

# GCSE Gujarati - Main Themes

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## Five main themes

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

Themes 1, 2 3, 4 are quite similar to OCR themes.  
Part of Theme 5 is somewhat new.

# Mapping Grid

## New Specification Themes vs OCR Topics

Edexcel/Pearson - New Specification		OCR old Specification
<b>Theme 1 - Identity and culture</b>		
<b>Who am I?</b>	<ul style="list-style-type: none"> <li>• relationships</li> <li>• when I was younger</li> <li>• what my friends and family are like</li> <li>• what makes a good friend</li> <li>• interests</li> <li>• socialising with friends and family</li> <li>• role models</li> </ul>	<p><b><u>Topic Area 1</u></b>  <b>Home and local area</b></p> <ul style="list-style-type: none"> <li>• Life in the home</li> <li>• Friends and relationships</li> </ul> <p><b><u>Topic Area 3</u></b>  <b>Leisure and entertainment</b></p> <ul style="list-style-type: none"> <li>• Socialising</li> </ul>

# Mapping Grid

## New Specification Themes vs OCR Topics

Edexcel Pearson - New Specification		OCR old Specification
<b>Theme 1 – Identity and culture</b>		
<b>Daily life</b>	<ul style="list-style-type: none"> <li>• <b>customs and everyday life</b></li> <li>• <b>food and drink</b></li> <li>• <b>shopping</b></li> <li>• <b>social media and technology (use of, advantages and disadvantages)</b></li> </ul>	<p><b><u>Topic Area 1</u></b> Home and local area</p> <ul style="list-style-type: none"> <li>• <b>Friends and relationships</b></li> </ul> <p><b><u>Topic Area 2</u></b> Health and sport</p> <ul style="list-style-type: none"> <li>• <b>Food and drink as aspects of culture and health</b></li> </ul> <p><b><u>Topic Area 3</u></b> Leisure and entertainment</p> <ul style="list-style-type: none"> <li>• <b>TV, films and music</b></li> </ul>

# Mapping Grid

## New Specification Themes vs OCR Topics

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Edexcel Pearson - New Specification		OCR old Specification
<b>Theme 1 - Identity and culture</b>		
<b>Cultural life</b>	<ul style="list-style-type: none"> <li>• celebrations and festivals</li> <li>• reading</li> <li>• music</li> <li>• film and television</li> <li>• sport</li> </ul>	<p><b><u>Topic Area 3</u></b>  <b>Leisure and entertainment</b></p> <ul style="list-style-type: none"> <li>• Special occasions and festivals</li> <li>• TV, films and music</li> </ul> <p><b><u>Topic Area 2</u></b>  <b>Health and sport</b></p> <ul style="list-style-type: none"> <li>• Sport, outdoor pursuits and healthy lifestyle</li> </ul>

# Mapping Grid

## New Specification Themes vs OCR Topics

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Edexcel Pearson - New Specification		OCR old Specification
<b>Theme 2 - Local area, holiday &amp; travel</b>		
<b>Holidays</b>	<ul style="list-style-type: none"> <li>• preferences</li> <li>• experiences</li> <li>• destinations</li> </ul>	<p><b><u>Topic Area 4</u></b></p> <p><b>Travel and the wider world</b></p> <ul style="list-style-type: none"> <li>• <b>Holidays and exchanges</b></li> </ul>
<b>Travel and tourist transactions</b>	<ul style="list-style-type: none"> <li>• travel and accommodation</li> <li>• asking for help and dealing with problems</li> <li>• directions</li> <li>• eating out</li> <li>• shopping</li> </ul>	

# Mapping Grid

## New Specification Themes vs OCR Topics

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<b>Edexcel Pearson - New Specification</b>		<b>OCR old Specification</b>
<b>Theme 2 - Local area, holiday &amp; travel</b>		
<b>Town, region and country:</b>	<ul style="list-style-type: none"> <li>• weather</li> <li>• places to see</li> <li>• things to do</li> </ul>	<p><b><u>Topic Area 4</u></b>  <b>Travel and the wider world</b></p> <ul style="list-style-type: none"> <li>• Holidays and exchanges</li> </ul> <p><b><u>Topic Area 1</u></b>  <b>Home and local area</b></p> <ul style="list-style-type: none"> <li>• Local area, facilities and getting around</li> </ul>

# Mapping Grid

## New Specification Themes vs OCR Topics

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Edexcel Pearson - New Specification		OCR old Specification
<b>Theme 3 - School</b>		
<b>What school is like:</b>	<ul style="list-style-type: none"> <li>• school types</li> <li>• school day</li> <li>• subjects</li> <li>• rules and pressures</li> <li>• celebrating success</li> </ul>	<u><b>Topic Area 5</b></u> <b>Education and work</b> <ul style="list-style-type: none"> <li>• <b>School life in the UK and in the target language of country or community</b></li> </ul>
<b>School activities:</b>	<ul style="list-style-type: none"> <li>• school trips</li> <li>• events and exchanges</li> </ul>	

# Mapping Grid

## New Specification Themes vs OCR Topics

<b>Edexcel Pearson - New Specification</b>		<b>OCR old Specification</b>
<b>Theme 4 - Future aspirations, study and work</b>		
<b>Using languages beyond the classroom</b>	<ul style="list-style-type: none"> <li>• forming relationships travel</li> <li>• employment</li> </ul>	<u><b>Topic Area 5</b></u> <b>Education and work</b> <ul style="list-style-type: none"> <li>• Work experience, future study and jobs, working abroad</li> </ul>
<b>Ambitions:</b>	<ul style="list-style-type: none"> <li>• further study</li> <li>• volunteering</li> <li>• training</li> </ul>	
<b>Work:</b>	<ul style="list-style-type: none"> <li>• jobs</li> <li>• careers and professions</li> </ul>	



# Mapping Grid

## New Specification Themes vs OCR Topics

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<b>Edexcel Pearson - New Specification</b>		<b>OCR old Specification</b>
<b>Theme 5 - International and global dimension</b>		
<b>Bringing the world together</b>	<ul style="list-style-type: none"> <li>• sports events; music events;</li> <li>• campaigns and good causes</li> </ul>	<u><b>Topic Area 2</b></u> <b>Health and sport</b> <ul style="list-style-type: none"> <li>• Sport, outdoor pursuits and healthy lifestyle</li> </ul>
<b>Environmental issues</b>	<ul style="list-style-type: none"> <li>• being 'green'</li> <li>• access to natural resources</li> </ul>	<u><b>Topic Area 4</b></u> <b>Travel &amp; the wider world</b> <ul style="list-style-type: none"> <li>• Environmental issues</li> </ul>

# 2 Year Planning – 1<sup>st</sup> Year

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- **The 2 year plan (pre-GCSE and GCSE years), shown in the next three slides, is the recommended model.**
- **It is based on starting with pupil's own experiences and then grows outwards**
- **So we have pupil's identity, home, school, locality, future plans followed by global issues.**

# 2 Year Planning – 1<sup>st</sup> Year

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Term	Theme	Sub-theme
<b>1<sup>st</sup> Term - Autumn Pre-GCSE</b>	<b>1 - Identity and culture</b>	<ul style="list-style-type: none"><li>• Who am I?</li><li>• Daily life</li><li>• Cultural life</li></ul>
<b>2<sup>nd</sup> Term - Spring Pre-GCSE</b>	<b>2 - Local area, holiday and travel</b>	<ul style="list-style-type: none"><li>• Town, region and country</li><li>• Holidays</li><li>• Travel and tourist transactions</li></ul>
<b>3<sup>rd</sup> Term - Summer Pre-GCSE</b>	<b>3 - School</b>	<ul style="list-style-type: none"><li>• What school is like</li><li>• School activities</li></ul>

# 2 Year Planning – 2<sup>nd</sup> Year

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Term	Theme	Sub-theme
<b>1<sup>st</sup> Term - Autumn</b> <b>GCSE</b> <i>(before half term)</i>	<b>4 - Future aspirations, study and work</b>	<ul style="list-style-type: none"><li>• <b>Work</b></li><li>• <b>Ambitions</b></li><li>• <b>Using languages beyond the classroom</b></li></ul>
<b>1<sup>st</sup> Term - Autumn</b> <b>GCSE</b> <i>(after half term)</i>	<b>5 - International and global dimension</b>	<ul style="list-style-type: none"><li>• <b>Bringing the world together</b></li></ul>

# 2 Year Planning – 2<sup>nd</sup> Year

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Term	Theme	Sub-theme
<b>2<sup>nd</sup> Term - Spring GCSE</b> <i>(before half term)</i>	<b>5 - International and global dimension</b>	<b>• Environmental issues</b>
<b>2<sup>nd</sup> Term - Spring GCSE</b> <i>(after half term)</i>	<b>Revision</b>	
<b>3<sup>rd</sup> Term - Summer GCSE</b>	<b>Revision</b>	

# Useful web links for GCSE New Specification

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For the new Specification, sample papers and other relevant and useful documents, access the following web link on the internet.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/gujarati-2018.html>

Scroll down until you see the word **Specification** with a list of **Course materials** on the right, as shown in the next slide.

# Useful web links for GCSE New Specification

<b>Qualification type:</b> General Certificate of Secondary Education (GCSE)	<h2>Course materials</h2> <ul style="list-style-type: none"><li> GCSE Gujarati Paper 1F Listening Recording (ZIP   82.1 MB)</li><li> GCSE Gujarati Paper 1H Listening Recording (ZIP   107.6 MB)</li><li> Getting started guide (PDF   1.0 MB)</li><li> Incorporating culture into the MFL classroom (PDF   278.5 KB)</li><li> Incorporating culture into the MFL classroom (MP4   128.0 MB)</li><li> Introduction to the Pearson Edexcel GCSEs in Gujarati, Persian, Portuguese and Turkish (PDF   259.3 KB)</li><li> SAMs GCSE L1-L2 in Gujarati (PDF   18.3 MB)</li><li> Specification GCSE L1-L2 in Gujarati (PDF   1.6 MB)</li><li> Using literary texts (PDF   270.0 KB)</li></ul>
<b>Level:</b> Level 1/2	
<b>Accreditation status:</b> Accredited	
<b>Subject:</b> Gujarati	
<b>Specification codes:</b> 1GU0	
<b>Availability:</b> UK and international	
<b>First teaching:</b> 2018	
<b>First assessment:</b> 2020	

# Useful web links for GCSE New Specification

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An introduction to the Pearson Edexcel 9-1 GCSEs Gujarati, Persian, Portuguese & Turkish

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Gujarati/2018/teaching-and-learning-material/Intro-2018-GCSEs-Gujarati-Persian-Portuguese-Turkish.pdf>

Incorporating culture into the MFL classroom

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Gujarati/2018/teaching-and-learning-material/GCSE-2018-incorporating-culture-gujarati.pdf>

Using literary texts

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Gujarati/2018/teaching-and-learning-material/GCSE-2018-using-literary-texts.pdf>



# Useful web links for GCSE New Specification

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## Getting Started Guide: GCSE Gujarati 2018

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Gujarati/2018/teaching-and-learning-material/GCSE-Gujarati-getting-started-guide.pdf>

**This document outlines various activities for each of the five Themes.**

**Teachers should access this document to get ideas of different activities for each Theme.**

# Useful web links for GCSE New Specification

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## Resources

As in the past there are no set text books for the new GCSEs. Teachers can use whatever resource they can obtain for teaching new GCSEs.

GCSE past papers, especially the ones for Higher Tier can be very useful resource for all the Themes related exercises. Teachers can collate these by each Theme and use them as worksheets for their teaching.

Teachers can also at read Gujarati newspapers, and magazines to prepare worksheets on current issues/events.

Today, we will briefly go through some of the activities for first part of the Theme 5 as this is a relatively a new theme.

# Activities - Theme 5

## - International and global dimension

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### Topics :

- **Bringing the world together:**
  - music events
  - sports events
  - campaigns and good causes
- **Environmental issues:**
  - being 'green'
  - access to natural resources

The environment issues also are bringing the world together e.g. Climate Change targets v/s development issues.

However, today we will mainly address some activities on the music, sports and campaigns.

# Theme 5 – Activities ideas

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## Music Events

- **Role-play buying tickets for music/dance events**
  - **Posters and adverts for music events**
  - **blogs and newspaper reports about such events**
- **Group activity discussing the cost of attending music events.**
- **Use following web link for music festival or information about an event and to express opinions about it.**

**<http://www.gujaratindia.com/about-gujarat/festival-guj.htm>**

- **for information in Gujarati, click on ▼ next to Languages ▼ to at the top right hand corner; select Gujarati.**
- **Click on tab “સમગ્ર ગુજરાત વિષે” and scroll down to “કળા સંસ્કૃતિ અને જીવનશૈલી”**

# Activities for Theme 5

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- **Advantages and disadvantages of organising such music events on a large scale**
  - raising awareness through music
  - bringing the world /culture together through music
  - spreading happiness, addressing issues through music, etc.
  - **pollution (noise, light, rubbish)**
  - **expensive, hence can appeal to certain income groups**
  - **not for everyone – can appeal to only certain age groups**

# Theme 5 – Activities ideas

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## Sports events

- **Using photographs of sporting events to engage in discussion (picture-based task).**
- **Role play about buying tickets or attending sports events**
- **School websites containing reports on School sports events – comparing UK vs Gujarat school reports**
- **Writing a report on a sporting event.**
- **Watching a sporting event in Gujarati as a listening comprehension.**
- **Writing a script or voiceover to a video clip of a sporting event – e.g. a cricket match**

# Activities for each Theme

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## Campaigns and good causes

### What is a fundraising event?

- **A fundraising or charity event is designed to raise money, awareness and/or sponsors for your registered charity or non-profit organisation.**
- **The benefit of a fundraising event is that you can raise funds quickly in a live event environment, and raise awareness of your cause which could take longer to do online or through “cold” communications/over the phone process.**
- **Examples – midnight walk, colour run, bake sales, lemonade stand, marathon, a workout/yoga day fund raisers, pink ribbon walk, race for life, wear it pink (retailers) etc..**

# Theme 5 – Activities ideas

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- Giving students a scenario in which they have a certain amount of money to donate to a worthy cause.
- Each student researches a suitable charity and engages in a group debate about which charity should benefit from the money.
- UK's Campaigns/fund raising events vs India's -
  - Photographs - Using photographs to discuss various aspects of fund raising events/ campaigns to encourage and develop spontaneous speaking strategies
  - Role play - Christmas time and fund raising;
  - 'sponsor me - speech or role play'
  - books/clothes/stationery collection campaigns etc.



# Theme 5 – Activities ideas

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- Discussion and/or debate about schools raising money for various charities; explore reports from school websites outlining such events
- **Other Possible discussions**
  - good/genuine charities and bad charities – how to differentiate
  - what are the impacts of charities that only donate nominal amount to good cause and rest is kept for other purposes like giving themselves bigger salaries etc..)

**Please refer to the “Getting Started Guide” mentioned earlier for other activities on Theme 5.**

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