

Support Material

GCE Modern Foreign Languages

OCR Advanced GCE in Gujarati: H594

Unit: F884

This Support Material booklet is designed to accompany the OCR Advanced GCE specification in Gujarati for teaching from September 2008.

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Introduction

Background

A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Gujarati. This can be found at www.ocr.org.uk, along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and Sample Lesson Plans for Gujarati. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

All our Support Materials were produced 'by teachers for teachers' in order to capture real life current teaching practices and they are based around OCR's revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students' needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Ide

All the teaching ideas contained in the SOW are innovative, but the icon is used to Highlight exceptionally innovative ideas.



= Stretch & Challenge Activity

This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



= ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
<p>The individual and the environment. Pollution: causes; consequences; solutions.</p> <p>Skills: Listening.</p>	<ul style="list-style-type: none"> Listening text (1), lasting up to 2 minutes, news item on how an individual is related to the environment – response in Gujarati. Listening text (2), lasting up to 2 minutes, conversation between an environment officer and a radio presenter on how noise pollution is caused by people – response in Gujarati. Listening text (3), lasting up to 2 minutes, documentary on consequences of pollution and solutions to pollution - gist and detailed comprehension and answers in English. 		<ul style="list-style-type: none"> TV/news paper items /listening text prepared by the teacher. Radio item / listening text prepared by the teacher. TV item / listening text prepared by the teacher. 	<ul style="list-style-type: none"> Five elements of nature (panch mahabhutas): earth, water, fire, sky and air may be included in the listening text by the teacher. Students note down key words for this topic in their folder/vocabulary book.



= Innovative teaching idea





= Stretch and challenge opportunity



= ICT opportunity

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<p>The individual and the environment. Pollution: causes; consequences; solutions.</p> <p>Skills: Speaking.</p>	<ul style="list-style-type: none"> Group discussion/pair work on the environment and pollution: causes, consequences; solutions – discussion in Gujarati. Role play (1) – conversation on radio between a Gujarati community leader and a member of public regarding causes and consequences of pollution. Role play (2) – conversation between an official from ‘Friends of the Earth’ and a student regarding solutions to reduce pollution. Presentation: – Presenting factors causing pollution, consequences of pollution and methods of reducing pollution. 	<ul style="list-style-type: none"> Gujarati weekly/magazine news article used as a stimulus. Role play cards/Cue cards. Role play cards/Cue cards. Internet/newspaper/magazine items. 	<ul style="list-style-type: none"> Teacher notes down points on the board and students note down points in their note-book, folder.  Students note down key words for this topic in their folder/vocabulary book. Opportunity for ICT (PowerPoint) + Communication key skill. 



= Innovative teaching idea





= Stretch and challenge opportunity



= ICT opportunity

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>The individual and the environment. Pollution: causes; consequences; solutions.</p> <p>Skills: Reading.</p>	<ul style="list-style-type: none"> Independent research: opportunity to set as a library and/or internet session – gather items/articles on issues relating to the causes and consequences of global warming in English. Extract (1) on how an individual causes pollution of the environment – non-verbal responses (ticking the right box) in Gujarati. Extract (2) on how the consequences of pollution affect the environment and life on earth - response to include (1) a task of transfer of meaning into English, (2) Fill in the blanks in Gujarati. Extract (3) on how Gujarati people can contribute to protect the environment – response with tasks to include manipulation of Gujarati (Students explain certain words in their own words in Gujarati). 		<ul style="list-style-type: none"> Gujarati weekly/magazine news article/internet. News item / magazine article. Reading text prepared by the teacher. News item / magazine article.
			<p>Points to note</p> <ul style="list-style-type: none"> An opportunity to use ICT / internet.   Students note down key words for this topic in their folder/vocabulary book. Can be done as class work and /or home work.

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
<p>The individual and the environment. Pollution: causes; consequences; solutions.</p> <p>Skills: Writing.</p> <p>Consolidation.</p>		<ul style="list-style-type: none"> Write a short essay in Gujarati on how an individual is related to the environment (students may include five elements of nature /body, i.e. air, water, earth, sky and fire). For homework: Write an essay on one way the environment is polluted, its consequences and how the issue of pollution can be solved. Write an essay in Gujarati on if you had the power to take action nationally what would you do to protect the environment? (Could be for debating activity to develop speaking skills). Explore previous exam question papers on this topic. 	<ul style="list-style-type: none"> Previous knowledge. TV/news paper/magazine items. Notes made in the classroom / imagination / previous knowledge. Past papers. 	<ul style="list-style-type: none"> Teacher needs to explain five elements of body/nature; 'panch mahabhutas', i.e. air, water, earth, sky and fire. These five elements would have been included by the teacher in listening text so students are aware of these elements. May be done as class work and / or home work. Should be done as class work. Can be done as class work and / or home work.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>Energy management. Conservation of the natural world.</p> <p>Skills: Listening.</p>	<ul style="list-style-type: none"> • A documentary on how an individual can save energy i.e. electricity, gas, petrol, etc. – response in Gujarati. • A news item lasting up to 2 minutes, on how the natural world is being destroyed by people – with answers with one word response in Gujarati. • A radio item on what we should do to conserve the natural world - gist and detailed comprehension and answers in Gujarati. • A dialogue about the consequences of destroying the natural world – gist and detailed comprehension and answers in English. 		<ul style="list-style-type: none"> • TV items. • News item. • Radio item. • Text produced by the teacher Gujarati weekly/magazine news article used as a stimulus.
			<ul style="list-style-type: none"> • Students note down key words for this topic in their folder/vocabulary book.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
<p>Energy management. Conservation of the natural world.</p> <p>Skills: Speaking.</p>		<ul style="list-style-type: none"> Group discussion/pair work on how we can save/manage energy in Britain – discussion in Gujarati. Weekly newspaper item on how Gujarati people can save energy at home and at work. Group discussion/ pair work on aspects of the natural world. Discussion in Gujarati. Presentation on how Gujarati people can contribute to conserve the natural world. 	<ul style="list-style-type: none"> 'Gujarat samachar' / 'Garavi Gujarat'. Gujarati weekly/magazine news article used as a stimulus. Internet / Gujarati weekly – 'Gujarat samachar' / 'Garavi Gujarat'. 	<ul style="list-style-type: none"> Teacher notes down points on the board and students note down points in their note-book, folder. Students note down key words for this topic in their folder/vocabulary book. Teacher notes down points on the board and students note down points in their note-book, folder. Opportunity for ICT (PowerPoint) + Communication key skill.



= Innovative teaching idea




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Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
<p>Energy management. Conservation of the natural world.</p> <p>Skills: Reading.</p>		<ul style="list-style-type: none"> • Extract (1) on how people waste energy and what they can do to save energy – gist and detailed comprehension with short answers in English and responses in Gujarati. • Short section of the extract on how people waste energy for transfer of meaning from Gujarati into English. • For homework: Independent research: gather items/articles related to how people are damaging/harming the natural world in English. • Extract (2) on what Gujarati people can do to help save the natural world - responses with manipulation of Gujarati. 	<ul style="list-style-type: none"> • Gujarati weekly/magazine news article/internet. • Reading text prepared by the teacher. 	<ul style="list-style-type: none"> • Can be done as class work and / or home work. • Students note down key words for this topic in their folder/vocabulary book. • Can be done as a library and/or internet session. An opportunity to use the ICT – Internet.  • Can be done as class work and / or home work.

Gujarati H594: Listening Reading and Writing 2: F884

Suggested teaching time	8 hours	Topic	The Environment	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Energy management Conservation of the natural world.		<ul style="list-style-type: none"> Write an essay in Gujarati on how people waste energy and what they should do to save it. Write an essay in Gujarati on if you had the power, what would you do to save energy in your city? Write an essay in Gujarati, on how the natural world is being destroyed and what can be done to prevent it? 	<ul style="list-style-type: none"> Previous knowledge. Internet/books/magazines. Notes made in the classroom. Students' own observation / experience / notes made in the classroom. 	<ul style="list-style-type: none"> Can be done as class work and / or home work. Can be done as class work. Can be done as class work and / or home work / students may word process their essay. Can be done as class work.
Skills: Writing.		<ul style="list-style-type: none"> For homework: Write an essay: you witnessed the cutting of trees by villagers in the jungle of Gir in Gujarat. Write why it happened & what actions can be taken to protect the people/ birds/ animals/ insects in Gir. Explore previous exam question papers on this topic. 	<ul style="list-style-type: none"> Past papers. 	
Consolidation.				



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Sample Lesson Plan: Gujarati H594

Listening, Reading and Writing 2: F884

The Environment: Pollution: causes, consequences & solutions

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one and a half hours**.

Learning objectives for the lesson

Objective 1	Students will be able to understand the causes and consequences of pollution.
Objective 2	Students will be able to understand the solutions to pollution.
Objective 3	Students will be able to respond in writing to written language.
Objective 4	Students will be able to show their knowledge of, and apply accurately, the grammar and syntax of Gujarati.

Recap of previous experience and prior knowledge

- Set a quick test. Students to answer the following questions: What are the factors which affect the environment and how is man related to the environment. (The teacher may mention how the five elements of nature (panch mahabhutas): earth, water, fire, sky, air, are related to a man).

Content

Time	Content
5 – 10 minutes	Warm up exercise for the group to assess prior knowledge. Teacher to ask questions about man and the environment, (causes of pollution, consequences and solutions to prevent pollution), to get the main points for the lesson.
15 minutes	The group will be divided in three small groups. All groups to use Gujarati. <u>Group 1</u> to discuss in detail the main causes of pollution. <u>Group 2</u> to discuss in detail the consequences of pollution. <u>Group 3</u> to discuss in detail solutions. One pupil from each group to act as scribe and note down the discussion points that are agreed by the group. Teacher to monitor the discussion of all groups and support them one by one.
10 - 15 minutes	Each group to feedback on their own discussion points for the whole group, one by one. Students to discuss these points as a whole group. The teacher writes the points on the board with an explanation. Students to make notes of new points from the board that are agreed by the group.

Time	Content
5 minutes	Teacher goes through all points and adds any points to the list if he felt some points were not included by the group.
10 minutes	The group will be given an extract (a hand-out in Gujarati) on how an individual causes pollution to the environment and its consequences. Students read the extract one by one; others should listen and at the same time underline difficult words if there are any in the extract being read by them. Teacher monitors the reading of each student and corrects their pronunciation if there is a need.
10 minutes	Firstly, students use dictionaries to find the meaning of difficult words. Then, the teacher may give the meaning of words if it is necessary. Teacher asks questions to check students' understanding of the passage and supports if there are any difficulties in understanding the passage.
15 minutes	Students to answer questions given below the passage, independently. The teacher monitors the working group and support students who may need help in writing answer/s. Teacher collects students' answers for marking at the end of given time.

Consolidation

Time	Content
5 – 10 minutes	Teacher tells students again what was covered in the lesson, i. e. Environment and individual, causes of pollution, consequences and solutions of pollution. The teacher emphasises key points and significant questions raised by the students. For the home-work, teacher asks students to write an essay on: <i>What people can do to protect the environment in their local area?</i>

Other forms of Support

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

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

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

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

Interchange

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

Published Resources

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of ‘Official Publisher Partner’ and ‘Approved Publication’ resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR’s teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Oxford University Press (OUP) is the publisher partner for OCR GCE Modern Foreign Languages



Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR’s “Official Publishing Partner” or “Approved publication” logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher’s materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.