



GCE

Gujarati

Advanced GCE H594

Advanced Subsidiary GCE H194

OCR Report to Centres

June 2013

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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Overview

It is now 5 years since AS examination has been testing the current specification and 4 years since A2 examination has been based on the current specification.

AS candidates seem to understand what they are listening to or reading and although comprehension and communication has improved over time, this unfortunately has been accompanied by deterioration in the quality of language. A focus on correct word order, spelling, A level vocabulary, and complex language and idiom would benefit many candidates.

This is the same for the A2 examination. Listening and reading comprehension exercises are done well but few candidates are able to produce language which is grammatically correct and free of spelling errors.

Most candidates wrote relevant essays with strong developed arguments but scored lower marks for their language. This is seen as the main reason for fewer A* grades at A2 level. Many have dropped to A grade. It was good to see that most candidates achieved higher grades A, B or C.

F883 Listening, Reading and Writing 1

General Comments

Many of the candidates managed to complete the paper but answers to Question 7b were shorter than in the past. Most candidates were able to answer straight forward questions but some failed to include full details or did not understand the inference questions. Q7b showed evidence of accurate Gujarati but sometimes it lacked range and complex language.

It was good to see that many candidates scored sufficient marks to achieve a C – A grade.

The marked difference between the quality of language of candidates who may have come recently from the subcontinent or those using Gujarati as their home language and those learning the language as a modern foreign language could be seen clearly but it was encouraging to see that more MFL candidates managed to produce a high level of vocabulary and complex structures.

It is important that candidates are trained to interpret spoken and written language in order to answer inference questions. They must also be able to produce specific information to answer comprehension questions without writing irrelevant information.

Comments on Individual Questions

SECTION A: Listening and Writing

Task 1: Arts (Leisure and entertainment – Leisure activities)

This was a listening exercise on the subject of music and dance activities done by Sneha and her brother.

Many of the candidates were familiar with the topic and understood most of the Gujarati vocabulary in the text. However, a few candidates did not understand words and phrases like, મુક્ત રીતે નાચવાનું, શિસ્ત જાળવવી, અંગ સ્ફૂર્તિથી ભરેલું રહે, શરીર ચપલ બને and છૂટથી હરીફરી શકે. Some candidates were not able to differentiate the correct answer from the distracters.

Question 1a There were four questions in this task requiring the candidate to choose a correct answer from the list. Most candidates scored all 4 marks, but some did not understand the synonyms used in the questions and options.

Many candidates followed the rubric correctly and wrote the numbers ૧, ૨, ૩, ૪, ૫ as instructed.

Question 1b There were 8 multiple choice questions. Almost all the candidates scored marks for e, f, g, h, i and l. A few candidates did not score any marks for j and / or k. This was possibly because the options were not directly lifted from the text. Overall, most candidates scored high marks for this exercise.

Task 2: Health (Aspects of daily life – food, drink, health, obsessions)

This was a listening exercise on the topic of health. Candidates were required to choose the correct word from a list of answers and plausible distracters and fill gaps in a passage based on the listening script.

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This exercise was done well but a few candidates found it difficult to differentiate between the synonyms and distracters on the list and so scored lower marks.

Task 3: Nandu's new gadget (Communication and media – communication technology)

This listening passage was about a student whose parents buy him a smart phone. Candidates were required to listen to and answer questions in English.

The passage was of the appropriate standard and many candidates were able to answer most questions. Some candidates wrote short answers leaving out important details and so lost marks.

Candidates who were not good in English lost marks as they could not express themselves in detail.

Question 3a Many candidates scored 2 marks. Some lost a mark for not stating 'in his exams'.

Question 3b Most candidates scored a mark. However, candidates who did not give the full answer did not get a mark.

Question 3c This question was correctly answered by the majority. Some candidates wrote 13 instead of 15 and so lost a mark.

Question 3d Most candidates understood the question and answered correctly. However some gave one of the answers as 'letter' instead of 'e-mail' and lost a mark.

Question 3e This question was answered correctly by most candidates. Those who said 'watching TV' did not score a mark.

Question 3f Candidates who wrote 'he was watching / surfing / busy with the internet' were given a mark, but no mark was given for 'he was on the phone'.

Question 3g (i) A few candidates failed to get a mark as they answered ' he answered his phone loudly' or 'his alarm rang loudly'. Perhaps they confused the word 'હોશથી' (with enthusiasm) with 'જોરથી' (loudly).
(ii) Candidates who wrote 'did not have breakfast' instead of 'did not finish his breakfast' did not get the mark.

Question 3h Most candidates got a mark.

Question 3i (i) The word chatting / talking / conversing was needed to score a mark.
(ii) Most scored a mark.
(iii) Almost all the candidates got this answer correct.

Question 3j (i) Most candidates scored a mark unless they wrote 'long' instead of 'high' / 'big' etc.
(ii) Some candidates wrote 'got very few marks at school' – no marks were given.

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Task 4: Writing (Communication and media – communication technology)

Candidates were required to put 5 sentences into Gujarati, given in an e-mail in English.

Communication:

This exercise was well attempted. Words and phrases like ‘have been saving up – બચાવી રહ્યો છું’, ‘contact - સંપર્ક’, ‘chosen – પસંદ કર્યો છે’, ‘someone stole – કોઈએ ચોરી લીધો’, ‘last week- ગયે અઠવાડિયે’ were challenging to some candidates.

Quality of language:

Those who scored high marks for communication did not always write in fluent Gujarati. Candidates were confused about the use of ડું and મેં. There were difficulties with agreements, word order and getting correct spelling.

SECTION B: Reading and Writing

Task 5: Media (Media - written press; radio; television (roles and influences)

The text presented the opinions of five people on radio, newspapers, magazines and television, including Indian television channels. Candidates seemed to understand the text well. There were two exercises based on this text.

Task 5a This exercise was given in a tabular form. Candidates were required to read the idea in the column and put a tick under the correct name.

The exercise was well attempted. Comprehension of the passage was important to understand the rephrased ideas. Able candidates scored full marks.

Some candidates gave only 8 or 9 ticks and unnecessarily lost a mark or two. None of the candidates lost marks because they put more than 10 ticks.

Task 5b This exercise was also based on the above text. Candidates were required to select the correct word from a list to fit in the blanks given in the passage.

This exercise was similar to the Listening Exercise 2. Candidate performance was better than in Exercise 2. This may have been because it was a reading exercise.

Task 6: Irfan's luck or his hard work (Education and training - individual experiences and transition and aspirations)

The passage was a story about a young Gujarati man who had many ambitions which could not be fulfilled because of his father's fatal accident. Even so he worked hard to fulfill his father's dream.

The text was followed by questions in Gujarati requiring answers in Gujarati. Marks were awarded for the content of the answers as well as the language produced.

The length of the passage seemed to make it quite challenging for the candidates who had not practised reading.

Candidates were instructed to write in their own words without copying large chunks of text. In some cases the only changes candidates needed to make were to use alternative words. It was good to see that candidates wrote only specific answers and did not lift large chunks of text. Once again a couple of candidates wrote correct answers but in the wrong places e.g. answer to part a. in the space for answer to b. and so lost marks if specific information was asked for each.

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- Question 6a Almost all candidates scored a mark. Some wrote a full sentence and some simply said 'અમદાવાદમાં'. 1 mark was given for either.
- Question 6b There were two answers and where each one was written did not matter. Some candidates wrote both answers as a continuous sentence and got the 2 marks. Marks were lost for not writing 'ધરના જ રસોડમાં' પાંઉ બનાવતland 'ધરની આગળના ખંડમાં' વેચાણ કરતા.
- Question 6c Most of the candidates answered this correctly and many of the answers were lifted from the text.
- Question 6d Specific information was asked for in both parts of the question. Marks were lost if key words were not included in the answer.
- Question 6e Three answers were required for this question. Most candidates got at least 2 marks with quite a few getting all 3 marks.
- Question 6f Those who wrote 'તેના પિતાનો અકસ્માત થયો - his father had an accident' without the word 'fatal' were not given any marks.
- Question 6g (i) This question was attempted well.
(ii) Some candidates lost this mark for not stating 'earned money' from tuitions.
- Question 6h Some candidates just said 'he helped his parents' without mentioning 'in the bakery work' and so lost a mark.
- Question 6i To get this answer correct, candidates had to infer the meaning or manipulate the text.
- Question 6j This was well answered and many candidates used their own language.
- Question 6k Most candidates got a mark for 'he made good birthday cakes'. The second answer was sometimes incomplete and, if without – as per customer taste / wish, no marks were given.
- Question 6l Most candidates got this answer correct.
- Question 6m Some candidates wrote 'he gave the name Saleem's bakery' and lost a mark.

Question 6 Quality of Language

Candidates who lifted a great deal from the text scored lower marks than those who tried to use their own language but were not always successful. Teachers must teach candidates the skill of writing answers in their own words where possible.

Task 7: Concerns about Sport (Leisure and entertainment - Sport - including national sporting concerns and traditions)

The text presented a subject which is familiar to AS level candidates. The text gave details of concerns about sport.

Task 7a Candidates were required to write in their own words about concerns in sport.

This is an exercise where the majority of candidates can score fairly high marks as all the points given in the text are to be reproduced in their own words.

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Some candidates scored high marks but others failed to do so because, instead of rewriting the points in the text in their own words, they introduced their own ideas or developed the points in the text.

Task 7b

This question required candidates to give their opinions about the statement 'There are advantages and disadvantages of holding huge international sports programmes.'

Some candidates wrote very organised responses in which they stated the advantages such as:

- Economic growth in the host country - more trade so more jobs
- Health benefits
- People of different cultures getting together
- See sports personalities from the whole world
- A feeling of excitement in the air
- Development of areas to build sports parks

They gave the disadvantages as:

- Too expensive for poorer countries
- Riots among the players/spectators
- Tickets being too expensive for ordinary people
- Threat from terrorists
- Security of competitors and spectators
- People have to be re-housed if their homes are demolished to build the grounds
- People travelling from far - so not friendly for the environment

Good candidates developed each point they wrote about. Some candidates just wrote a couple of points and may or may not have developed them.

Others wrote quite a few points but did not develop much. Some candidates did not write much more than what was in the text.

Those candidates who had given their own opinions in 7a could only write short responses.

Some candidates had not managed their time effectively for the previous exercises and seemed to have rushed to complete this task. Practice in doing past papers to time is always helpful.

Quality of Language

Some candidates produced accurate language with idiomatic phrases, a variety of correct complex structures and a good level of vocabulary. A marked difference was seen in the language produced by MFL candidates and home language candidates. Some candidates tried to write longer complex sentences but their language sometimes had errors of word order and noun – verb – adjective agreements. Some candidates produced only short, similar type sentences or language with errors including spelling.

F884 Listening, Reading and Writing 2

General Comments

The entry for this paper was very low.

Most candidates seemed to have managed their time well although a few left some questions unanswered or wrote brief answers.

Candidates scored a range of marks and it was again encouraging to note that most had scored enough marks to achieve one of the grades E to A.

As in the AS examination, a marked difference between the quality of language of candidates who may have come recently from the subcontinent or those using the language as their home language and those learning the language as a modern foreign language could still be seen. The language of candidates who no longer speak the language at home was readable but had many inaccuracies.

Overall candidates have found the comprehensions slightly more difficult than last year and they may have scored fewer marks for the grammar questions.

Comments on Individual Questions

SECTION A: Listening and Writing

Task 1: Burglaries in Gujarati homes (Society – law and order)

This was a listening exercise on the topic of burglaries in Gujarati homes in the UK giving details of the reasons why Gujarati homes are targeted. Candidates had to answer in English the questions that were also in English. Most candidates seem to have understood the recording and attempted the questions well. Some candidates lost marks as they missed out key details in their answers

Question 1a Most candidates wrote the correct answer. However some candidates may not have understood the word મજબૂત – strong and did not write this in their answer. No marks were given. Candidates who did not write an appropriate verb (put, fit, fix, install) also lost a mark.

Question 1b Most of the candidates scored two marks for this question. This was an inference question and so candidates who wrote the text as it was lost their marks.

Question 1c Most candidates scored a mark.

Question 1d Most candidates understood the text and the question but a few found it difficult to interpret the answer in English.

Question 1e Most candidates scored the 1 mark.

Task 2: of Manubhai's love of nature – (Environment – individual and environment)

This was a listening exercise on a text which informed candidates of Manubhai's love of nature and what he did in his occupation and on retirement to help the environment.

Candidates seem to have understood the passage well but may have found some difficulty in understanding the inference in some questions and also answering in Gujarati giving sufficient detail. This was a listening exercise and it was pleasing to see good language produced by most candidates. Some candidates produced language that was mostly their own.

- Question 2a All candidates achieved marks for the first and the second question. Some lost the third mark as their answer did not include the phrase for looking after, caring for – વૃક્ષોનું ધ્યાન રાખવાનું, વૃક્ષોની કાળજી લેવાનું, જાળવણીનું. If candidates tried to write from what they heard, but the spelling did not give the correct sound a mark was not given.
- Question 2b Some candidates wrote the answer for (2) in (1) and vice versa for which no marks were given. Others wrote the same information for both answers and so achieved only 1 mark.
- Question 2c Most candidates got the answer – 'did not use fertilisers with harmful/poisonous chemicals'. However some lost a mark for the second part as they said 'he did not use pesticides' without the phrase 'that polluted the air'.
- Question 2d Most candidates wrote the correct answer and gained a mark.
- Question 2e This mark was lost by some candidates as they may not have understood the word 'પદ્ધતિ' – method.
- Question 2f Most candidates scored both marks with a few scoring only 1.
- Question 2g The text and the question were understood by all candidates but a few lost a mark because they left out an important detail.
- Question 2h Not all candidates got a mark here.
- Question 2i Some candidates wrote the answer to 2h here and so lost a mark. Most candidates scored at least 1 mark. The answer mostly incorrect was – મનુભાઈ કિશોરવચે એ ઝાડો પર રમ્યા હતા.
- Question 2j Most candidates scored the 2 marks
- Question 2k Not all candidates got the mark because of the important details – જાળવણીની જવાબદારી લીધી, ધ્યાન રાખવાનું માથે લીધું.
- Question 2l This mark was scored by most candidates.
- Question 2m Only one or two candidates lost a mark, again for not writing sufficient detail.
- Question 2n A few candidates did not get both marks for this question.

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Quality of Language: Most candidates scored between 4 and 8 marks. As this was a listening exercise own language was not asked for. Many candidates produced own synonyms or phrases.

SECTION B: Reading and Writing

Tasks 3 to 7: Festivals and Celebrations of Gujarat (Culture – heritage)

This written text gave details about festivals celebrated in Gujarat, the faith, unity and love of nature they created, activities done during this time that promoted good living, the opportunities of work they brought to craftsmen and businessmen, and some undesirable things seen nowadays during these festive times.

This topic in general would have been familiar to most A level candidates through their home life. However, Some Gujarati words and phrases may not have been easily understood by the MFL candidates. It was apparent once again that candidates do not usually read long continuous writing. Teachers must stress the importance of reading for pleasure; there is a vast amount of stories and articles available in Gujarati in the press as well as on the internet. Practice in reading with understanding will improve performance.

Tasks 3 to 7 were based on this passage.

Task 3

There were 6 questions based on the first paragraph. Candidates were required to match phrases in the question to a phrase in the box to make a grammatically correct sentence according to the first paragraph. Candidates had to write the letter of the correct phrase in the box provided. This exercise was attempted very well by most candidates but a few candidates achieved only 3 or 4 marks. 3e was often incorrect because candidates chose the 10th option; it would be correct normally but not according to the 1st paragraph of the passage.

Task 4

Nine words were given and candidates were required to find synonyms from the passage. Candidates performed better than last year. Words like ભચ્ચત્ત and પ્રોત્સાહન proved to be challenging. However, quite a few candidates scored all of the 9 marks available.

Task 5

This question was based on the second paragraph. Candidates were required to fill in 5 blanks in a short passage which was based on the text but had to change the format of words or phrases used in the passage or write their own words.

Once again this exercise proved to be quite challenging. Candidates scored between 1 and 5 marks.

Candidates seemed to find it difficult to find a word of their own or change the original word in the passage to a form that would agree grammatically. Students would benefit from more practice of this type of exercises in class.

Task 6

This question was based on paragraph three. Candidates were required to complete sentences according to the information in the text.

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Those candidates who understood the passage well and whose language was of a higher level often got full marks. Others found this question quite challenging. Marks were awarded for understandable communication.

Task 7

This question was based on paragraph four. Candidates were required to answer comprehension questions in Gujarati using their own language as far as possible.

Some candidates lost marks when they tried to manipulate the language and in doing so left out some key words. Some may not have understood the inference questions and so were not able to pick the correct information from the passage. It was encouraging to see that even if answers were lifted they were very precise.

Question 7a Most candidates scored 1 mark for this question but 1 or 2 did not give the correct information.

Question 7b Most candidates got 1 and often 2 marks for this question.

Question 7c A few candidates may have lost a mark for the second detail – unhappiness due to exchanging of gifts.

Question 7d Some candidates lost a mark because they did not include the phrase – to compete (હરીફાઈ કરવા).

Question 7e a few candidates could not express this answer correctly. Instead of saying ‘અડધું શરીર ખુલ્લું રહે તેવાં કપડાં પહેરીને’ (by wearing clothes that leave half the body open / naked), they said, ‘ખુલ્લાં કપડાં પહેરીને’ (by wearing open clothes).

Question 7f Most candidates got at least 2 marks with many scoring all 3.

Tasks 8 to 11: Internet – a boon? (Science and Technology – technological developments)

The text was an article about the Internet. It gave details of how communication had developed through the ages, from Stone Age to the Internet age. It then concentrated on the invention of the internet, its wide usage and the speed at which it works. It detailed how different people use it, the advantages, the disadvantages and the security issues.

The length of the passage seemed to be quite challenging for the candidates with weaker reading skills and some words may not have been understood by the MFL candidates because of their limited vocabulary.

The text was followed by a variety of questions in Gujarati. Candidates were awarded marks for the content of the answers as well as the language they produced.

Task 8

Candidates were required to transfer the meaning of the first paragraph (about 50 words) into English. Marks were awarded for accurate transfer of meaning as well as the accuracy of the English language.

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Candidates with weaker English language skills scored lower marks as they could not produce grammatically correct English or missed out key phrases. Only a few candidates scored 9 or 10 marks. Most scored between 5 and 8 marks.

Phrases that proved to be difficult were 'સંદેશવ્યવહારના વિકાસનો', 'પથ્થરયુગમાં', 'વિકાસ થતો ગયો' and 'વર્ષોથી એકબીજાનો સંપર્ક કરતા રહ્યા છે' and 'ઠેર ઠેર થઈ રહ્યો છે'.

Task 9

This question was based on the second paragraph. Candidates were required to use their own words / phrases or the correct form of word used in the passage to complete the sentence / fill the blank space.

This exercise proved to be a very good differentiator between candidates. A few scored only 1 mark.

Marks were given for understandable communication. No marks were awarded if incorrect spelling changed the meaning of the words given.

- 9a The answer 'દુનિયા' or 'આખી દુનિયા' was accepted and so was 'જગત' which was understandable but not grammatically correct.
- 9b Candidates found this challenging.
- 9c This was often answered correctly.
- 9d Only a few candidates scored marks here.
- 9e Some candidates scored a mark.
- 9f This was also challenging.

Task 10

This exercise was based on paragraph three of the passage. The 6 words / phrases that were listed in this question were underlined in the paragraph. Candidates were required to explain the meaning of these phrases in their own words in Gujarati.

It was pleasing to see that all candidates understood the rubric well this year and explained the meaning.

Question 10a A few candidates scored a mark.

Question 10b This phrase was not so difficult but still candidates found it hard to explain in their own words.

Question 10c A few more candidates scored a mark.

Question 10d Only a few could answer this correctly.

Question 10e Many candidates wrote husband or wife, and a mark was given as they are often referred to as 'જીવનસાથી' in Gujarati

Question 10f This was correctly answered by many candidates.

Task 11

This task was based on paragraph four. Candidates were given a series of questions in Gujarati and were required to answer them in their own words in Gujarati. This was the last reading and writing task before the essay writing. Many candidates were clearly rushing to complete this section and get on to the essay writing. There were a number of incomplete and incorrect answers and some questions were not attempted.

Although the topic was well known to almost all the candidates, the question type was very indirect and so many candidates did not give the correct answers.

Where answers were lifted from the passage, it was good to see that candidates were lifting only the relevant details which meant that they understood the gist of the passage. Other candidates managed to change a few words and phrases in their answers. A few produced their own language successfully.

Candidates must be trained to answer indirect questions, extract the specific detail asked for and put it in their own language. They should be careful not to omit key phrases in their answer.

Question 11a The answer required 'even if we intend to spend a short time often we spend hours' or 'once started it is not possible to shut it quickly'. No marks were given for simply saying that we spend a lot of time on it.

Question 11b Most candidates were able to score both marks for this question.

Question 11c A few candidates may have lost this mark as they gave an incomplete answer.

Question 11d This question proved to be quite challenging and often only 1 mark was given.

Question 11e The question asked what difficulties were created by viruses for the computer. No marks were given for an answer which said it is too hard for us to recollect the information we had stored on it.

Question 11f Many candidates simply said 'it corrupts the mind of the children' and did not include either 'bad information' or 'certain type of information' and so lost a mark.

Question 11g Most candidates got a mark for the correct answer. A couple of candidates gave true information that was not in the text so did not get a mark.

Section C: Writing

Candidates had to write one essay and were given a choice of two titles on each of the four A2 topics. Candidates could choose an imaginative or a discursive title. Candidates were advised to write a minimum of 250 and a maximum of 400 words.

The essays that scored the best marks were those that began with a good introduction to the topic, led on to personal opinions / ideas that were well organised and well developed and ended with an independent conclusion. Many essays were written using a variety of complex structures and tenses, fairly high level of vocabulary and where the spelling and grammar were fairly accurate but a deterioration in language quality overall was apparent.

Very short or badly organised essays without a strong argument or with repetitive or irrelevant detail did not score well.

Most of the essay titles were such that candidates had to relate their ideas / arguments to either Gujarat / India or the Gujarati Community outside India and so good marks were scored for

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relevance. However, teachers must continue to teach all topics with reference to the Gujarati community in Gujarat/India or elsewhere in the world e.g. Gujarati community in the UK or in East Africa, America etc and train candidates to target their essays to these communities.

Question 12: Society - Inclusion and Exclusion

“The Hindus, Muslims, Jains, Christians and the Parsis of the Gujarati society live in harmony with each other.”

Candidates were required state whether they agreed with this statement and justify their answers by giving examples relating to neighbourhood, business, politics, places of worship etc.

Most essays gave good examples of harmony in some of the stated areas i.e. neighbourhood, business, politics, places of worship etc. Most were well developed, some agreeing with the statement and some totally disagreeing. A couple of essays showed that in some places like business it is harmony is possible but not in case of places of worship. They gave good examples of incidents that happened in India as well as in the UK.

Examples of what candidates wrote are:

Even when Hindus and Muslims have been living in the same neighbourhood for years and have been maintaining good relationships with each other (i.e. celebration festivals and family occasions together, visiting each other, caring for each other’s sick relatives etc.), the trust between them is shattered when one of the parties goes out of step with something very minor.

Even now in India you will see a Hindu Mithaiwalla, a Muslim tailor, a Christian goods store, A Jain bookshop and a Parsi food store in the same street and each one complementing the other’s business as well as helping in times of need. However, with the increase in terrorist activities the relationships are getting colder which is not good.

Candidates wrote about streets in India where places of worship of all different religions were situated and no one ever complained about the early morning call of the mosque for prayer or the evening music in a Ganesha temple. In fact most people visit the temples and churches, whatever their religion but the same could not be said about the mosques.

Where politics was concerned: the Sikh, Christian, Muslim, Jain and Hindu politicians of India and that they could get the highest seat in the Parliament – Manmohan Singh, Sonya Gandhi, Abdul Kalaamji etc.

This harmony is possible in Gujarat as Gujarati people do not believe in violence, they respect each other’s thoughts and religions. Sometimes it is undesirable forces that agitate the general fun loving public.

Sometimes there is dissatisfaction among the Hindus because they think Muslims receive more privileges than themselves e.g. grants given to Muslims for Haj but none for Hindu Yatras.

Task 13: Society - Unemployment

Candidates were required to write an article for their community magazine and explain that unemployment is increasing among the Gujarati people as well but the unemployed should not despair. Candidates had to suggest solutions they had seen to come through this difficulty e.g. take up small jobs, start small businesses and support each other.

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Examples of what candidates wrote are:

A short introduction of why Gujarati people are also becoming unemployed even when they are hardworking and do not create any problems at work. The main reason was the recession when many employers had to close their businesses and had no choice but to lay off their workers.

The unemployed should not just sit around with their heads in sand but lift their chins and look for jobs.

They could look through job ads in the press, the internet and shop windows or go to offices and factories looking for any suitable vacancies.

They could ask friends and relatives if they know of any vacancies or if they own a business, if they could employ him/her.

If nothing is available in his/her own field or expertise they should look at other avenues and train themselves if necessary in that skill.

This way they may end up doing a job they are really interested in e.g. a good cook may have been a shop assistant before he was unemployed but now has a chance to become a cook.

They could look for jobs outside their town or country if need be.

If they have some money or parents or friends are willing to help financially, they could start a business on a small scale from home and build from there.

Candidates also suggested ways in which the unemployed could reduce his expenses during the period of employment.

They could sell off additional cars, live in smaller accommodation, put a ban on unnecessary expenses like private education, expensive holidays and eating out.

Careful spending should also help the situation. If they try all these suggestions it will be only a few weeks within which they can be employed again.

Task 14: Environment - recycling

“Gujarati people have been recycling paper, clothes and other household items for years.”
Candidates had to say whether they agree with this statement and justify giving examples.
Examples of what candidates wrote are:

In his/her childhood the candidate had seen a woman carrying shiny utensils in a basket on her head and candidates mother would exchange clothes that no longer fitted her children for some necessary utensils.

Their father used to gather used newspapers in the home and sell them to the paper recycle shop at the end of their street. This paper was then sold to shopkeepers to wrap purchases for their customers. Used paper was sent to factories to make into new paper. The shop employed people to make small paper bags out of the newspapers.

Recycling boxes provided by councils in the UK for in various ways and for various items.

Sending worn out clothes to the poor in India or elsewhere.

Painting old items to give them a new look and a new use in the home.

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Giving unwanted items from the home to families coming from Africa or India.

Cutting up old greeting cards and making new three dimensional cards to give to people.

Using old saris to make dresses with new designs for herself.

Gujarati people have recycling in their blood and if the whole world were to adopt their ways it could really benefit the environment.

Task 15: Environment - Pollution

Candidates had to write an article relating to Gujarati people and pollution. They were required to give suggestions of ways in which they can reduce pollution of waste, air, water etc. and write about benefits of this.

Candidates started their essay by saying that it is true that Gujarati people pollute the air, water, and often throw rubbish on the roads and that they need to reduce the wastage and pollution

Examples of what candidates wrote are:

Gujarati people pollute the air mostly with the smoke from their cars as they prefer to use their own transport. They should try and walk short distances and use public transport more if they are able to. Walking is a very enjoyable form of exercise when you can enjoy the company of a good friend and also enjoy the nature. You will also save money by not going to the gym.

Gujarati people own many factories and they let all the waste from their factories go into the nearby rivers and pollute the water, which is no longer drinkable and water bodies can no longer survive in it. Diseases like dysentery, cholera can spread quite easily if water is polluted with sewage. Everyone, factories, picnic parties, worshippers etc. must take care not to let any rubbish get into rivers and lakes to reduce the pollution of water. People who go to the Ganges believe that all their sins will be washed if they bathe in the river water. This is nothing but blind faith. Washing of clothes on river banks should also be banned. We often do religious ceremonies at home and then quietly put flowers and other items used in the pooja into the river. Stopping this practice will reduce water pollution.

Gujarati people must also keep waste to the minimum as a lot of it goes to the landfill and contribute to the global warming. If we buy less, with little packaging, we will make less waste. We must also be careful about disposing our waste appropriately so that we do not litter our cities and countryside. If we do this we will banish the bad smells near our homes and also avoid diseases that the rotting waste brings. Hard packaging like jam bottles and some cans with lids may be reused for storage in the home in order to reduce waste. We should use cloth bags (which can be washed and reused) for our shopping instead of plastic bags (which are often used only once and then added to the landfill).

Instead of throwing kitchen organic waste we should make compost out of it and use it in our gardens to grow healthy fruit and vegetables which will benefit us economically.

Gujarati people should grow more trees for cleaner, healthier air and use renewable energy for their fuel instead of using coal or gas.

Task 16: Science and technology – Medical advances

“Many British patients are looking at cities like Ahmedabad for their medical treatment.”
Candidates had to give their opinion and explain their reasons.

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Examples of what candidates wrote are:

People living in the UK should consider NHS as a boon.

You get medical services free of charge; you can get GP services when you need them.

Because of certain rules, shortages of staff, bed and doctors, some patients have to wait a long time to be treated. This is when the patient starts thinking what they should do to end their pain and misery.

Medicine has not developed in the developed countries like UK and America, but also in developing countries like India.

In Ahmedabad you can get hospitals with ultra-modern equipment and all the luxuries of a private hospital in the UK and more.

The good thing is that all this is available at a fraction of the cost of a private hospital in the UK.

Dental treatment, heart and lung transplants, knee and other surgery for which one has to wait for weeks or even months in the UK, is done almost immediately in Ahmedabad.

Gujarati people who go to Ahmedabad have another advantage. Whereas some elderly patients have communication problems in the UK hospitals, they would be able to talk in Gujarati in a Gujarat hospital. This will reduce their anxiety.

They would also be able to eat food they are used to.

Task 17: Science and technology - Scientific advances

You are giving a speech in your community on the subject of “The appearance of the Gujarati kitchen, because of modern equipment.” For their speech candidates had to describe what had taken the place of traditional items, what changes had happened in preparation and cooking methods and whether this was good or bad.

No candidates answered this question.

Task 18: Culture – Literature and Arts

“The Gujarati people of UK are not interested in the quality literature of Gujarat.” Candidates had to say whether they agreed with this statement and give their reasons.

Examples of what candidates wrote are:

Gujarat has given a great gift of literature to the world quoting a couple of epic novels, but Gujarati people in UK are not interested in this literature.

The main reason was that many of the Gujarati people in UK were actually born here and grew up with English as their language and the Western ways as their culture.

Their education is done in English and therefore they are more interested in English literature.

Often there is no opportunity to read Gujarati literature or even newspapers; hence there is no attraction towards Gujarati literature.

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Those who are born in UK often reply in English even when the other party speaks in Gujarati. When Gujarati is used it is mixed with many words from English. If the knowledge of the language is so limited there is no way that someone can read and understand Gujarati literature.

Although many Gujarati people maintain Western ways outside their homes, they do try to follow Gujarati traditions at home and also speak the language. Gujarati language is encouraged by the education system and these exams (A level) are an example of this. The libraries stock good Gujarati books. Many parents want to encourage their children to learn Gujarati. There is a lot of hard work done by communities for this, but priority is given to English language and Gujarati is treated as a minority language.

For all these reasons Gujarati people do not acquire knowledge of their great heritage in literature.

Task 19: Culture – history and heritage

Candidates were required to write a letter to the head of their community. In their letter they were required to explain what modern teaching methods could be used to ensure that Gujarati way of life and traditions are maintained and why this was important.

No candidate answered this question.

Argument, Development and Language

Teachers must impress upon candidates that their essay should relate to Gujarat, India or any other country where Gujarati people reside, and to Gujarati people.

Their argument must be well enveloped and relate to the question asked rather than writing about the whole topic learnt at school.

Candidates must read the text of the question carefully and not write an essay on the heading.

In their language candidates must demonstrate correct use of grammar, verb-noun – adjective agreements and complex structures with higher vocabulary.

Language should be idiomatic with use of idiom or proverbs if possible.

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