
- Frequently asked questions
- Other forms of support.

OCR GCSE
MODERN FOREIGN
LANGUAGES

www.ocr.org.uk/newgcse

Contents

Contents	2
Introduction	3
Subject specific guidance	4
Resources	15
Other forms of Support	21
Frequently Asked Questions	23

Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas :

- updated and relevant content,
- a focus on developing students personal, learning and thinking skills,
- flexible assessment,

so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are :

- examinations should provide opportunity for extended writing and more varied question types.
- all GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either linear or unitised in fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Dutch, Gujarati, Persian, Portuguese and Turkish specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the specification. If clarification on a particular point is sought, then that clarification must be found in the specification itself.

Subject specific guidance

How does this qualification differ from the previous version of the specification?

Structure

The new specification still consists of four units each testing one of the assessment objectives:

AO1 Understand Spoken Language

AO2 Communicate in Speech

AO3 Understand Written Language

AO4 Communicate in Writing

These **four** units are:

A801/A811/A821/A831/A841: *Listening (Dutch/Gujarati/Persian/Portuguese/Turkish)*

A802/A812/A822/A832/A842: *Speaking (Dutch/Gujarati/Persian/Portuguese/Turkish)*

A803/A813/A823/A833/A843: *Reading (Dutch/Gujarati/Persian/Portuguese/Turkish)*

A804/A814/A824/A834/A844: *Writing (Dutch/Gujarati/Persian/Portuguese/Turkish)*

In the new specification there is **no** opportunity to take these units via internal assessment as all the papers are set by OCR and will be externally examined. Controlled assessment will **not** be used for this specification.

The specification is now unitised rather than linear. Unitisation of the specification will allow students to take units in a staged or stepped manner rather than in a linear fashion and to re-sit a specific unit or units rather than re-take the whole assessment. Students **must** take at least 40% (i.e. two units) of the specification in the series in which they certificate and may take each unit up to twice. The only time limit on when the units must be used towards certification is the shelf life of the specification.

Units in the new specification only have one tier which will allow students to achieve grades G to A*.

We have also introduced a short course to GCSE Modern Foreign Languages which will allow students to focus on either spoken or written language rather than the previous 'all or nothing' approach of the linear GCSEs.

There are two short courses available for study.

GCSE short course spoken language

A801/A811/A821/A831/A841: *Listening (Dutch/Gujarati/Persian/Portuguese/Turkish)*

A802/A812/A822/A832/A842: *Speaking (Dutch/Gujarati/Persian/Portuguese/Turkish)*

GCSE short course written language

A803/A813/A823/A833/A843: *Reading (Dutch/Gujarati/Persian/Portuguese/Turkish)*

A804/A814/A824/A834/A844: *Writing (Dutch/Gujarati/Persian/Portuguese/Turkish)*

Content

The topics for the new specification have been revised and updated to make them more relevant to students but retain many aspects of the topics from the previous specification.

The introduction of choice of contexts in speaking and writing examinations allows students to engage with the subject and direct their learning.

Assessment

All units are externally-assessed: there is no internal assessment or controlled assessment.

All rubrics and questions in the examination papers for Listening and Writing are in English. There will be one question on the Reading paper which will require answers in the target language.

Speaking tests: All tests are recorded on CDs or digital media. The format of the test is:

- Part 1** Presentation and discussion (maximum 5 minutes)
- Part 2** General conversation (maximum 5 minutes)

Writing tests: Students complete two questions on two different topics. Each response must be for a different purpose..

Speaking tests

The new style speaking tests have been designed to fulfil the requirements of the national QCA subject criteria for Modern Foreign Languages so that students can choose a topic of discussion which interests them.

The test lasts 10 minutes and teachers should be aware that only 10 minutes of recording will be assessed.

Structure

The test will consist of 2 tasks:

Part 1 Presentation and discussion

Presentation (maximum 1 minute)

Students introduce a topic (one of the main topics, or a subtopic or one of their own choice) for no longer than 1 minute, explaining why it is of interest and importance to them. Students may take up to 5 objects or visuals into the test to aid their presentation and make notes on the 'Notes for Speaking Tests form' which should consist of no more than 40 words in 5 bullet points.

Discussion (maximum 4 minutes)

The teacher/examiner develops a discussion of the topic by asking a range of questions including unexpected ones.

Students are required to give information about the topic, about events related to the topic and explain ideas and points of view (their own and/or those of others).

Part 2 General conversation (maximum 5 minutes)

Students choose 1 of 3 topics offered by the teacher/examiner from a list prescribed for each examination series by OCR. This topic must be different from the topic discussed in Part 1.

Note: Students must not be told what the 3 topics are in advance of this part of the test. If the student uses one of these topics as the subject of their presentation the teacher/examiner should offer the student a choice of the remaining two topics. The teacher/examiner should not deviate from the pattern of topics as laid out in the random order sheet in the teacher booklet.

Preparation

At the start of the preparation time, the student gives a copy of the Notes for Speaking Tests form to the teacher/examiner. This form must be retained in the centre until 1 November following the test.

Students have 10 minutes to prepare before the test begins and may use a bilingual dictionary to help their preparation. This is an opportunity for students to do a final review of the topic they have prepared for Part 1 Presentation and discussion.

Conduct of the test

For the Presentation, teachers are reminded that students must be allowed the opportunity to present their chosen topic for 1 minute and should not be interrupted with questions.

The discussion of the presentation topic and the general conversation should be led by the teacher asking appropriate open-ended questions which allow the student to show what they can do. These questions should encourage the student to use a variety of sentence structures, vocabulary and tenses in order to access the full range of marks available for quality and range of language. The student should be able to express opinions, both their own and those of other people and justify their ideas and points of view..

Ideas and Suggestions for Topic-Based Questions

These topic based questions have been adapted from those provided for the legacy specification to fit the new topic areas. They may be helpful in discussing the student's Presentation and for the General Conversation section of the Speaking Test.

Advice for using the topic based questions:

- The suggestions are areas to be explored in the course of a natural conversation between the teacher/examiner and the student.
- **The conversation must not be a recitation of these lists of questions.**
- Each set of questions contains ideas for topic-based conversations.
- The questions are not in any mandatory sequence.
- The questions must be re-phrased or changed as appropriate for each student.
- These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

Candidates must be offered opportunities to express a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features. The suggestions start with very "open" questions, which should encourage students to expand on their responses. The more specific questions (in italics) are suitable as lead-in questions to the more "open" questions for less confident students. For instance, a topic could be introduced with two or three "closed" questions, which require a short response, leading to more "open" questioning which allows the student to show initiative and fully develop the topic.

Topic Area 1 Home and local area

Life in the home; friends and relationships

Tell me about your house / home / flat.

(How many rooms are there? Tell me about the ...)

Describe your bedroom / garden / living room. (Colours / size / plants / furniture)

(Do you have a garden? What is in your bedroom?)

What do you do (to help) at home? And yesterday? And next weekend?

(Do you do the hoovering / the washing up / help grandparents?)

Describe your daily routine at home. (Morning / evening / weekend)

(What time do you get up / get home / have lunch?)

What do you like / dislike about your home / bedroom? Why?

(What colour are the walls? Do you like them? Why (not)?)

Who does the cooking at home? Opinions about food / meals / kitchen.

(Does your mother / father cook the dinner? What do you like cooking?)

What would you change about your home / bedroom? Why?

(Do you like your bedroom? Why (not)?)

Tell me about your family / best friend / brother / grandmother.

(How many sisters do you have? Tell me about your sister.)

Describe your mother / father / sister / brother. (Occupation / temperament / hair / size)

(Do you have a brother / sister? What does your father / brother do?)

Describe your pet. Type / size / colour.

(Do you have a pet? How long have you had your ... ? How do you look after your ... ?)

What do you like to do with your friends? Last weekend? Next weekend?

(Do you go to the cinema / go to worship / play football with your friends?)

What kind of person are you? Temperament / (dis)likes.

(Are you intelligent / friendly / obedient / sporty / hard-working?)

What do you (not) like about your friends / classmates? Why?

(Who is your best friend? Describe him / her. Character / (dis)likes.)

Do you get on well with your family / classmates / boys / girls? Opinions.

(Do you like your brother? Is your mum / dad nice / strict? In what way?)

What would you change in your (family) life? How would that be better?

(What do you do: weekend / evening? What else would you like to do?)

Local area, facilities and getting around

Tell me about your home town / village / region. Industrial? Touristy?

(Where do you live? Do you like living in ... ?)

What is there in the area for young people (to do)?

(Is there a cinema? Are there lots of clubs nearby?)

What is there in the area for tourists (to do)?

(Have you visited ... castle / museum / park? Tell me about it.)

What is the area like for shopping? Did you go shopping last weekend?

(Do you go shopping in ... ? Where else? When? Who with?)

What do you think about your town / village / region? Why?

(What do you not like about ... ? transport / entertainment?)

What are the (dis)advantages of living in the town or the country?

(Do you like living in ... ? Why? Would you rather live elsewhere?)

If you had the choice, where would you like to live? Abroad? Why?

(Would you like to live in ... ? What is the weather like here / there?)

How do you normally travel to school / into town etc? What would you prefer? Why?

(Do you like travelling by car / bus etc.? What are the (dis)advantages?)

Topic Area 2 Health and sport

Sport, outdoor pursuits and healthy lifestyle

Do you play sport?

(What sort? When? Who with? How often?)

Do you play for a team / in a club? Why do you enjoy it?

Describe a game / match you recently took part in.

What do you normally do to keep fit?

(In school? At the week-end? Any exercise? Walking?)

What did you do last week(end) to keep fit?

Tell me about your normal weekend lifestyle.

(Do you exercise / walk / play sport on Saturdays / Sundays? Why (not)?)

What about friends / family members? Are they sporty / fit / healthy? Why?

Is being healthy an important issue for you? Why (not?)

(Do you eat healthily? other habits e.g. sleeping / smoking etc.)

What will / should you do to be fitter? How could you improve your life-style?

Food and drink as aspects of culture and health

What do you like / dislike eating / drinking? Why?

(What is your favourite meal / drink? How often do you eat / drink it?)

What do you normally eat (for breakfast / lunch / evening meal)?

Do you eat healthily? What constitutes a healthy diet (in your opinion)?

(How often do you eat vegetables / fruit / chocolate etc?)

Did you eat healthily last weekend?

Do you enjoy eating takeaways / fast food? Why?

(What do you think is good / bad about takeaways?)

How could you improve your diet?

Are you for or against vegetarian food? Why?

Tell me about a recent (family) meal you had. When? Special occasion? Who with?

Describe a recent visit to a restaurant – good experience? Why (not)?

What do you think about the food / drink in ... (country)? What have you tried / tasted?

Do you prefer English or (other) food / dishes? Why?

Topic Area 3 Leisure and Entertainment

Socialising, special occasions and festivals (includes on-line)

Tell me about your hobbies. What do you do at the weekend / in the evenings?

(Do you play sport? Do you like music? What sort? When? Who with?)

What do you like to do with your friends? Last weekend? Next weekend?

(Do you go to the cinema / go to worship / play football with your friends?)

What do you do in your free time? Last weekend? And next weekend?
(Do you go shopping / watch football / go to worship at the weekend?)
Describe what you like to do in your leisure time / evening / weekend routine.
(What time do you get home / get up on Saturday? What do you do then?)
What do you (not) like about the weekend? Why?
(What do you do on Saturday / Sunday am / pm / evening? Tell me about that.)
Who do you spend free time with? Opinions about friends / family.
(Do you watch TV with your family? Do you go out with your friends?)
What would you do if you didn't have to go to school or work? Why?
(How do you spend your money? Clothes / fashion / music / sport?)
Tell me about a special occasion you were involved with recently.
(What? Where? Who with? Opinions?)
How did you celebrate your last birthday? With whom? Presents?
(What would you like to do differently for your next / 18th birthday?)
Do you have a favourite festival in the year? What? Why?

TV, films and music

Do you like television / films / going to concerts? Tell me about that.
What is your favourite TV programme / film / music / group? – Why?
(When do you watch it? How often? Who with? Where? etc.)
What sort of TV programmes / music / films do you like / dislike? Why?
(Do you like watching documentaries / the news / soap operas etc.?)
How much television do you watch in the evenings / at weekends / in the holidays?
Tell me about a programme / film you watched recently
(What was it about? Who did you watch it with? What did you think of it?)
Do you have a favourite singer / film star / TV star?
(What is he / she like? Description / personality etc.)
Do you buy CDs / DVDs etc. or do you download music / films from the web?
What (film / programme / music) would you recommend (to a visitor)?

Topic Area 4 Travel and the wider world

Holidays and exchanges

Tell me about your summer holidays. Last year? This summer?
(Where are you going this year (did you go last year) for your holidays?)
Describe your holidays (weather / transport / accommodation / activities).
(Where do you like to go on holiday? Do you stay in a caravan? Who with?)
If you had lots of money, where would you go on holiday? Who with?
(What do you like to do on holiday? Who with? If weather is bad?)
Describe the Christmas / Eid / Diwali holidays. Celebrations / parties / visits / meals.
What do you (dis)like about holidays? Why? Do you go away / stay at home?
(What do you do at home in the holidays? Do you like it? Why (not)?)
Do you prefer holidays with family or with friends? What differences?
(Do you go on holiday with your family? Do you like that? Why (not)?)
(Dis)advantages of different sorts of holidays. Cost / travel / accommodation.
(Do you like going to ... on holiday? Why (not)?)
Have you taken part in an exchange / trip abroad? Tell me about it.
What are the (dis)advantages of exchanges?

Environmental, cultural and social issues

Are you “environmentally friendly”? What do you do to help the environment?
(Do you recycle bottles / paper etc?; save water / energy? How?)
Is the environment important to you? Why?
What have you done lately to help the environment?
What (more) could / should you do?
(Do you travel by car / plane? How often do you cycle / walk?)
In your opinion, what is the worst / biggest environmental problem at the moment?
Why? How could it be improved / solved?
(What do you think about global warming / greenhouse effect / pollution?)
What are the most important social issues for young people these days?

(What do you think about smoking / drinking / violence / crime?)
Is there a problem with drinking / drugs / violence in your local area?
How could it be improved?
Why do you think some people take drugs / get involved with crime?
Tell me about your favourite cultural holiday / celebration.
What do you (did you) do to celebrate? And next year? Or ideal?

Topic Area 5 Education and work

School life in the UK and in the target-language country or community

Tell me about your school / college.
(How many pupils / teachers at your school?)
Describe your classroom / school buildings / grounds.
(Do you have a big classroom? What is in your classroom?)
What is your favourite lesson? Why? And least favourite? Why?
(Do you like maths? What lesson will you have next / tomorrow / after this?)
Describe your daily routine at school / break / morning / afternoon routine.
(What time do / did you arrive at school / have lunch / go home?)
What do you like / dislike about school / lessons / sports? Why?
(What do you do at break / lunchtime? Who with?)
What do you think of school rules? Opinions about uniform / homework.
(Are the teachers strict? What do you think about homework?)
What would you change about your school? How would that be better?
(Do you like your school (uniform)? Why (not)?)

Work experience, future study and jobs, working abroad

Tell me about your work experience. How long? What sort of business?
(Did you like working at ... ? Why (not)? Tell me about it.)
Do you work at the weekend / in the evenings? Opinions about this work.
(Do you work in a supermarket? Where / when? do you work on Saturdays?)
What do you want to do after you leave school? College / university / work / study?
(Are you going to college in September? What will you study?)
Describe your routine while on work experience. Am / pm. Transport / meals.
(What time did you arrive at work? Morning / lunchtime / afternoon?)
What sort of job / profession would you like in the future? Why?
(After college? Do you want to work in a shop / office / garage? Why?)
What does your father / brother / sister do? Would you like to do that job?
(What work does your mother / father do? Do you want to be an ... ?)
(Dis)advantages of different jobs / careers / study or work opportunities.
(What money do you earn / receive? How do you spend it?)
If you had the choice, where would you like to work? Abroad? Why?
(Dis)advantages of working in UK / abroad.

Administration

All the tests must be recorded. A mark sheet must be completed for each student with student name and number, centre number, name of the conducting teacher, date of the test and title of the general conversation topic. When the tests have been completed, the recordings must be sent to the OCR examiner for marking, with the attendance register and all the mark sheets.

A quick guide to recording speaking tests on CD/digital media

Preparation

Buy the equipment to record your students in a digital format. There are some excellent digital recorders which are handheld and cost under £100 or there are more expensive CD recorders and also digital recorders. Colleagues in Media or Music Departments may have done these sorts of recordings before and may have useful advice.

You need to set up a folder for each student on a secure ICT system in your centre. You may need to ask the ICT Manager in your Centre to help you set up the folders or a colleague in the ICT Department, if you do not have an ICT Manager. You need to:

- set up a folder on the secure system for each of the classes taking the exams
- within that folder, set up a folder for each of the students in the group.

Recording Students

Each voice recorder will have different instructions and in essence it is the same as recording onto cassette, but instead you are recording onto a memory card.

The digital recorder will probably have a red light which will indicate when you are in recording mode, just like a tape recorder.

Instructions for digital recorders talk about “messages”, “files” or “folders”. Whatever they are called, each student should have a separate recording and this will ensure that you do not erase any previous recordings. This is just like using a different side of the tape or a different cassette.

Transferring Recordings to Computer

The digital voice recorder will come with some software which you should install. It would be a good idea to discuss this with your ICT Manager to make sure that the software is installed on an appropriate machine, or in an appropriate location.

The software will enable you to:

- transfer recordings onto your computer
- save the recordings into the student’s folder
- view and play the recordings on the computer

The digital recorder will come with a cable which will connect the recorder to the computer, probably via a USB connection. Once it is connected, follow the on screen instructions.

Play Safe

It is worth spending some time getting used to using the equipment and making certain that you are confident in its use. Make some practice recordings of your own voice and save them onto the computer to make sure that everything is working and that you are confident about recording and transferring data.

It is advisable also to make a copy of the recordings on CD as well as having them stored on the server or the hard drive of the computer.

Writing tests

The new style tests have been designed to fulfil the requirements of the national QCA subject criteria for Modern Foreign Languages so that students can choose to write about a topic which interests them.

Conduct of the test

The examination paper will be set by OCR, taken by students on a specific date and marked by OCR examiners. Students are not allowed to see the questions before the test begins and cannot prepare or take written notes into the exam room, but will be able to use a bilingual dictionary during the exam.

Structure

The test consists of five questions, one on each of the OCR topic areas. Students are required to answer two questions.

Note: each question must be for a different purpose, e.g. blog/email/magazine article/letter/script of a conversation.

OCR will set the subject and the purpose of the writing, but students have some choice on how they decide to answer the question.

For example:

Question 1. Home and Local Area

You have been asked to write an item (to be posted on your e - partner school's website) about 'A day in your life'.

Remember:

- to give factual information **and** explain ideas and points of view (your own or those of others)
- to use a variety of vocabulary, different types of sentences and different verb tenses

OCR will also provide a number of suggestions for the content of the piece of writing, but will allow students to use their own ideas and experiences to make their writing interesting.

The suggestions will cover content suitable for the full range of ability from G to A*. They will include suggestions which will encourage students to use tenses, opinions and justifications as well as simple descriptive language.

Students will **not** have to cover specific pieces of information in order to gain marks for content.

Subject content

The topic areas have been revised and updated; there has been a change in the emphasis and arrangement of topics from the previous specification.

This table demonstrates how the topic areas in the previous and new specifications relate to each other.

New specification	Previous specification
<p>1 Home and local area</p> <ul style="list-style-type: none"> Life in the home; friends and relationships Local area, facilities and getting around. 	<p>1 Everyday activities (a) home life;</p> <p>2 Personal and social life (a) people – the family and new contacts;</p> <p>3 The world around us (a) local and other areas; (b) shopping and public services; (d) going places.</p>
<p>2 Health and sport</p> <ul style="list-style-type: none"> Sport, outdoor pursuits and healthy lifestyle Food and drink as aspects of culture and health. 	<p>2 Personal and social life (b) free time (social activities, sports, personal interests, weekends and days off school, entertainment); (d) special occasions.</p> <p>1 Everyday activities (c) eating and drinking; (d) health and fitness.</p>
<p>3 Leisure and entertainment (includes online)</p> <ul style="list-style-type: none"> Socialising, special occasions and festivals TV, films and music. 	<p>2 Personal and social life (b) free time (social activities, sports, personal interests, weekends and days off school, entertainment); (d) special occasions.</p> <p>3 The world around us (b) shopping and public services;</p> <p>5 The international world (a) the media;</p>
<p>4 Travel and the wider world</p> <ul style="list-style-type: none"> Holidays and exchanges Environmental, cultural and social issues. 	<p>5 The international world (a) the media; (b) world issues, events and people; (c) tourism and holidays; (d) tourist and holiday accommodation.</p>
<p>5 Education and work</p> <ul style="list-style-type: none"> School life in the UK and in the target language country or community Work experience, future study and jobs, working abroad. 	<p>1 Everyday activities (b) school life;</p> <p>4 The world of work (a) jobs and work experience; (b) careers and life-long learning.</p>

Resources

GCSE Dutch J733

A resource list for teachers

Useful books

IJsbreker, ThiemeMeulenhoff ISBN 978900681079

Additional materials

Concise Dutch Grammar, Wolters-Noordhof ISBN 9001137997

Het Grote Taalspel (www.grotetaalspel.nl)

Van toen tot nu (deel 1-4), de Nederlandse geschiedenis in stripvorm ISBN 905425-078x, -0887, -0984, -1085

Kidsweek (www.kidsweek.nl), weekkrant voor jongeren. ISSN 15713814

Websites

www.101languages.net/dutch

www.nos.nl/jeugdjournaal

www.masteranylanguage.com

www.linguamate.com

GCSE Gujarati J734

A resource list for teachers

Useful Books

Kanta Shah, *Gujarati language for GCSE*, St Albans, Caprin, 1996. ISBN 095175971X

Dr. Jagdish J. Dave, *Gujarati Bhasha pravesh Book 1*, Book Centre Bradford. ISBN 1-869920-20-1

Dr. Jagdish J. Dave, *Gujarati Bhasha pravesh Book 2*, Book Centre Bradford. ISBN 1-869920-20-1

Books from India

Gala Swaathyaaypothee PARYAVARAN Dhoran 1 and Dhoran 2, Navaneet Publications

Gala Swaathyaaypothee GUJARATI Dhoran 1 and Dhoran 2, Navaneet Publications

Vikaas, *Navaneet SAMANYA GYAAN* Part 1 and Part 2, Navaneet Publications
(Good with diagrams to assist teachers to make their own resources.)

Gujarati books can be purchased from **Hindu Sahitya Kendra, 46-48 Loughborough Road, Leicester**

CD-ROMS

Gujarati Guru Magic soft ware pvt Ltd. ISBN 81-86532-06-4

India festiva Magic soft ware pvt Ltd. ISBN 81-86532-02-1

Learn Gujarati Xplora interactive. ISBN 1892322-00-5

Internet sites

<http://utopianvision.co.uk/gujarati/>

<http://www.gurjari.net/>

<http://www.gujaratsamachar.com/>

<http://www.gujaratilexicon.com/>

GCSE Persian J735

A resource list for teachers

Past papers and audio material available on the OCR website – www.ocr.org.uk

Useful Books

Abrahams, Simin (2005) *Modern Persian (Bilingual) : A Course-Book*, RoutledgeCurzon ISBN: 978070071327

Amuzegar, Hushang & Farideh (2003) *How to Speak, Read & Write Persian: Self-Teaching Method* ISBN: 9780936347059

Awde, Nicholas; Davatolhagh, Saeid; Aziz, Sami *Dari-English English-Dari Dictionary & Phrasebook*, Hippocrene Books ISBN: 9780781809719

Ayman, Lily (1994) *Persian First Grade Reader*, IBEX Publishers ISBN: 936347341

Boyle, John Andrew (2002) *A Practical Dictionary of the Persian Language (Digitised 2006)*, Saphrograph Corp ISBN: 875570577

Dehghani, Yavar (2001) *Farsi (Persian) Phrasebook*, Lonely Planet Publications ISBN: 9780864425812

Dundon, S.A. (2008) *Persian One*, MTO Publications, ISBN-13: 978-1904916079

Farzad, Narguess (2004) *Teach Yourself Modern Persian/Farsi Complete Course Audiopack*, McGraw-Hill ISBN: 7141908X

Haim, S (1993) *Persian-English Dictionary*, Binding Paperback Publisher ISBN: 9780781800556

Jones, William (1984) *Grammar of the Persian Language*, Apt Books ISBN: 0865901384

Mahootian, Shahrzad (1999) *Persian Descriptive Grammars Book Series*, Routledge ISBN: 415023114

Mace, John (2002) *Persian Grammar: For Reference and Revision*, RoutledgeCurzon ISBN: 9780700716944

Miandji, A M (2003) *Farsi-English /English-Farsi (Persian) Concise Dictionary*, Hippocrene Books ISBN: 9780781808606

Moshiri, Leila (1988) *Colloquial Persian*, Routledge ISBN: 415008867

Palmer, Edward Henry (1891) *A Concise Dictionary, English-Persian*, Routledge & Kegan Paul

Pimsleur, S and S *Conversational Farsi (Persian) Learn to Speak & understand Farsi (Persian)* Audio CD, Pimsleur Language Programs ISBN: 743544838

Rafiee, Abdi (2001) *Colloquial Persian The Complete Course for Beginners (2 cassettes or CD)*, Routledge ISBN: 9780415157490

Rosen, Fritz (2004) *Persian Colloquial Grammar*, Laurier Books Ltd ISBN: 8120613783

Stilo, Donald; Talattof, Kamran; Clinton, Jerome; (2005) Modern Persian: Spoken & Written, Yale University Press New Books with CD 0300100515

Sutton, Elwell (1963) Elementary Persian Grammar, Cambridge University Press
ISBN: 9780521092067

Turner, Colin (2004) A Thematic Dictionary of Modern Persian, RoutledgeCurzon ISBN:
9780714655567

Tisdall, W S (1959) Key to Modern Persian Conversation Grammar, Ungar Pub Co
ISBN: 0804407177

GCSE Portuguese J736

A resource list for teachers

Useful books

Avenida Brasil

Fala Brasil

Lusofonia

Português sem Fronteiras

Português XXI

Additional materials

Harrap's Portuguese Study Aid books (Grammar, Verbs and Vocabulary), by Sue Tyson-Ward

Websites

<http://www.instituto-camoes.pt/cvc/aprender-portugues.html>

<http://www.bbc.co.uk/languages/other/portuguese/>

<http://www.learn-to-speak-portuguese.com/portuguese-resources.html>

<http://www.digitaldialects.com/Portuguese.htm>

<http://www.101languages.net/portuguese/>

<http://www.sonia-portuguese.com/>

<http://www.saunalahti.fi/~huuhilo/portuguese/>

<http://fsi-language-courses.com/Portuguese.aspx>

<http://www.learningportuguese.co.uk/>

<http://www.learn-portuguese-now.com/free-portuguese-language-tools.html>

<http://www.syvum.com/squizzes/portuguese/>

<http://www.masteranylanguage.com/cgi/f/sCat.pl?pc=MALPortuguese&tc=CommonPhrases>

<http://ww1.rtp.pt/homepage/>

GCSE Turkish J737

A resource list for teachers

Books

Mehmet Hengirmen *Türkçe Öğrenelim (Let's Learn Turkish)*, Engin Yayınevi ISBN: 9753200587

Kurtuluş Öztopçu *Türk Dilleri Araştırmaları Dizisi (Elementary Turkish: a complete course for beginners)*, Kitap Matbaası ISBN: 9757981346

Bengisu Rona *Turkish in three months*, Dorling Kindersley Publishers Ltd ISBN: 0852853491

Tömer Dil Öğretim Merkezi *Hitit Turkish language course book*, Tömer Yayınevi ISBN: 9754825378

G. L. Lewis *Turkish grammar*, Clarendon Press ISBN: 0198158386

Websites

- <http://users.pandora.be/orientaal/classroom.html>
- www.pandora.com.tr

Other forms of Support

In order to help you implement the new GCSE Language Specification effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready...

An overview of new OCR specifications

Get Started...

For teachers preparing to deliver or already delivering OCR specifications

Get Ahead...

For teachers wanting to improve delivery and assessment of a current OCR specification

Lead the way...

To encourage creativity and innovation

View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter students online. In addition, you can gain immediate free access to student information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Frequently Asked Questions

General

1. What do you mean by “Linear” and “Modular” (Unitised)?

Linear means that students take the four units in linear mode, all together, in one examination series.

Unitised means that students do not have to take all the units in the qualification at the same time. If they wanted to they could take units over a period of time, e.g. two or three years and ‘bank’ them up until the time they want to get certification in the qualification.

Students could also take two units in Y10, bank them or use them to get a GCSE short course qualification and then take the other two units in Y11 (or even repeat the first two) to get a GCSE full course.

2. Can you explain the time-line for the introduction of the new specification?

- For students taking the GCSE full course, first certification of the new qualification will be in 2011.
- Students may take units for the GCSE short course (either the Spoken Language short course or the Written Language short course) in 2010.
- Students wishing to complete the GCSE full course in 2010 must be entered for the Legacy Specification. This will be the last examination series for the Legacy specification.

3. Can students take 2 short courses in June 2010?

Yes, they can, but they cannot convert the 2 short courses to a GCSE full course, because the GCSE full course certification is not available until 2011. A minimum of 40% (in this case 2 units making up 50%) of the qualification must be examined in the year of certification, which prevents the re-use of all units in 2011.

4. Is there a time limit to taking extra units?

No – units are valid for the life-time of the specification.

5. Can students re-sit units?

Yes – students may re-sit each unit once. The better of the two marks will be used for certification. Remember that at least 40% of the GCSE has to be taken in the same series as certification (so students would need to sit at least 2 units in the year that they wanted to gain their final GCSE qualification).

6. What will be covered by the support materials?

There will be exemplar lesson plans and sample Schemes of Work covering one topic or sub-topic per language and a resources list for each of the 5 languages in the specification. There are Specimen Assessment Materials for each unit in all languages on the OCR Website. www.ocr.org.uk/qualifications/gcsefor2009/

7. Is there a minimum age for GCSE entry?

No – students can be entered for GCSE whenever they are ready to take the examinations.

Listening + Reading

1. Is the Listening paper now all in English?

All rubrics for the Listening and Reading units are in English. The questions on the Listening paper are in English in order to test the student's ability to understand the spoken language, rather than their ability to understand the question(s) being asked.

2. Is the Reading unit now all in English, too?

Yes, except the final exercise on the Reading unit which requires short answers (often one word or phrase) in the target language.

3. Is there still a Higher Level paper for Gujarati?

No – in the new specification, there is only one tier for each skill area for the languages of Dutch, Gujarati, Persian, Portuguese and Turkish. The one tier examination paper is designed to cover all levels of ability from G – A* grades.

4. Will the exercises always have a similar format?

Yes – each of the 8 exercises on the Listening and Reading units will target particular grades and have a similar format, so that students who have had access to the Specimen Assessment Material (available on the OCR website) will be familiar with the assessment types for their “final examination”.

5. Can the Reading and Listening tests be taken on-line?

Not yet – students write their answers in the spaces provided on the examination paper.

Speaking

1. How long will the new Speaking test last?

The speaking test lasts 10 minutes and there are two parts:

Part 1 is a 1 minute (max) presentation by the student followed by a 4 minute (max) discussion of the topic between the student and the teacher/examiner.

Part 2 is a 5 minute (max) conversation on ONE different topic. The teacher/examiner gives the student the opportunity to choose from 3 topics prescribed by OCR in the Speaking Test Teacher/Examiner booklet for each examination series.

2. Will OCR provide the topic for the discussion in Part 1?

No – each student can choose ANY topic of interest to him/her. The teacher/examiner will need to know of the topic from the Notes for Speaking Tests form, given to the teacher/examiner at the start of the students preparation time.

3. Do we have to mark the speaking exam?

No – there are OCR external assessors who will mark the Speaking test.

Teachers record the test and send it to OCR. Instructions are provided in the Teacher/Examiner booklet sent to centres each examination series.

4. Will teachers have to administer the speaking test on a particular day?

There will be an examining period of approximately two months for each examination series. Teachers may conduct the speaking test at any time during that period.

5. Candidates are now allowed to use a dictionary during the preparation for the speaking exam when previously they were not allowed to. Why is this?

The speaking test for the new specification has to align with the speaking controlled assessment that students complete for GCSE French, German and Spanish. For this reason they are allowed a dictionary during the preparation time.

6. Can you offer advice on the conduct of the speaking exam when there is no specialist in our centre?

The speaking test must be conducted by a person that the Head of Centre deems able and competent to do so. In the case of the GCSE Persian speaking test, for example, this means a person who can speak Persian well enough to carry out the teacher/examiner's tasks according to the instructions. Ideally, such a person would be the student's teacher. However, where there is no teacher, the centre may find someone else (not necessarily a teacher) who fits the above description. If it is not possible to find an 'independent' person to carry out the task, then a member of the student's family could conduct the test provided he or she respects the strict rules of confidentiality required. In cases where a family member conducts the examination, he or she should spend time in the morning with a member of the Languages Department at the school preparing for the examination which should take place later on the same day. No contact between this person and the student should be made between the time the family member has sight of the confidential materials and the examination itself. A member of staff of the Centre (MFL teacher or Examinations Officer) should be present during the test to offer support and ensure that procedures are carried out in compliance with the requirements and regulations.

Writing

1. Is the Writing test very different from the previous specification?

Yes, it is significantly different. There is one question on each of the 5 topic areas (set in English) and students answer 2 questions in the target language.

Note: each question must be for a different purpose, e.g. blog/email/magazine article/letter/script of a conversation.

2. What type of writing will be involved?

Students write about a topic area. They are given the choice of format (e.g. email or letter, magazine item or interview or conversation script). There are suggestions on what to include for each question but students can use their own ideas. Again, the Specimen Assessment Material on the OCR website gives examples

www.ocr.org.uk/qualifications/gcsefor2009/

3. Are dictionaries allowed?

Yes, students can use a bilingual dictionary throughout the one hour paper.

4. Can the writing tests be taken on-line?

Not yet – students write their answers in the spaces provided on the examination paper.

www.ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.
© OCR 2010 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.



FS 27093