

## **NOTICE TO CENTRES**

**FAO: The Head of Modern Foreign Languages**

**Date: January 2006**

**Subject: Advanced Subsidiary/Advanced GCE  
Arabic (8602/9602), Modern Greek (8613/9613),  
Japanese (8624/9624).**

### **Changes to Specification**

**This notice gives details of:**

- **Changes to AS/A2 assessment grids with effect from June 2005**
- **Changes to the Topics/Texts for Arabic, Modern Greek and Japanese for first examination in June 2007**

**This document outlines modifications to assessment grids for Edexcel Advanced Subsidiary/Advanced GCE examinations in Arabic, Modern Greek and Japanese.**

**Edexcel is grateful for the useful feedback received from schools and colleges, which informed decisions on the amendments to the published assessment grids. It is intended that these will prove more logical and easier to apply.**

**N.B. Issue 3 of the specification is under preparation and should shortly be available on the Edexcel website. This will include all the latest amendments.**

## WITH EFFECT FROM JUNE 2005

### Unit 1 Reading and writing

#### Section 3 – Continuous writing task (40 marks 20%)

Mark	Completion of task (AO2)
15	Task fully grasped; answer wholly relevant, coherent and convincing.
13-14	Task well understood and completed, with some development of points.
11-12	Task understood and completed satisfactorily apart from minor omissions and/or irrelevance.
9-10	Task understood but some omissions and/or irrelevance.
7-8	Task not fully grasped but some points addressed successfully. Significant omissions. Some irrelevance and/or repetition.
4-6	Task largely misunderstood. Few points addressed successfully. Much irrelevance and/or repetition.
1-3	Task mostly misunderstood and answer barely relevant.
0	No rewardable material.

Mark	Knowledge and Understanding (AO4)
5	Very good.
4	Good.
3	Adequate / limited / obvious.
2	Slim / mainly general knowledge.
1	Minimal.
0	No rewardable material.

Mark	Quality of Language (AO3)
19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature.
13-15	Good communication. A good variety of lexis and structures. Familiar forms and structures usually accurate. Occasional lapses do not impair comprehension.
10-12	Satisfactory communication. Inaccurate language sometimes impairs comprehension. Some variety of lexis and structures.
7-9	Some communication. Basic language predominates. Language often inaccurate.
4-6	Limited communication. Range of language basic and/or 'translated', with much inaccuracy.
1-3	Very limited communication. Language very basic, with much repetition. Highly inaccurate.
0	No rewardable language.

## Unit 2: Reading and writing; topics and texts

### Section 2 – Topics and Texts (60 marks 30 %)

Mark	Knowledge and Understanding (AO4)
23-25	Excellent k/u. Highly relevant and perceptive. Excellent ability to analyse and to substantiate points. Excellent insight into the topic/text. High degree of independent judgement.
20-22	Very good k/u. Clearly expressed and largely relevant. Very good ability to analyse and substantiate points. Good degree of independent judgement.
17-19	Good k/u. Mostly relevant with minor lapses. Sound ability to analyse and substantiate points. Beginnings of independent judgement.
14-16	Satisfactory k/u. Some irrelevance and lack of clarity at times. Modest ability to analyse and substantiate points.
11-13	Some k/u but significant omissions. Contains some irrelevance/inaccuracy. Some ability to analyse and substantiate points. Attempts to evaluate but treatment often too factual.
8-10	Limited k/u. A small amount of relevant material presented, showing little ability to analyse and substantiate points. Tends to be predominantly descriptive/narrative.
5-7	Very limited k/u. A very small amount of relevant material presented but often confused. Very little ability to analyse and substantiate points.
1-4	Minimal k/u. Mostly irrelevant and/or confused. Almost no ability to substantiate points.
0	Completely irrelevant.

k/u = knowledge and understanding of the society/culture of the TL country/community

<b>Mark</b>	<b>Organisation and Development of Ideas (AO2)</b>
23-25	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
20-22	Very good o/d. Material very well planned and sequenced, with minor lapses. Good control and coherently presented argument.
17-19	Good o/d of material and effective sequencing of ideas, but lacking coherence in places. Generally well constructed with minor lapses.
14-16	Satisfactory o/d of material. Development patchy and/or under ambitious. Ideas not always effectively sequenced.
11-13	Some o/d. Development of ideas impeded at times by lack of ability to organise material logically. Rambling and/or repetitive at times.
8-10	Limited o/d. Attempts to construct an argument, but material ineffectively structured. Limited ability to draw conclusions.
5-7	Very limited o/d. Structure lacks coherence. Very limited ability to draw conclusions.
1-4	Minimal o/d. Structure almost wholly lacking in coherence. No ability to draw conclusions.
0	So ill-organised and lacking in coherence that no credit can be given.

o/d = organisation and development

<b>Mark</b>	<b>Quality of Language (AO3)</b>
9-10	Excellent communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
7-8	Very good communication. Errors rarely impede comprehension. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures.
5-6	Satisfactory to good communication. Inaccurate language occasionally impedes comprehension. Fair range of appropriate lexis. Structures often well handled.
3-4	Some communication achieved but often lacks comprehension. Limited linguistic range; basic sentence construction. Register often inappropriate.
1-2	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

## WITH EFFECT FROM JUNE 2007

### Revisions to GCE Arabic Topics and Texts

Topic 1 withdrawn and replaced with

#### 1. Arab History in the 20<sup>th</sup> century

##### Aspects of study

- Geography
- Politics and Arab organisations
- Economy

Text 6 (three poems by Ahmed Shawqi) withdrawn and replaced with

#### 6. Yahya Haqqi Qindil Umm Hashim \*

\*available on video

### Suggested bibliography (see page 26 of existing specification - Issue 2, September 2002)

#### Bibliography changes

The following titles from the suggested bibliography have been withdrawn.

Sigrid Hunke	<i>Shams al-Arab tasta' 'ala al-Gharb</i> (Dar al-Jil, Beirut, 1993)
Qadri Tuqan	<i>al-'Ulum 'ind al-'Arab</i> (Maktabat Misr, al-Faggalah, Cairo, 1977)
H Gordon	<i>Naguib Mahfouz's Egypt : Existentialist themes in his writings</i> (Greenwood Press, 1990)
E Kaba	<i>Diwan Ahmad Shawqi</i> (with notes in Arabic, Dar al-Jil, Beirut, 1995)
Ahmed al-Hofi	<i>Diwan Shawqi</i> (with notes in Arabic)
Shawqi Dayf	<i>Shawqi: Sha' ir al- 'Asr al -Hadith</i> (Dar al- Ma'arif, cairo, 1953)

These have been replaced by:

Albert Hourani	<i>Tarikh a-Shu'ub al-'Arabiyya / A History of the Arab Peoples.</i> (Available in Arabic and English)
K. McLean	<i>Poetic themes in Yahya Haqqi's Qindil Umm Hashim.</i> (Journal of Arabic Literature, Volume 11 pp80-87, 1980)
Issa Boullata	<i>Critical perspectives on Modern Arabic Literature.</i> (Three Continents Press, Inc. 1980. Chapter entitled 'Encounter between East and West: a theme in Contemporary Arabic Novels' discusses Yahya Haqqi's Qindil Umm Hashim)
M. M. Badawi	<i>Modern Arabic Literature</i> (Cambridge University Press)

# Revisions to GCE Modern Greek Topics and Texts

Topics (Changes highlighted in bold)

1. Modern Greek history **1923 – 1985**
  - **aftermath of the events in Asia Minor**
  - the Metaxas regime
  - Greece and the Second World War
  - causes and effects of the Civil War
  - the junta 1967-74
  - the re-establishment of democracy 1974 – 85
  
3. An area of Greece or **of** Cyprus
  - the Cyclades
  - the Dodecanese
  - the Peloponnese
  - the North of Greece (**Makedonia, Thrace**)
  - **any area of** Cyprus (**eg Larnaca, Pafos**)

Texts

5. Κ. Καβάφη *Ποιήματα*

**N.B:** Previous sub headings have now been removed

# Revisions to GCE Japanese Topics and Texts

## Topic 2. The Nara and Heian Periods (New topic)

- Prince Shotoku
- The Taika reforms
- Buddhism
- Sino-Japanese relations
- Towards a national culture
- Court life in the Heian Period

## Topic 3. Contemporary Japanese Society (New bullet points)

- The post bubble economy (effects on companies and social structures)
- Education (Yutori kyoiku, bullying, non-attenders, violence and school safety)
- The use of leisure time by young people
- Technology
- The ageing population

## Topic 4. The Japanese Year (Semi new topic)

- The seasons and climate, including regional variations
- Festivals (including rites of passage)
- The school year and associated events

**Texts 5.** Stories from どんどん読めるいろいろな話 including as a minimum 有島武朗「一房のぶどう」

**Texts 6.** 芥川龍之介 including as a minimum 蜘蛛の糸

**Texts 7.** Short by 星新一 including as a minimum  
おーい でてこーい

## Texts 8. A Selection of Poetry

The suggested anthology is

特選 小さな詩歌集

リベラル社 ISBN 4- 434 – 04319 – 6

including as a minimum :

a selection of 俳句 (p. 12-33, or others may be substituted)

a selection of 短歌 (p. 36 – 61, or others may be substituted)

初恋 島崎藤村 (p80)

雁 千家元麿 (p100)

雨ニモマケズ 宮澤賢治 (p108)

にんげんをかえせ 峠三吉 (p132)

二十億光年の孤独 谷川俊太郎 (p144)



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