# Modern Foreign Languages

- OCR Advanced Subsidiary GCE in Dutch \( \text{H193} \)
- OCR Advanced Subsidiary GCE in Gujarati \( \text{H194} \)
- OCR Advanced Subsidiary GCE in Persian \( \text{H195} \)
- OCR Advanced Subsidiary GCE in Portuguese \( \text{H196} \)
- OCR Advanced Subsidiary GCE in Turkish \( \text{H197} \)
- OCR Advanced GCE in Dutch \( \text{H593} \)
- OCR Advanced GCE in Gujarati \( \text{H594} \)
- OCR Advanced GCE in Persian \( \text{H595} \)
- OCR Advanced GCE in Portuguese \( \text{H596} \)
- OCR Advanced GCE in Turkish \( \text{H597} \)

version 4 – September 2013

specification
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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

<table>
<thead>
<tr>
<th>Section A: Listening and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates should be able to:</td>
</tr>
<tr>
<td>• understand the stimulus material;</td>
</tr>
<tr>
<td>• respond to tasks that do not involve productive use of Dutch, Gujarati, Persian, Portuguese or Turkish;</td>
</tr>
<tr>
<td>• respond in English in words, phrases, numbers etc</td>
</tr>
<tr>
<td>• respond by transferring meaning from English into Dutch, Gujarati, Persian, Portuguese or Turkish.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B: Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates should be able to:</td>
</tr>
<tr>
<td>• understand the stimulus material;</td>
</tr>
<tr>
<td>• respond to tasks that do not involve productive use of Dutch, Gujarati, Persian, Portuguese or Turkish;</td>
</tr>
<tr>
<td>• respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish – short answer format;</td>
</tr>
<tr>
<td>• respond in writing to tasks in Dutch, Gujarati, Persian, Portuguese or Turkish – extended answer format.</td>
</tr>
</tbody>
</table>
### 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 | Dutch/F881 | Gujarati/F883 | Persian/F885 | Portuguese/F887 | Turkish Listening, Reading and Writing |

100% of the total AS GCE marks
2 h 30 min written paper
160 marks

This paper has two sections:

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).

<table>
<thead>
<tr>
<th>A2 Unit F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>% of AS GCE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1</td>
<td>AO2</td>
</tr>
<tr>
<td>AS Unit F881 Dutch/F883 Gujarati/F885 Persian/F887 Portuguese/F889 Turkish Listening, Reading and Writing 1</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

AO weightings in Advanced GCE

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

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 alphanumeric 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:

<table>
<thead>
<tr>
<th>(Advanced GCE) Unit Weighting</th>
<th>Maximum Unit Uniform Mark</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>200</td>
<td>200-160</td>
<td>159-140</td>
<td>139-120</td>
<td>119-100</td>
<td>99-80</td>
<td>79-0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Qualification Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS GCE</td>
<td></td>
<td>200-160</td>
<td>159-140</td>
<td>139-120</td>
<td>119-100</td>
<td>99-80</td>
<td>79-0</td>
</tr>
<tr>
<td>Advanced GCE</td>
<td></td>
<td>400-320</td>
<td>319-280</td>
<td>279-240</td>
<td>239-200</td>
<td>199-160</td>
<td>159-0</td>
</tr>
</tbody>
</table>

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 .1 | .1b | .2 | .3 | AoN .1 | .2 | .3 | IT .1 | .2 | .3 | WwO .1 | .2 | .3 | IoLP .1 | .2 | .3 | PS .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

<table>
<thead>
<tr>
<th>Component</th>
<th>Stimulus</th>
<th>Task</th>
<th>AO1 Criteria</th>
<th>Raw Marks</th>
<th>AO2 Criteria</th>
<th>Raw Marks</th>
<th>AO3 Criteria</th>
<th>Raw Marks</th>
<th>Totals</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and Writing</strong></td>
<td>Texts 1 and 2</td>
<td>Range of listening comprehension tasks.</td>
<td>Comprehension, point by point</td>
<td>25</td>
<td></td>
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<td>25</td>
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<tr>
<td></td>
<td></td>
<td>The total time of the recordings for the Listening shall not exceed 5 minutes.</td>
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<tr>
<td></td>
<td>Text 3 (Questions in English.)</td>
<td>Respond in English in words, phrases, numbers etc.</td>
<td>Comprehension, point by point</td>
<td>15</td>
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<td>15</td>
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<tr>
<td></td>
<td>Text 4</td>
<td>Guided writing task based on an English stimulus related to the above message.</td>
<td>Communication, Grid H.1</td>
<td>10</td>
<td>Quality of Language (Accuracy) Grid C.2</td>
<td>10</td>
<td>20</td>
<td></td>
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</tr>
<tr>
<td><strong>Reading and Writing</strong></td>
<td>Text 5/6</td>
<td>Range of reading comprehension tasks.</td>
<td>Non-verbal response tasks.</td>
<td>20</td>
<td>Comprehension, point by point</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text 7</td>
<td>Questions in the target-language.</td>
<td>Comprehension, point by point</td>
<td>20</td>
<td>Quality of Language (Accuracy) Grid C.2</td>
<td>10</td>
<td>30</td>
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<tr>
<td></td>
<td>Text 8</td>
<td>Questions in the target-language.</td>
<td>Comprehension of Text, Grid I</td>
<td>10</td>
<td>Quality of Language (Accuracy &amp; Range) Grid C.2 &amp; Grid F.2</td>
<td>10 + 10</td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td>Respond in the target language: - summary question - extended personal response to text.</td>
<td>Response to Text, Grid J</td>
<td>20</td>
<td></td>
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<td></td>
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<td>50</td>
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<td>Total</td>
<td>80</td>
<td>Total</td>
<td>40</td>
<td>160</td>
<td>100% 50%</td>
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</tbody>
</table>
## Unit 882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing

### 2 hours 45 mins. Written Test.

<table>
<thead>
<tr>
<th>Component</th>
<th>Stimulus</th>
<th>Task</th>
<th>AO1 Criteria</th>
<th>Raw Marks</th>
<th>AO2 Criteria</th>
<th>Raw Marks</th>
<th>AO3 Criteria</th>
<th>Raw Marks</th>
<th>Percentages</th>
</tr>
</thead>
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<tr>
<td><strong>Listening</strong></td>
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</tr>
<tr>
<td></td>
<td>Text 1</td>
<td>Play the recording as necessary. Respond in English.</td>
<td>Comprehension, point by point</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Text 2</td>
<td>Respond in the target-language.</td>
<td>Comprehension, point by point</td>
<td>22</td>
<td>Quality of Language (Accuracy), Grid C.2</td>
<td>10</td>
<td>32</td>
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<td></td>
</tr>
<tr>
<td><strong>Reading and Writing</strong></td>
<td></td>
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<tr>
<td></td>
<td>Text 3/4</td>
<td>Matching tasks, finding synonyms etc.</td>
<td>Comprehension, point by point</td>
<td>15</td>
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<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(a)</td>
<td>One or two non-verbal response tasks.</td>
<td></td>
<td>15</td>
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<tr>
<td></td>
<td>(b)</td>
<td>One or two tasks in the target-language.</td>
<td>Comprehension, point by point</td>
<td>10</td>
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<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>A task with questions in the target-language</td>
<td>Comprehension, point by point</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Text 5</td>
<td>Transfer meaning from the target-language into English.</td>
<td>Transfer of Meaning, Grid H.2</td>
<td>10</td>
<td>Language assessed globally across texts 3/4/5</td>
<td>12</td>
<td>12</td>
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</tr>
<tr>
<td></td>
<td>(a)</td>
<td>One task with material to be put into English</td>
<td></td>
<td>10</td>
<td>Quality of Language (Accuracy), Grid C.2</td>
<td>10</td>
<td>10</td>
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<tr>
<td></td>
<td>(b)</td>
<td>Two tasks involving the target-language</td>
<td>Comprehension point by point</td>
<td>12</td>
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<tr>
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<td>(c)</td>
<td>A task with questions in the target-language</td>
<td>Comprehension, point by point</td>
<td>10</td>
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<td>10</td>
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<tr>
<td><strong>Writing</strong></td>
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<td>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.</td>
<td>Choose one title. Produce an extended piece of writing on that title in the target-language: 250-400 words</td>
<td>Relevance and Points of View, Grid N</td>
<td>10</td>
<td>Quality of Language (Accuracy), Grid C.2</td>
<td>10</td>
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<td>Structure and Analysis: Grid O</td>
<td>15</td>
<td>Quality of Language (Range), Grid F.2</td>
<td>10</td>
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</table>

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GCE Modern Foreign Languages v4
<table>
<thead>
<tr>
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<th>Total</th>
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</tbody>
</table>
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 (vandaag, meestal, binnenkort)
- place (boven, overal, hier)
- quantifying adverbs (erg, bijna, misschien, toch)
- interrogative adverbs (waarom, wanneer, hoe, waar)
- 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 (iemand, niemand, iets, niets)
- possessive (de mijne, mijn)
- 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
B2.2: GUJARATI

Grammar for AS Level Gujarati

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

Nouns:
- Proper (પરામા, પૂવાણ)
- Common (સામા, સામાજક)
- Collective (સાથી, યુષાધિ)
- Material (પુલય્યલ, પ્રવાણ)
- Abstract (સંમન, સંબંધ)
- Singular and plural forms (પ્રકૃત, પ્રકૃતિ)

Genders:
- Three genders (ન્ર, નદી, ન્રણાન)
- Every noun has a gender
- Dual gender nouns (સવાર, સવારણ)

Case Endings: Different cases and change in the form of nouns when a case is added
  (તે, તને, તેલ, તમે, તું)

Number Quantity and time

Pronouns:
- Personal: subject, object: direct and indirect
- Reflexive/emphatic (જુ પોઠે, જુ જાણે)
- Definite (યાં, તું)
- Indefinite (કૃષિક, ક્રમિક)
- Demonstrative (આ પટલ, તે પટલ)
- Interrogative (કી જ જે?
- Relative (જેને /જેને, જે /જે)
- Possessive (બાબતં, બાબતણ, બાબતન)

Modes of address – use of Honorific plural for single person (તૂં, તમે)
Adjectives: Variable and non-variables (मोटे, ठीक)
Qualifiers, Quantifiers and numerals (सौ, दो, चार)
Position (e.g. आ सारे छाँटतो छै - qualifying adjective)
(आ छाँटतो सारे छै - predicative adjective)
Comparative and superlative (बडे प्रती, सबैलो वट्ने)
Quantity (पनि र दहन)
Number (बाट र एक)
Demonstrative (विश्वसी -indicates the furtherness)
Interrogative (कै भए, कै हो र एक)
Possessive (पनि परे, पनि पनि)
Quality (सावधान र धर्म)
Distributive (केही, पत्ता)

Verbs: Root (रू. वेदि)
Infinitives (अवस. वेदिक)
Imperative forms (साल, आइ)
Negative forms
Interrogative forms
Transitive and intransitive
Auxiliary 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
Participles:  
- Past (अपस्मरण, अम्लावित)  
- Present (अस्पष्ट, अर्थात्)  
- Future (अबाधार, अद्यतन)  
- Perfect participle (अतिश्रेष्ठ, अतीतले)  
  Conjugative

Adverbs:  
- Comparative and superlative
  - Position and order
  - Time (देखि, किले)
  - Place (उपरि, दिले)
  - Manner (पूर्णपूर्ण, चर्चित)
  - Quantity (हरूँ, अधिक)
  - Interrogative (नबाट, यहूँ)
  - Indefinite (बहुत, अनधिक)
  - Affirmation
  - Negation
  - Reason
  - Certainty
  - Probability
  - Formation of adverbs from other parts of speech
  - Nouns, Adjectives, Pronouns and verbs
  - Adverbial phrases
  - Formation by duplication (कर्मवर्ष, सरस)
  - Co-related (कम्प्रेष - नेपाली, आयां - भाग)

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 Foundation Grammar List 1-6 97

Grammar for A Level French

Unit 2: Listening, Reading and Writing (Oxford) 1994
In addition to the grammar tested for AS level, the following are required:

Use of various prepositions, 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)

Case of nouns and agreement

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** rá

  **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, adamçağiz

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: hanımelı, 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, kırlık, 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: açık göz, 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…


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
Vermiştım . 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: verdiydim, vermiştım, verseydim, vereydim, vermeliydim, veriyormuşum, verirmişim, verecekmüşim, 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
Yıkmak - 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, verekte olan
Past Participle with .miş.

Vermiş olan, almış bulunan
Past Participle with - dik.

Verdiğim

Adverbial Forms of the verb:

Gerund: Koşarak, görünce, kararınıcaya kadar

Since: -li beri, -iden 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

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

<table>
<thead>
<tr>
<th>GRID C.2</th>
<th>QUALITY OF LANGUAGE (ACCURACY)</th>
<th>10 marks AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</td>
<td></td>
</tr>
</tbody>
</table>
### QUALITY OF LANGUAGE (ACCURACY)
10 marks  AO3

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0-2</td>
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</tr>
<tr>
<td>3-4</td>
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<td>7-8</td>
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</tr>
<tr>
<td>9-10</td>
<td>Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</td>
</tr>
</tbody>
</table>
### Units F881 Dutch/F883 Gujarati/F885 Persian/F887 Portuguese/F889 Turkish Listening, Reading and Writing 1 - Section B: Reading and Writing

<table>
<thead>
<tr>
<th>GRID I</th>
<th>COMPREHENSION OF TEXT</th>
<th>10 marks AO2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>No relevant information or supplies one or two relevant points from the original passage.</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRID J</th>
<th>RESPONSE TO TEXT</th>
<th>20 marks AO2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>Very short. May not go beyond points of view already expressed in the original text.</td>
<td></td>
</tr>
<tr>
<td>4-7</td>
<td>Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</td>
<td></td>
</tr>
<tr>
<td>8-11</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>12-15</td>
<td>Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td>Responds with well developed points of view which show insight, originality and imagination.</td>
<td></td>
</tr>
</tbody>
</table>
### Grid C.2
**Quality of Language (Accuracy)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.</td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
</tr>
<tr>
<td>9-10</td>
<td>Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</td>
</tr>
</tbody>
</table>

### Grid F.2
**Quality of Language (Range)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.</td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
</tr>
<tr>
<td>7-8</td>
<td>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).</td>
</tr>
<tr>
<td>9-10</td>
<td>Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.</td>
</tr>
</tbody>
</table>
## ACCURACY OF LANGUAGE (ACCURACY)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.</td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
</tr>
<tr>
<td>9-10</td>
<td>Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>GRID H.2</th>
<th>TRANSFER OF MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 MARKS AO2</td>
</tr>
<tr>
<td>2</td>
<td>Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>GRID C.2</th>
<th>QUALITY OF LANGUAGE (ACCURACY)</th>
<th>10 marks</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Units F882 Dutch/F884 Gujarati/F886 Persian/F888 Portuguese/F890 Turkish Listening, Reading and Writing 2 – Section C: Writing (Essay)

<table>
<thead>
<tr>
<th>GRID N</th>
<th>RELEVANCE AND POINTS OF VIEW</th>
<th>10 marks AO2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>The response to the task is likely to be very short and/or irrelevant and/or very superficial.</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Consistently relevant information which supports points of view and opinions. Shows genuine insight in responding to the task.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRID O</th>
<th>STRUCTURE AND ANALYSIS</th>
<th>15 marks AO2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Random organisation of the response. Limited attempt to develop an argument, analyse and evaluate, and draw conclusions.</td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>Shows some ability to structure and organise the response. Limited ability to develop an argument, analyse and evaluate, and draw conclusions.</td>
<td></td>
</tr>
<tr>
<td>6-9</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>The response displays genuine control and clarity. A very well developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
### GRID C.2 QUALITY OF LANGUAGE (ACCURACY)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.</td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
</tr>
<tr>
<td>7-8</td>
<td>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.</td>
</tr>
<tr>
<td>9-10</td>
<td>Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.</td>
</tr>
</tbody>
</table>

### GRID F.2 QUALITY OF LANGUAGE (RANGE)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.</td>
</tr>
<tr>
<td>3-4</td>
<td>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.</td>
</tr>
<tr>
<td>5-6</td>
<td>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.</td>
</tr>
<tr>
<td>7-8</td>
<td>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).</td>
</tr>
<tr>
<td>9-10</td>
<td>Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.</td>
</tr>
</tbody>
</table>
### 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

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

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Assessment Objective 1</th>
<th>Assessment Objective 2</th>
<th>Assessment Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand and respond, in speech and writing, to spoken language. ¹</td>
<td>Understand and respond, in speech and writing, to written language. ²</td>
<td>Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</td>
</tr>
<tr>
<td>¹ Understand and respond in <strong>speech</strong> to spoken language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.*</td>
<td>² Understand and respond in <strong>speech</strong> to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AS A/B boundary Performance Descriptions**

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Assessment Objective 1</th>
<th>Assessment Objective 2</th>
<th>Assessment Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In the context of materials appropriate to the AS specification, candidates characteristically:</td>
<td>In the context of materials appropriate to the AS specification, candidates characteristically:</td>
<td>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</td>
</tr>
<tr>
<td></td>
<td>a) show a clear understanding of spoken language</td>
<td>a) show a clear understanding of a range of written texts</td>
<td>a) make effective use of a range of vocabulary and structures appropriate to the task.</td>
</tr>
<tr>
<td></td>
<td>b) understand the main points and details, including points of view</td>
<td>b) understand the main points and details, including points of view.</td>
<td>b) The deployment of grammar, syntax and morphology is generally accurate.</td>
</tr>
<tr>
<td></td>
<td>c) are able to infer meaning with only a few omissions</td>
<td>c) are able to infer meaning with only a few omissions</td>
<td>c) are able to manipulate language appropriately when required.</td>
</tr>
<tr>
<td></td>
<td>d) are able to develop their ideas, and express points of view, with some appropriate justification</td>
<td>d) are able to develop their ideas, and express points of view, with some appropriate justification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) respond readily and fluently and take the initiative (<strong>speaking</strong>)</td>
<td>e) respond readily and fluently and take the initiative (<strong>speaking</strong>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) have generally accurate pronunciation and intonation (<strong>speaking</strong>)</td>
<td>f) have generally accurate pronunciation and intonation (<strong>speaking</strong>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g) are able to deal with unpredictable elements (<strong>speaking</strong>)</td>
<td>g) show the ability to organise and structure their response coherently (<strong>writing</strong>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h) show the ability to organise and structure their response coherently (<strong>writing</strong>)</td>
<td>h) offer relevant information which addresses the requirements of the task (<strong>writing</strong>).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) offer relevant information which addresses the requirements of the task (<strong>writing</strong>).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: In agreement with the regulatory authorities, there is **no** speaking component in this specification.*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the context of materials appropriate to the AS specification, candidates characteristically:</td>
<td>In the context of materials appropriate to the AS specification, candidates characteristically:</td>
<td>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</td>
</tr>
<tr>
<td>a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language</td>
<td>a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language</td>
<td>a) use a restricted range of vocabulary and structures</td>
</tr>
<tr>
<td>b) understand some of the main points and details, including basic points of view</td>
<td>b) understand some of the main points and details, including limited points of view</td>
<td>b) have language characterised by frequent errors in grammar, syntax and morphology</td>
</tr>
<tr>
<td>c) have a limited ability to infer meaning where appropriate to the task</td>
<td>c) have a limited ability to infer meaning where appropriate to the task</td>
<td>c) may be influenced by the first language.</td>
</tr>
<tr>
<td>d) are able to convey some basic information when transferring meaning</td>
<td>d) are able to convey some basic information when transferring meaning</td>
<td>d) demonstrate a very limited ability to manipulate language where required.</td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>g) show some ability to structure and organise their response where appropriate.</td>
<td>g) show some ability to structure and organise their response where appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
### A2 performance descriptions for modern foreign languages

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Assessment Objective 1</th>
<th>Assessment Objective 2</th>
<th>Assessment Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>understand and respond, in speech and writing, to spoken language. ¹</td>
<td>Understand and respond, in speech and writing to written language. ²</td>
<td>Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>A2 A/B boundary Performance Descriptions</th>
<th>In the context of materials appropriate to the A level specification, candidates characteristically:</th>
<th>In the context of materials appropriate to the A level specification, candidates characteristically:</th>
<th>In the context of materials appropriate to the A level specification candidates characteristically:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) show a clear understanding of spoken language</td>
<td>a) show a clear understanding of a range of written texts</td>
<td>a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate.</td>
<td></td>
</tr>
<tr>
<td>b) understand the main points and details, including points of view</td>
<td>b) understand the main points and details, including points of view, and are able to infer meaning</td>
<td>b) predominantly use grammar, syntax and morphology in an accurate way</td>
<td></td>
</tr>
<tr>
<td>c) demonstrate an ability to infer meaning</td>
<td>c) demonstrate an ability to infer meaning</td>
<td>c) are able to manipulate language accurately and appropriately where required.</td>
<td></td>
</tr>
<tr>
<td>d) are able to transfer meaning with only minor omissions</td>
<td>d) are able to transfer meaning with only minor omissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) are able to develop their ideas, and express and justify points of view effectively</td>
<td>e) are able to develop their ideas, and express and justify points of view effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) respond readily and fluently and take the initiative (speaking)</td>
<td>f) respond readily and fluently and take the initiative (speaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) have generally accurate pronunciation and intonation (speaking)</td>
<td>g) have generally accurate pronunciation and intonation (speaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) are able to deal appropriately with unpredictable elements (speaking)</td>
<td>h) are able to deal appropriately with unpredictable elements (speaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) show the ability to organise and structure their response coherently (writing)</td>
<td>i) show the ability to organise and structure their response coherently (writing).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) offer relevant information which addresses the requirements of the task (writing).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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 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.