

Modern Foreign Languages

OCR Advanced Subsidiary GCE in Dutch H193

OCR Advanced Subsidiary GCE in Gujarati H194

OCR Advanced Subsidiary GCE in Persian H195

OCR Advanced Subsidiary GCE in Portuguese H196

OCR Advanced Subsidiary GCE in Turkish H197

OCR Advanced GCE in Dutch H593

OCR Advanced GCE in Gujarati H594

OCR Advanced GCE in Persian H595

OCR Advanced GCE in Portuguese H596

OCR Advanced GCE in Turkish H597

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| Vertical black lines indicate a significant change to the previous printed version.

1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in Dutch, Gujarati, Persian, Portuguese and Turkish for teaching from September 2013.

The rationale for the revised specification for GCE Dutch/Gujarati/Persian/Portuguese/Turkish is:

- to conform with the revised QCA criteria for GCE Modern Languages published in 2006
- to align this specification to the French, German and Spanish specification.

The following has been done to achieve closer comparability across GCE qualifications for all languages:

- A change to the assessment demand: the examination duration and number of tasks in the AS and A2 units of GCE Dutch/Gujarati/Persian/Portuguese/Turkish specification is greater than in the equivalent AS and A2 units of GCE French, German and Spanish; this is to compensate for the absence of an assessment of the skill of speaking.
- The inclusion of assessments of the skill of listening in the AS and A2 units in the Dutch/Gujarati/Persian/Portuguese/Turkish specification; this makes the units comparable in range of task to the equivalent AS and A2 units in GCE French, German and Spanish.
- The topics for study are the same across AS and A2 for all languages.
- The breadth of study is the same for both specifications: the demands in terms of topic coverage and cultural coverage are equal. Candidates are required to study the same number of topics in both specifications and all topics for both the AS and A2 units must be studied in the context of the culture of the target-language country.
- Candidates still have the possibility to study a literary text as part of one of the A2 Topic areas (Culture: Literature and the Arts).
- The assessment criteria are the same across both specifications.

There are two units of assessment, one at Advanced Subsidiary level and one at Advanced level, for the qualification of GCE in Dutch, Gujarati, Persian, Portuguese and Turkish.

1.1 The One-Unit AS

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

The AS GCE is made up of **one** mandatory unit which is externally assessed and forms 50% of the corresponding two-unit Advanced GCE.

Units F881/F883/F885/F887/F889 are written papers, testing listening, reading and writing skills and comprising a variety of listening, reading and writing tasks. They represent 100% of the marks for AS.

For full information about the unit in detail, see Appendix A.

1.2 The Two-Unit Advanced GCE

The Advanced GCE is made up of **one** mandatory unit at AS and **one** further unit at A2. This A2 unit is also externally assessed.

Units F882/F884/F886/F888/F890 are written papers, testing listening, reading and writing skills, with a variety of tasks involving comprehension and manipulation of language as well as an extended essay. They represent 50% of the marks for A Level.

For full information about the unit in detail, see Appendix A.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in Dutch, Gujarati, Persian, Portuguese or Turkish
- OCR Advanced GCE in Dutch, Gujarati, Persian, Portuguese or Turkish

Both qualifications are Level 3 in the National Qualifications Framework (NQF).

1.4 Aims

The aims of these specifications are to encourage students to:

- develop an interest in, and an enthusiasm for, language learning;
- develop understanding of the language in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the language for a range of purposes;
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken;
- consider their study of the language in a broader context.

The specifications also aims to:

- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject;

and, in addition, at A Level to:

- provide a sufficient basis for the further study of languages at degree level or equivalent.

1.5 Prior Learning/Attainment

It is recommended that students beginning to study Dutch, Gujarati, Persian or Turkish at AS and A Level should have the knowledge, understanding and skills equivalent to those for GCSE at Higher tier in the language.

2 Summary of Content

2.1 AS Units

AS Unit F881 *Dutch*/F883 *Gujarati*/F885 *Persian*/F887 *Portuguese* /F889 *Turkish Listening, Reading and Writing 1*

2.1.1 Knowledge, Understanding and Skills

AS candidates will be required to:

- listen and respond to a variety of spoken sources, including authentic sources;
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres;
- adapt their written language appropriately for different situations and purposes;
- use the language accurately to express facts and ideas, and to present explanations, opinions and information in writing;
- transfer meaning from English into the modern foreign language;
- understand and apply the grammatical system and a range of structures as detailed in the AS specification;
- study materials that illustrate aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.

2.1.2 Language Topic areas

Spoken and written sources will include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken. The topic areas for the AS specifications are:

Aspects of daily life sub-topics

- The family: different structures and relationships; living conditions (housing, shopping and patterns of daily life)
- Food, drink, health, obsessions and addictions
- Transport: patterns of use (for the individual and at local and national levels)

Leisure and entertainment sub-topics

- Sport (including national sporting concerns and traditions)
- Tourism and related themes: tourism as a changing phenomenon; tourism and the environment
- Leisure activities: aspects of cultural life, e.g. film, theatre; the arts as part of leisure time

Communication and Media sub-topics

- Communication technology: patterns and changes to communication in daily life
- Media eg written press; radio; television (roles and influences)

Education and training sub-topics

- School and school life: individual experiences; local and national concerns
- Work and training: individual experiences; school to work preparation, transition and aspirations

2.1.3 Grammar

The grammatical content for study at AS has been agreed at a national level between QCA and all awarding bodies.

For full details, see Appendix B.

2.2 A2 Units

A2 Unit F882 *Dutch*/F884 *Gujarati*/F886 *Persian*/F888 *Portuguese*/F890 *Turkish* Listening, Reading and Writing 2

2.2.1 Knowledge, Understanding and Skills

In addition to the requirements for the AS units, A Level candidates will be required to:

- use the language to present viewpoints, develop arguments, analyse and evaluate in writing;
- transfer meaning from the modern foreign language into English;
- understand and apply the grammatical system and a range of structures as detailed in the A Level specification;
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied.

2.2.2 Language Topic areas

Spoken and written sources will include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken. The Topic areas for the A2 specification are:

Society sub-topics

- Integration and exclusion: age; gender; race; religion; equality of opportunity
- Law and order: trends of crime and punishment; civil unrest; policing
- Unemployment: causes and consequences (local, national or global)

The Environment sub-topics

- The individual and the environment: recycling; changing individual impact; local conservation
- Energy management: alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands
- Pollution: causes; consequences; solutions
- Conservation of the natural world: changing habitats; impact of man and pollution; local, national or global initiatives

Science and technology: impact and issues sub-topics

- Medical progress: development and change – impacts on health care, life styles, ethics and beliefs
- Scientific advances: change and innovation – impacts and issues on society, knowledge and education
- Technological developments: change and development – impacts on lifestyles, habits, work and education.

Culture sub-topics

- Literature and the arts: trends, changes, influences and impacts on individuals and society
- Political issues: changes at local and national level; impacts on the individual and society
- Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society.

2.2.3 Grammar

The grammatical content for study at A Level has been agreed at a national level between QCA and all awarding bodies.

For full details, see Appendix B.

3 Unit Content

3.1 AS Unit F881 *Dutch*/F883 *Gujarati*/ F885 *Persian*/F887 *Portuguese*/F889 *Turkish* Listening, Reading and Writing 1

Section A: Listening and Writing

Candidates should be able to:

- understand the stimulus material;
- respond to tasks that do not involve productive use of Dutch, Gujarati, Persian, Portuguese or Turkish;
- respond in English in words, phrases, numbers etc
- respond by transferring meaning from English into Dutch, Gujarati, Persian, Portuguese or Turkish.

Section B: Reading and Writing

Candidates should be able to:

- understand the stimulus material;
 - respond to tasks that do not involve productive use of Dutch, Gujarati, Persian, Portuguese or Turkish;
 - respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish – short answer format;
 - respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish – extended answer format.
-

3.2 A2 Unit F882 *Dutch*/F884 *Gujarati*/F886 *Persian*/F888 *Portuguese*/F890 *Turkish* Listening, Reading and Writing 2

Section A: Listening and Writing

Candidates should be able to:

- understand the stimulus material;
- respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish and in English.

Section B: Reading and Writing

Candidates should be able to:

- understand the stimulus material;
- respond to tasks that do not involve productive use of Dutch, Gujarati, Persian, Portuguese or Turkish;
- respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish – short answer format;
- respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish – extended answer format;
- respond by transferring meaning from Dutch, Gujarati, Persian, Portuguese or Turkish into English.

Section C: Writing

Candidates should be able to:

- write an essay in Dutch, Gujarati, Persian, Portuguese or Turkish, presenting, developing and evaluating information, ideas and arguments on a topic related to one of the sub-topics of the A2 topic areas.
-

4 Schemes of Assessment

4.1 AS GCE Scheme of Assessment

For full details of the marking grids for the assessment criteria at AS and A Level, see Appendix C.

Reading and listening materials used in the AS units are drawn from the topic areas listed in pp. 6-7 and are firmly rooted in the culture of the target-language country(ies).

AS Unit F881 *Dutch*/F883 *Gujarati*/F885 *Persian*/F887 *Portuguese*/F889 *Turkish Listening, Reading and Writing*¹

100% of the total AS GCE marks This paper has **two** sections:

2 h 30 min written paper

160 marks

Section A: Listening and Writing (60 marks) **(Recommended time for this section: 1 hour)**

Candidates listen to **three** recorded texts lasting up to five minutes in total.

Some tasks require non-verbal responses* and some require answers in English.

Listening comprehension is assessed on a point-by-point mark scheme.

There is also a transfer of meaning task from English into Dutch, Gujarati, Persian, Portuguese or Turkish related to the third listening text.

For this task candidates are assessed on Communication and Quality of Language (Accuracy) (Grid H.1; C.2).

Section B: Reading and Writing (100 marks) **(Recommended time for this section: 1 hour 30 min)**

Candidates read **three or four** texts and respond to a variety of tasks:

- text(s) 1 and/or 2 – non-verbal responses*
- text 3 – short responses in Dutch, Gujarati, Persian, Portuguese or Turkish
- text 4 – a summary answer and extended writing task in Dutch, Gujarati, Persian, Portuguese or Turkish.

For tasks related to text 1 and/or 2, reading comprehension is assessed on a point-by-point mark scheme; for tasks related to text 3, reading comprehension is assessed on a point-by-point mark scheme and on Quality of Language (Accuracy) (Grid C.2).

For tasks related to text 4, candidates are assessed on Comprehension of text; Response to Text as well as Quality of Language (Accuracy and Range) (Grids I; J; C.2; F.2).

**Non-verbal responses - candidates respond without producing Dutch, Gujarati, Persian, Portuguese or Turkish. Examples of task types are matching, box-ticking and single word response.*

4.2 Advanced GCE Scheme of Assessment

Reading and listening materials used in the A Level units are drawn from the topic areas listed pp 8-9 and are firmly rooted in the culture of the target-language country(ies).

A2 Unit F882 *Dutch*/F884 *Gujarati*/F886 *Persian*/F888 *Portuguese*/F890 *Turkish* Listening, Reading and Writing 2

50% of the total Advanced GCE marks
2 h 45 min written paper
160 marks

This paper has **three** sections:

Section A: Listening and Writing (38 marks) **(Recommended time for this section: 30 min)**

Candidates listen to **two** recorded texts lasting up to five minutes in total.

They respond to the first text with answers in English and to the second in Dutch, Gujarati, Persian, Portuguese or Turkish.

Listening comprehension is assessed on a point to point mark scheme. Candidates are also assessed on Quality of Language (Accuracy) (Grid C.2).

Section B: Reading and Writing (77 marks) **(Recommended time for this Section: 1 hour 15 min)**

Candidates read **two or three** texts.

Some tasks require non-verbal responses*, some require answers in Dutch, Gujarati, Persian, Portuguese or Turkish with manipulation of the language. In these tasks reading comprehension is assessed on a point-by-point mark scheme and on Quality of Language (Accuracy) (Grid C.2).

There is a transfer of meaning task from Dutch, Gujarati, Persian, Portuguese or Turkish into English.

Note: in this task requiring an extended piece of writing in English, *Quality of Written Communication Strand (i)* (legibility, spelling, grammar and punctuation) is assessed as part of the Transfer of Meaning (Grid H.2).

Section C: Writing (45 marks) **(Recommended time for this section: 1 hour)**

Candidates write an essay (recommended maximum of 400 words) in Dutch, Gujarati, Persian, Portuguese or Turkish.

Essay titles are set on sub-topics in each of the four A2 topic areas with a choice of **two** titles in each area. One of the choices will be discursive in nature, the other more imaginative.

For this section candidates are required to study one or more A2 topic areas clearly in the context of the country(ies) where the language is spoken: preparation for this section should include extensive study of authentic materials on the sub-topics studied. Candidates are assessed on Relevance and Points of View, Structure and Analysis and Quality of Language (Accuracy and Range) (Grids N; O; C.2; F.2).

This unit is synoptic.

**Non-verbal responses - candidates respond without producing Dutch, Gujarati, Persian, Portuguese or Turkish. Examples of task types are matching, box-ticking and single word response.*

4.3 Unit Order

The normal order in which the unit assessments could be taken is AS Units F881/F883/F885/F887/F889 in the first year of study, leading to an AS GCE award, then A2 Units F882/F884/F886/F888/F890 leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

4.4 Unit Options (at AS/A2)

There are no unit options in these specifications.

4.5 Synoptic Assessment (A Level GCE)

In modern languages knowledge, understanding and skills are inextricably linked. Synoptic assessment therefore covers not just knowledge of the language but also the skills necessary to use it, skills that are developed in different parts of the A Level course. Synoptic assessment in Modern Languages therefore draws on all three A Level assessment objectives.

In these Advanced GCE specifications, synoptic assessment is included wholly in the A Level Units F882/F884/F886/F888/F890.

4.6 Assessment Availability

There is **one** examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

4.7 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Understand and respond in writing to spoken language.

AO2 Understand and respond in writing to written language.

AO3 Show knowledge of, and apply accurately, the grammar and syntax prescribed in the specification.

AO weightings in AS GCE

Unit	% of AS GCE			Total
	AO1	AO2	AO3	
AS Unit F881 <i>Dutch</i> /F883 <i>Gujarati</i> /F885 <i>Persian</i> /F887 <i>Portuguese</i> /F889 <i>Turkish Listening, Reading and Writing 1</i>	25	50	25	100%

AO weightings in Advanced GCE

Unit	% of Advanced GCE			Total
	AO1	AO2	AO3	
AS Unit F881 <i>Dutch</i> /F883 <i>Gujarati</i> /F885 <i>Persian</i> /F887 <i>Portuguese</i> /F889 <i>Turkish Listening, Reading and Writing 1</i>	12.5	25	12.5	50%
A2 Unit F882 <i>Dutch</i> /F884 <i>Gujarati</i> /F886 <i>Persian</i> /F888 <i>Portuguese</i> /F890 <i>Turkish Listening, Reading and Writing 2</i>	8.75	28.75	12.5	50%
	21.25%	53.75%	25%	100%

4.8 Quality of Written Communication

In modern foreign languages *Quality of Written Communication Strand (i)* is addressed in the transfer of meaning from Dutch, Gujarati, Persian, Portuguese or Turkish into English task at A Level in Units F882/F884/F886/F888/F890 and is integrated in Grid H.2, Transfer of Meaning.

5 Technical Information

5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms. **It is essential** that unit entry codes (the four-figure alpha-numeric codes given in brackets at the end of the unit title) are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

5.2 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (Dutch/Gujarati/Persian/Portuguese/Turkish entry codes H193/H194/H195/H196/H197).
- Advanced GCE certification (Dutch/Gujarati/Persian/Portuguese/Turkish entry codes H593/H594/H595/H596/H597).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or at a later series.

AS GCE certification is available from June 2014.
Advanced GCE certification is available from June 2014.

5.3 Grading

All GCE units are awarded a–e. The Advanced Subsidiary GCE is awarded on the scale A–E. The Advanced GCE is awarded on the scale A–E with access to an A*. To be awarded an A*, candidates will need to achieve a grade A on their full A level qualification and an A* on their A2 unit. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The one-unit AS GCE has a total of 200 *uniform* marks and the two-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these specifications, the two units of the Advanced GCE specification have an equal 50% UMS weighting and the *uniform* mark total for each is 200. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

Uniform marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
50%	200	200-160	159-140	139-120	119-100	99-80	79-0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200-160	159-140	139-120	119-100	99-80	79-0
Advanced GCE	400-320	319-280	279-240	239-200	199-160	159-0

For full details of the Units and weightings, see Appendix A.

5.4 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the OCR *Handbook for Centres* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

5.5 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.6 Unit and Qualification Re-sits

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

5.7 Guided Learning Hours

AS GCE Dutch/Gujarati/Persian/Portuguese/Turkish requires **180** guided learning hours in total. Advanced GCE Dutch/Gujarati/Persian/Portuguese/Turkish requires **360** guided learning hours in total.

5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with current *GCSE, GCE, GNVQ and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE Modern Foreign Languages and *The Statutory Regulation of External Qualifications 2004*.

5.9 Arrangements for Candidates with Particular Requirements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. In such cases advice should be sought from OCR as early as possible during the course.

5.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *Dutch, Gujarati, Persian, Portuguese or Turkish* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

The classification codes for these specifications are:

- Dutch **5630**
- Gujarati **5970**
- Persian **6150**
- Portuguese **5730**
- Turkish **6110**

6 Other Specification Issues

6.1 Overlap with other Qualifications

There is no overlap with other specifications.

6.2 Progression from these Qualifications

Throughout the course of study candidates are encouraged to develop a critical awareness of the nature of the language and of its many roles at the heart of the cultures where it is spoken.

The specifications therefore provide a foundation for study in higher education, as well as an invaluable adjunct to careers in business, education and the arts.

6.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

Opportunities may exist in all four units for at least some coverage of key skills to level 3 in Communication, Working with Others and Improving Own Learning and Performance, and to level 2 in IT.

In key skills terms 'Communication' means the English language. It should be noted, therefore, that whilst these specifications develop communication skills to a high degree, they produce limited evidence for assessing this key skill.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IoLP			PS		
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
1			✓	✓							✓	✓	✓	✓	✓	✓			
2			✓	✓							✓	✓	✓	✓	✓	✓			

6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

These specifications can contribute to an understanding of these issues during the study of relevant language topic areas.

6.5 Sustainable Development, Health and Safety Considerations and European Developments

Consistent with current EU regulations, these specifications necessarily address the issues of Health and Safety considerations, sustainable development and European development as part of the study of relevant Language topic areas.

6.6 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

6.7 Language

Whilst the language being assessed is Dutch, Gujarati, Persian, Portuguese or Turkish, this specification is designed for learners whose native language is English and so English is the carrier language for all parts of the scheme of assessment.

6.8 Performance Descriptions

Standards of performance at the key grades at AS and A Level have been agreed on a national basis and published by the QCA.

For full details, see Appendix D.

6.9 Disability Discrimination Act Information Relating to these Specifications

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

A Level Dutch, Gujarati, Persian, Portuguese and Turkish require assessment of the skills of listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Listening - some candidates with a hearing impairment and who cannot lip read
- Reading - some candidates with a visual impairment who cannot read Braille.

Appendix A: Details of Units at AS and at A Level

Unit F881 <i>Dutch</i> /F883 <i>Gujarati</i> /F885 <i>Persian</i> /F887 <i>Portuguese</i> /F889 <i>Turkish</i> Listening, Reading and Writing 1 2 hours 30 mins. Written Test.												
Component	Stimulus	Task	AO1		AO2		AO3		Totals	Percentages		
			Criteria	Raw Marks	Criteria	Raw Marks	Criteria	Raw Marks	Raw Marks	AS	A2	
Listening and Writing The total time of the recordings for the Listening shall not exceed 5 minutes. The candidate should spend approximately 1 hour answering this section.	Texts 1 and 2 Range of listening comprehension tasks.	Play the recording as necessary.	Comprehension, point by point	25					25			
		Non-verbal response tasks.										
	Text 3 (Questions in English.	Respond in English in words, phrases, numbers etc.	Comprehension, point by point	15					15			
	Text 4 Guided writing task based on an English stimulus related to the above message.	Transfer meaning from English into the target-language.			<i>Communication, Grid H.1</i>	10	<i>Quality of Language (Accuracy) Grid C.2</i>	10	20			
Reading and Writing The candidate should spend approximately 1 hour and 30 minutes answering this section.	Text 5/6 Range of reading comprehension tasks.	Non-verbal response tasks.			Comprehension, point by point	20			20			
		Text 7 Questions in the target-language.	Respond in the target-language.		Comprehension, point by point	20	<i>Quality of Language (Accuracy) Grid C.2</i>	10	30			
	Text 8 Questions in the target-language.	Respond in the target language: - summary question - extended personal response to text.		<i>Comprehension of Text, Grid I</i>	10		<i>Quality of Language (Accuracy & Range) Grid C.2 & Grid F.2</i>	10 + 10	50			
			Total	40 25%	Total	80 50%	Total	40 25%	160	100%	50%	

Unit F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 2 hours 45 mins. Written Test.

Component	Stimulus	Task	AO1		AO2		AO3		Percentages			
			Criteria	Raw Marks	Criteria	Raw Marks	Criteria	Raw Marks	Raw Marks	AS	A2	
Listening The recording shall not exceed 5 min. The candidate should spend approximately 30 min on this section.	Text 1 Questions in English	Play the recording as necessary. Respond in English.	Comprehension, point by point	6						6		
	Text 2 Questions in the target-language	Respond in the target-language.	Comprehension, point by point	22			<i>Quality of Language (Accuracy), Grid C.2</i>	10		32		
Reading and Writing The candidate should spend approximately 1 h 15 mins on this section.	Text 3/4 (a) One or two non-verbal response tasks. (b) One or two tasks in the target-language. (c) A task with questions in the target-language	Matching tasks, finding synonyms etc.			Comprehension, point by point	15					15	
		Manipulate the target-language e.g. by gap-filling or sentence-completion.			Comprehension, point by point	10					10	
		Respond in the target-language.			Comprehension, point by point	10					10	
	Text 5 (a) One task with material to be put into English	Transfer meaning from the target-language into English.				<i>Transfer of Meaning, Grid H.2</i>	10					10
	(b) Two tasks involving the target-language	Manipulate the target-language, e.g. by explaining words or phrases, or in the guided reformulation of sentences.				Comprehension point by point	12	Language assessed globally across texts 3/4/5 <i>Quality of Language (Accuracy), Grid C.2</i>				12
(c) One task with questions in the target-language	Respond in the target-language				Comprehension, point by point	10		10			10	
Writing Approximately 1 h.	Choice of 8 essay titles, 2 titles on the sub-topics in each of the four A2 topic areas. Each title will be on a different sub-topic.	Choose one title. Produce an extended piece of writing on that title in the target-language: 250-400 words			<i>Relevance and Points of View, Grid N</i>	10	<i>Quality of Language (Accuracy), Grid C.2</i>	10				
					<i>Structure and Analysis: Grid O</i>	15	<i>Quality of Language (Range), Grid F.2</i>	10				

Total	28 17.5%	Total	92 57.5%	Total	40 25%	160	n/a	50%
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Appendix B: Grammar Content

AS and A Level candidates will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A Level. Examples in italics are indicative, not exclusive.

For structures marked (R), receptive knowledge only is required.

B.1: DUTCH

Grammar for GCE AS Level Dutch

Unit F881: Listening, Reading and Writing 1

Nouns:	singular and plural forms adjectives used as nouns diminutives
Articles:	definite and indefinite
Adjectives:	adjectival endings comparative superlative
Adverbs:	time (<i>vandaag, meestal, binnenkort</i>) place (<i>boven, overal, hier</i>) quantifying adverbs (<i>erg, bijna, misschien, toch</i>) interrogative adverbs (<i>waarom, wanneer, hoe, waar</i>) er (R)
Pronouns:	personal (subject, direct and indirect object) reflexive (zich) and reciprocal (elkaar) relative (die, dat, wat) (R) demonstrative (deze, die, dit, dat, zo'n) indefinite (<i>iemand, niemand, iets, niets</i>) possessive (<i>de mijne, mijn</i>) interrogative (wie, wat, welke, wat voor)
Negations:	geen, niet
Prepositions	
Conjunctions	subordinating coordinating
Verbs & tenses:	regular and irregular verbs reflexive verbs auxiliary verbs (hebben, zijn)

modal verbs (moeten, mogen, kunnen, willen, zullen)

separable and inseparable verbs

Infinitive constructions (om ... te, zonder ...te, infinitive with *te* and without *te*, aan het)

imperative

indirect speech (R)

passive voice: present tense

other tenses (R)

tenses: present

past

present perfect

past perfect

future (gaan (+ tijdsindicatie))

conditional (R)

Clause structures: main clause word order

sub clause word order

relative sub clauses (R)

Numerals

Grammar for GCE A Level

Unit F882: Listening, Reading and Writing 2

In addition to the grammar listed for AS level, the following are required:

Pronouns: relative (die, dat, wat)

demonstrative (*deze, dat, dergelijke, zulke*)

Verbs & tenses: indirect speech

passive voice all tenses

conditional

Clause structures relative clauses

AS – A2 Formatted Grammar List Feb 07

B2.2: GUJARATI

Grammar for AS Level Gujarati

Unit 1: Listening, Reading and Writing 1 (Gujarati F883)

Nouns: Proper (ભારત, મુંબઈ)
Common (ત્રી, શહેર)
Collective (ટોળું, ઊમ)
Material (પાણી, પથ્થર)
Abstract (કૃષ, સુખ)
Singular and plural forms (છોકરો, છોકરા)

Genders: Three genders (તર, તરી, તતર)
Every noun has a gender
Dual gender nouns (સવાર, ઘડિયાળ)

Case Endings: Different cases and change in the form of nouns when a case is added

(એ, ને, તા, માં, થી, તો, તી)

Number Quantity and time

Pronouns: Personal: subject, object: direct and indirect
Reflexive/emphatic (હું પોતે, હું જાતે)
Definite (આ, તે)
Indefinite (કોઈક, અમુક)
Demonstrative (આ બધા, તે બધા)
Interrogative (કોણ? શું?)
Relative (જેવું / તેવું, જે / તે)
Possessive (મારું, તારું, તેનું)
Modes of address – use of Honorific plural for single person (તું, તમે)

AS – A2 Formatted Grammar List Feb 07

- Adjectives:** Variable and non-variables (મોટો, સુંદર)
 Qualifiers, Quantifiers and numerals (સ્વચ્છ, થોડુંક, પંદરમો)
 Position (e.g. આ સારો છોકરો છે – qualifying adjective)
 (આ છોકરો સારો છે – predicative adjective)
 Comparative and superlative (વધારે સારું, સૌથી સારું)
 Quantity (અડધો રતલ)
 Number (ચાર કેળા)
 Demonstrative (પેલી – indicates the furtherness)
 Interrogative (કયું મકાન, કેવો રંગ)
 Possessive (મારી ચોપડી)
 Quality (સરસ મકાન)
 Distributive (દરેક, બધા)
- Verbs:** Root (કર, વાંચ)
 Infinitives (કરવું, વાંચવું)
 Imperative forms (કરો, આપો)
 Negative forms
 Interrogative forms
 Transitive and intransitive
 Auxilliary and compound
- Tenses:** Present, past and future
 Simple
 Imperfect
 Perfect
 Continuous
 Irregular forms in past tense
 Conditional
 Future perfect (R)
 Conditional perfect (R)
 Pluperfect
 Active voice
 Passive voice : present tense
 Other tenses (R)
 Use of future tense for polite request in present
 Use of future tense for polite request in present
 Singular and plural forms

AS – A2 Formatted Grammar List Feb 07

- Participles:** Past (ભગડેલા, ખીલેલા)
 Present (ચાલતા, રમતા)
 Future (આવનાર, જનાર)
 Perfect participle (જોઈને, કરીને)
 Conjunctive
- Adverbs:** Comparative and superlative
 Position and order
 Time (હંમેશાં, ક્યેં)
 Place (ત્યાં, ફર)
 Manner (ધીરેથી, જલદી)
 Quantity (થોડું, વધારે)
 Interrogative (ક્યારે, શું)
 Indefinite (કદાચ, ઘગભગ)
 Affirmation
 Negation
 Reason
 Certainty
 Probability
 Formation of adverbs from other parts of speech
 Nouns, Adjectives, Pronouns and verbs
 Adverbial phrases
 Formation by duplication (પરંપરા, ધરધર)
 Corelated (જેમજેમ - તેમતેમ, જ્યારે - ત્યારે)

Indirect speech**Prepositions****Conjunctions**

- Clause structures:** main clause word order
 Subordinate clauses

Agreements in gender, number and case in singular and plural forms with nouns, adjectives and verbs.

Postpositions

AS – A2 Formatted Grammar List Feb 07

Grammar for A Level Gujarati

Unit 2: Listening, Reading and Writing 2 (Gujarati F884)

In addition to the grammar listed for AS level, the following are required:

- Use of various duplicatives, words in pairs and Interjections
- Construction of compound and complex sentences
- Construction of sentences in Conditional, Subjunctive and Potential moods
- Use of various prefixes and suffixes, derived both from Sanskrit and Arabic/Farsi (Persian)
- Use of compound nouns
- Use of some idioms

B.3: PERSIAN

Examples given in brackets **in bold type** are indicative, not exclusive.

For structures marked (R), only receptive knowledge is required.

Grammar for AS Level Persian

Unit F885: Listening, Reading and Writing 1

- Nouns:**
- plurals
 - used as adjectives
 - used generically (R)
 - abstract
 - ezāfe** (various uses of)
 - compound
 - formation with suffixes
 - diminutives
 - verbal
 - Arabic nouns used in Persian: plural forms
- Articles:** definite, indefinite
- Adjectives:** comparative and superlative
- used as adverbs
 - used as nouns
 - formation of
 - compound
- Adverbs:** comparison
- adjectives used as

Arabic adverbs and adverbial forms used in Persian (R)

- Pronouns:** relative
- possessive
- demonstrative
- interrogative
- reflexive / emphatic
- suffixes

- Verbs:** Simple
- Compound
- Stem: present (irregular)
- past
- Auxiliary
- Causative
- Intransitive
- Transitive
- Object marker **rā**
- Tenses: present simple
- present continuous
- present perfect
- past simple
- past continuous
- past perfect
- future simple

Conditionals: Types 1, 2, 3

Subjunctive: simple

perfect / past

Infinitive: short

long

gerund

Imperative: addressed to second person

addressed to first person singular / plural

addressed to third person

Voices: active, passive

Reported speech:

direct, indirect

Participle: past

present (R)

Prepositions: including prepositional phrases

Questions: yes/no questions; open-ended questions

Numerals: cardinal, ordinal, distributives, fractions

Conjunctions

Grammar for A Level Persian

Unit F885: Listening, Reading and Writing 2

In addition to the grammar listed for AS level, the following are required:

Nouns: collective
used generically
generic nouns in relative clauses

Arabic nouns used in Persian:

abstract
of place
of professions and trades
of instrument

Adjectives: complex / phrasal adjectives
(man-e nāxānde-daftar; sāhebxāne-ye az-xodā-bixabar)

Arabic adjectives used in Persian: intensive

Adverbs: Arabic adverbs and adverbial forms used in Persian

Verbs: Impersonal expressions (**mišavad goft**)

Complex sentences

B.4: PORTUGUESE

Grammar for AS level

Unit F887: Listening, Reading and Writing 1

Nouns: gender

singular and plural forms

Articles: definite and indefinite

Adjectives: agreement

position

comparative and superlative

demonstrative (este, esse, aquele)

indefinite (algum, qualquer, cada, outro)

negative (nenhum)

possessive

interrogative (quanto, que, qual)

relative (cujo)

exclamatory (que)

Adverbs: comparative and superlative

interrogative (como, quando, onde, porquê)

position

formation with –mente

Quantifiers/Intensifiers: (muito, bastante, pouco)

Pronouns: subject

object: direct and indirect

position and order of object pronouns, including contractions

disjunctive: after a preposition

reflexive

relative (que, quem, o qual, o que)

demonstrative (este, esse, aquele, isto, isso, aquilo)

indefinite (alguém)

negative (ninguém)

possessive

interrogative (qual, o que, quem)

Verbs: regular and irregular forms of verbs, including reflexive verbs

modes of address (tu, você, o senhor, o João, a Maria)

radical-changing verbs

impersonal verbs

defective verbs (e.g. *doer*)

verbs followed by an infinitive (with or without a preposition)

ter de/que plus infinitive

infinitive forms (including perfect and personal/inflected infinitives)

negative constructions

interrogative constructions

reflexive constructions (*vende-se, não se pode sair*)

uses of ser, estar and ficar

tenses: indicative: present

preterite

imperfect

perfect with ter

future

periphrastic future with ir, vir, haver de plus infinitive

conditional

imperfect as periphrastic conditional

pluperfect with ter

future perfect (R)

conditional perfect (R)

passive voice: present and preterite tenses

all other tenses (R)

continuous tenses with estar, andar, ir, vir

imperative

gerund

past participle

subjunctive mood: present

perfect

imperfect

future (in temporal and conditional clauses)

pluperfect

uses of subjunctive: polite commands
negative commands
after verbs of wishing, commanding and emotion
to express purpose (para que)
to express possibility/impossibility
after conjunctions of time (e.g. antes que)
after conjunctions of concession (e.g. ainda que)
in conditional sentences after se
all other common uses (R)

Prepositions: uses of por and para

Conjunctions: common, including e, mas, ou, porque, como, quando

Number, quantity and time: constructions with há and desde há

Grammar for A Level Portuguese

Unit F885: Listening, Reading and Writing 2

In addition to the grammar listed for AS level, the following are required:

Verbs: pluperfect in –ra
future perfect tense
conditional perfect tense
passive voice: all tenses
subjunctive (future perfect in conditional sentences after se)
all other common uses of the subjunctive

B.5: TURKISH

Grammar for AS Level

Unit F889: Listening, Reading and Writing 1

Nouns: Proper nouns: Ahmet, Bayan Gül

Common nouns: kız, erkek, masa, oda

Collective nouns: ordu, alay, sürü

Compound nouns: ders saati, kibrit kutusu

Singular, plural

Diminutive nouns: Evceğiz, bebekcik, adamcağiz

Declension of nouns: Nominative case ev

Possessive (genitive) case (of) evin

Dative case eve

Objective case evi

Location case evde

Ablative case evden

Qualifying nouns: ders saati, kibrit kutusu, okulun kapısı.....

Simplex: deniz, yol

Multiplex: kömürlük, başlık

Compound: hanımeli, bugün

Particles: Öyle, kere, evet.....

Pronouns: Personal pronouns: Ben, sen, o

Interrogative pronouns: Kim, kime, kimde...

Demonstrative pronouns: Bu, bunun, buna, bunda...

Indefinite pronouns: Kimse, herkes

Possessive pronouns: Benim, benimki

Reflexive: kendi kendime...

Adjectives: Güzel, zor, hafif

Adjectives which are made from nouns, verb stems, and other words by attaching certain suffixes: köylü, elbiselik, arkadaşça, tatlımsı, kırık, göçmen, uygun, küçücük.

Compound adjectives: açık göz, ağır hava

Comparison of adjectives: daha, daha çok, ...

Superlatives: en çok...

Simplex : az, iri

Multiplex : şekerli, pişmiş

Compound adjectives: açıkgöz, birkaç

Interrogative : nasıl, hani

Defining: küçük, kırmızı...

Non-defining: bazı, birkaç

Demonstrative: yakında, uzakta

Position and order – birinci, ikinci

Qualifying: dar kapı, yeşil ova

Adverbs: Adverbs of Time: Sonra, şimdi, dün, daha, hemen...

Adverbs of Manner: Böyle, şöyle, birdenbire, her halde, gayret...

Adverbs of Place: İleri, geri, öte, beri...

Interrogative adverbs: Ne? Niçin? Nereye ? Nasıl ?

Adverbs of quantity: Çok az, pek çok

Adverbs in suffix position: Öğretmen-im, in, i

Conjunctions: Ya - ya, veya
Hem . hem hemde
Ne . ne, ne de
Ve, ile
Gerek - gerek, gerekse
De . de
İster- ister
Bununla beraber
Ancak, ama, mademki
Neyse, yoksa
demek ki, demek oluyor ki
-se de, nitekim, ancak... etc.

Interjections: A! Ya!
Ay! Haydi!
Aman! Aferin!

Verbs: PRESENT CONTINUOUS TENSE Indicative mood
Veriyorum . I give, I am giving
PRESENT AORIST TENSE Indicative mood
Veririm . I give
FUTURE TENSE Indicative mood
Vereceğim I shall give

PAST DEFINITE TENSE Indicative mood

Verdim I gave, I have given

PAST DUBITATIVE TENSE Indicative mood

Vermiştim . I had given

OPTATIVE TENSE Subjunctive mood

Versem If I give

PAST CONTINUOUS TENSE Narrative mood

Veriyordum I was giving

USED TO

Verirdim

FUTURE IN THE PAST

Verecektim . I was going to give

Also other gerundial verbal expressions, obtained by either affixing suffixes or by placing postpositions: veriyordum, vermiştim, verseydim, vereydim, vermeliydim, veriyormuşum, verirmişim, verecekmişim, verdiysem, vermeden evvel, verinceye kadar, verdiği müddetçe... etc.

AUXILIARY VERBS

Etmek, eylemek, olmak

TRANSITIVE AND INTRANSITIVE VERBS

Bir gazete okudum

Bu gazeteyi okudum

PASSIVE AND REFLEXIVE VERBS

Yıkamak - yıkanmak

RECIPROCAL OR CO-OPERATIVE VERBS

Gülüşmek, yazışmak

ACCELERATIVE VERBS

Getirivermek, götürüvermek

CONTINUATIVE VERBS

Uyuyakalmak, bakakalmak

CAUSATIVE VERBS

Güldürmek, bildirmek, dinletmek

Participles : Present Participle Veren, vermekte olan

Past Participle with .miş.

Vermiş olan, almış bulunan

Past Participle with -dik.

Verdiğim

Adverbial Forms of the verb:

Gerund: Koşarak, görünce, kararınca kadar

Since: -li beri, -liden beri Before: -den, -dan

Unless: -dikce,- dükce, -tikçe After, as a result of: -tikten sonra

Rather than: -mektense, -maktansa While: iken

Infinitive: Verbal nouns as in .Yüzmeyi severim..

The Auxiliary: Olmak- in different moods and tenses

Moods: Indicative mood

Narrative mood

Reportative mood

Necessitative mood

Optative mood

Subjunctive - optative mood

Conditional past dubitative

Imperative mood

Date and Time:

Dates

Time including 24 hour clock

Days of the week

Months of the year

Grammar for A Level Turkish

Unit F890: Listening, Reading and Writing 2

In addition to the grammar listed for AS level, the following are required:

Future perfect: Bitirmiş olacağım.

Future continuous: Bitiriyor olacağım.

Some gerundial verbal expressions, obtained by either affixing suffixes or by placing postpositions: veriyormuşum, vermişmişim, verseymişim, etc.

Appendix C: Assessment Criteria

Examiners allocate marks to candidates' work on a best-fit basis using the following Marking Grids.

Units F881 Dutch/F883 Gujarati/F885 Persian/F887 Portuguese/F889 Turkish Listening, Reading and Writing 1 - Section A: Listening and Writing

GRID H.1	COMMUNICATION 10 marks AO2
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0-2	Very little or no information conveyed.
3-4	Only a quarter of the points conveyed.
5-6	Half of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
9-10	Most or all of the information successfully conveyed.

GRID C.2	QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3
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0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Units F881 *Dutch*/F883 *Gujarati*/F88 *Persian*/F887 *Portuguese*/F889 *Turkish* Listening, Reading and Writing 1 - Section B: Reading and Writing

GRID C.2 **QUALITY OF LANGUAGE (ACCURACY)**
10 marks AO3

0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Units F881 *Dutch*/F883 *Gujarati*/F885 *Persian*/F887 *Portuguese*/F889 *Turkish* Listening, Reading and Writing 1 - Section B: Reading and Writing

GRID I **COMPREHENSION OF TEXT**
10 marks AO2

0-2	No relevant information or supplies one or two relevant points from the original passage.
3-4	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
5-6	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
7-8	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.
9-10	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

GRID J **RESPONSE TO TEXT**
20 marks AO2

0-3	Very short. May not go beyond points of view already expressed in the original text.
4-7	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
8-11	Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
12-15	Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
16-20	Responds with well developed points of view which show insight, originality and imagination.

Units F881 Dutch/F883 Gujarati/F885 Persian/F887 Portuguese/F889 Turkish Listening, Reading and Writing 1 - Section B: Reading and Writing (continued)

**GRID C.2 QUALITY OF LANGUAGE (ACCURACY)
10 marks AO3**

0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**GRID F.2 QUALITY OF LANGUAGE (RANGE)
10 marks AO3**

0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	A restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Units F882 *Dutch*/F884 *Gujarati*/F886 *Persian*/F888 *Portuguese*/F890 *Turkish* Listening, Reading and Writing 2 – Section A: Listening and Writing

GRID C.2 **ACCURACY OF LANGUAGE (ACCURACY)**
10 marks AO3

0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 – Section B: Reading and Writing (Transfer of Meaning task)

This grid is to be used in conjunction with the indicative content given in the mark scheme.

Award **two** marks per translated section according to the grid below.

This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 MARKS AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Notes to Grid H.2

Exceptional responses and marks to award

1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning.
2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 - Section B: Reading and Writing (continued)

GRID C.2	
QUALITY OF LANGUAGE (ACCURACY)	
10 marks AO3	
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 – Section C: Writing (Essay)

**GRID N RELEVANCE AND POINTS OF VIEW
10 marks AO2**

0-2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
3-4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
5-6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
7-8	Relevant information which responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
9-10	Consistently relevant information which supports points of view and opinions. Shows genuine insight in responding to the task.

**GRID O STRUCTURE AND ANALYSIS
15 marks AO2**

0-2	Random organisation of the response. Limited attempt to develop an argument, analyse and evaluate, and draw conclusions.
3-5	Shows some ability to structure and organise the response. Limited ability to develop an argument, analyse and evaluate, and draw conclusions.
6-9	Structured and organised response. Points of view are mostly linked in a logical sequence. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
10-12	Coherently structured and organised response. Points of view are linked in a logical sequence. Able to develop an argument, analyse and evaluate, and draw conclusions.
13-15	The response displays genuine control and clarity. A very well developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

Units F882 *Dutch*/F884 *Gujarati*/F886 *Persian*/F888 *Portuguese*/F890 *Turkish* Listening, Reading and Writing 2 – Section C: Writing (Essay)

GRID C.2 **QUALITY OF LANGUAGE (ACCURACY)**
10 marks AO3

0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

GRID F.2 **QUALITY OF LANGUAGE (RANGE)**
10 marks AO3

0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
3-4	A restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

SUMMARY OF THE GRIDS AND OF THEIR USES IN THE TWO UNITS

- C.2** Quality of Language (Accuracy) (10 marks)
- F.2** Quality of Language (Range) (10 marks)
- H.1** Communication (10 marks)
- H.2** Transfer of Meaning (10 marks)
- I** Comprehension of Text
- J** Response to Text
- N** Relevance and Points of View
- O** Structure and Analysis

		AO1	AO2	AO3
Units F881 Dutch/ F883 Gujarati/ F885 Persian/ F887 Portuguese/ F889 Turkish Listening, Reading and Writing 1	Listening and Writing		H.1	C.2
	Reading and Writing		I; J	C.2 (twice); F.2
Units F882 Dutch/ F884 Gujarati/ F886 Persian/ F888 Portuguese/ F890 Turkish Listening, Reading and Writing 2	Listening and Writing			C.2
	Reading and Writing		H.2	C.2
	Writing (Essay)		N; O	C.2; F.2

Appendix D: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

The following performance descriptions for Dutch, Gujarati, Persian, Portuguese or Turkish apply within the context of materials appropriate to the AS or the A Level specifications.

AS performance descriptions for modern foreign languages

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	Understand and respond, in speech and writing, to spoken language. ¹	Understand and respond, in speech and writing, to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	¹ Understand and respond in speech to spoken language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.*	² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.*	
AS A/B boundary Performance Descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show a clear understanding of spoken language b) understand the main points and details, including points of view c) are able to infer meaning with only a few omissions d) are able to develop their ideas, and express points of view, with some appropriate justification e) respond readily and fluently and take the initiative (<i>speaking</i>) f) have generally accurate pronunciation and intonation (<i>speaking</i>) g) are able to deal with unpredictable elements (<i>speaking</i>) h) show the ability to organise and structure their response coherently (<i>writing</i>) i) offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show a clear understanding of a range of written texts b) understand the main points and details, including points of view. c) are able to infer meaning with only a few omissions d) are able to develop their ideas, and express points of view, with some appropriate justification e) respond readily and fluently and take the initiative (<i>speaking</i>) f) have generally accurate pronunciation and intonation (<i>speaking</i>) g) show the ability to organise and structure their response coherently (<i>writing</i>) h) offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) make effective use of a range of vocabulary and structures appropriate to the task. b) The deployment of grammar, syntax and morphology is generally accurate. c) are able to manipulate language appropriately when required.

*NOTE: In agreement with the regulatory authorities, there is **no** speaking component in this specification.

**AS E/U boundary
Performance
Descriptions**

In the context of materials appropriate to the AS specification, candidates characteristically:

- a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language
- b) understand some of the main points and details, including basic points of view
- c) have a limited ability to infer meaning where appropriate to the task
- d) are able to convey some basic information when transferring meaning
- e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (*speaking*)
- f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (*writing*)
- g) show some ability to structure and organise their response where appropriate.

In the context of materials appropriate to the AS specification, candidates characteristically:

- a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language
- b) understand some of the main points and details, including limited points of view
- c) have a limited ability to infer meaning where appropriate to the task
- d) are able to convey some basic information when transferring meaning
- e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (*speaking*)
- f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (*writing*)
- g) show some ability to structure and organise their response where appropriate.

In the context of grammar and syntax listed in the AS specification, candidates characteristically:

- a) use a restricted range of vocabulary and structures
- b) have language characterised by frequent errors in grammar, syntax and morphology
- c) may be influenced by the first language.
- d) demonstrate a very limited ability to manipulate language where required.

A2 performance descriptions for modern foreign languages

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
Assessment Objectives	understand and respond, in speech and writing, to spoken language. ¹	Understand and respond, in speech and writing to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	¹ Understand and respond in speech to spoken language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities*	² Understand and respond in speech to written language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities*	
A2 A/B boundary Performance Descriptions	In the context of materials appropriate to the A level specification, candidates characteristically: a) show a clear understanding of spoken language b) understand the main points and details, including points of view c) demonstrate an ability to infer meaning d) are able to transfer meaning with only minor omissions e) are able to develop their ideas, and express and justify points of view effectively f) respond readily and fluently and take the initiative (<i>speaking</i>) g) have generally accurate pronunciation and intonation (<i>speaking</i>) h) are able to deal appropriately with unpredictable elements (<i>speaking</i>) i) show the ability to organise and structure their response coherently (<i>writing</i>) j) offer relevant information which addresses the requirements of the task (<i>writing</i>).	In the context of materials appropriate to the A level specification, candidates characteristically: a) show a clear understanding of a range of written texts b) understand the main points and details, including points of view, and are able to infer meaning c) demonstrate an ability to infer meaning d) are able to transfer meaning with only minor omissions e) are able to develop their ideas, and express and justify points of view effectively f) respond readily and fluently and take the initiative (<i>speaking</i>) g) have generally accurate pronunciation and intonation (<i>speaking</i>) h) are able to deal appropriately with unpredictable elements (<i>speaking</i>) i) show the ability to organise and structure their response coherently (<i>writing</i>).	In the context of materials appropriate to the A level specification candidates characteristically: a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. b) predominantly use grammar, syntax and morphology in an accurate way c) are able to manipulate language accurately and appropriately where required.

***NOTE:** In agreement with the regulatory authorities, there is **no** speaking component in this specification.

**A2 E/U boundary
Performance
Descriptions**

In the context of materials appropriate to the A level specification, candidates characteristically:

- a) show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language
- b) understand some of the main points and details, including basic points of view
- c) demonstrate a limited ability to infer meaning, where appropriate, to the task
- d) are able to convey the basic information when transferring meaning
- e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (*speaking*)
- f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (*writing*)
- g) show some ability of structure and organise their response, where appropriate.

In the context of materials appropriate to the A level specification, candidates characteristically:

- a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language
- b) understand some of the main points and details, including basic points of view
- c) demonstrate a limited ability to infer meaning, where appropriate, to the task
- d) are able to convey the basic information when transferring meaning
- e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (*speaking*)
- f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately
- g) show some ability of structure and organise their response, where appropriate.

In the context of grammar and syntax listed in the A level specification, candidates characteristically:

- a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language.
- b) demonstrate a very limited ability to manipulate language correctly when required.