

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.

OCR will not enter into any discussion or correspondence in connection with this report.

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Overview

This year it is pleasing to note that candidates have performed well in all the skills. Assessors observed the inclusion of more developed ideas, opinions and justifications in speaking and writing. Linguistically there has also been an improvement in the use of complex language, with the use of different clause types and idiomatic language, which makes it pleasant to hear and read Gujarati produced by candidates. So they, and also their teachers, deserve to be congratulated.

However, it must be stressed that there is still room for improvement for many candidates who are aiming for higher grades. They could include a wider range of Gujarati vocabulary, instead of using English and Swahili words. English words which have been adopted in Gujarati are understandable for Gujarati speakers in India but Swahili words such as સાની, સુફરિયા, ફગિયો, ઘસિયો, બાકુડી will not be understood by people from Gujarat. Grammar and spelling also need more attention and candidates need to be taught that, like some European Languages, Gujarati has genders and in a sentence there has to be agreement with nouns, adjectives and verbs. Another weak point, even with some of the best candidates, was that cases in Gujarati have not been understood. For example, the uses of હું, and મેં were confused and assessors saw sentences like મેં ગયો હતો instead of હું ગયો હતો and હું કર્યું instead of મેં કર્યું. Nuances of this sort need to be taught.

For grade F, candidates showed an ability to communicate at a basic level.

The great majority of candidates achieved at least grade C, coping well in all the skills.

As noted above, candidates aiming for grade A could have done better with the use of a wider range of vocabulary and grammar.

A811 Listening

General Comments

This is a single tier paper with exercises getting more difficult throughout the test and targeting specific grades.

Because of the subject requirements for Modern Foreign Languages, this test has instructions and questions in English. Therefore candidates with a good command of English language achieved higher marks. All questions must be answered in English and candidates who answered the questions in Gujarati did not gain marks.

The multiple-choice and matching questions proved to be very accessible and the majority of candidates scored high marks for these exercises.

The exercises requiring short responses in English proved a little more challenging, especially for candidates whose command of English language is weak. Candidates with a good command of English but who were weak in understanding Gujarati also suffered. As in previous years, candidates lost marks because of lack of precision or detail in the answers provided.

The two questions that caused the greatest difficulty for candidates were questions 30a and 30b, while the ones they coped best with were questions 1–12.

Comments on Individual Questions

Exercise 1: Chetan's Family

Questions 1-5

This was a multiple-choice exercise with icons. Nearly all the candidates achieved full marks.

Exercise 2: Healthy Habits

Questions 6-12

Identifying the correct icon for the answer and putting the appropriate English letter against a name allowed most candidates to gain full marks.

Exercise 3: New bus service in Pritul's village

Questions 13-18

This exercise is similar to exercise 2 but this time words have to be selected instead of icons. The word list was in English and most candidates could read and understand the meanings of the English words and achieved good marks.

The most frequent incorrect answers were:

Question 13.- instead of *mosque*: *side/gates/back/grounds* or *church*

Question 14.- instead of *grounds*: *side/gates*

Question 15.- instead of *yellow*: a few selected *red*

Questions 16 & 17.- instead of *back/workers*: a few selected *side*

Question 18.- instead of *weekends*: some selected *night/back*.

Exercise 4: Payal's holiday at a Holiday Centre

Questions 19-24

This exercise required the candidates to listen to the conversation in Gujarati and complete the sentences briefly in English by using interpreting and translation skills.

Question 19 – Good responses. Most candidates got the gist of the question. A few wrote *uncle* only and lost a mark.

Question 20 – Good responses from most candidates. Some candidates wrote *jungle, colourful flowers/leaves/plants/trees* and *animals* instead of *colourful birds* and lost a mark.

Question 21 – Good overall answers. Some candidates wrote *sea, seashore, lake, lakeside, riverbed, hill, boat, waterside* or *water* instead of *riverbank/side*, and lost a mark.

Question 22 – Many candidates gave correct responses.

Question 23 – Many candidates lost a mark by writing *food, services, room, sleeping accommodation, bed, equipment* instead of *facilities, amenities, needs* or *requirements* etc.

Question 24 – Many candidates answered this question incorrectly and wrote *animals* or *birds*, without mentioning *sound*.

Exercise 5: Chetna's School in India

Questions 25-30

Short answers in English were expected. Most candidates provided good responses but those who wrote half answers or did not give specific details lost marks.

Question 25 – Good responses. Most candidates gained a mark. Some lost a mark by writing *studied at home* or *had tuition* instead of *went to school* or *studied in Jamnagar*.

Question 26 – Good responses from most candidates.

Question 27 – Many candidates omitted the word *kind* from the answer or wrote *poor, happy, honest* or *good people* and lost a mark.

Question 28 – Good overall answers. Some candidates lost a mark by writing *because of new teacher* or *tuition*.

Question 29 – Most candidates answered correctly. Some lost a mark by writing *revision* or *housework*, instead of *had lots of homework* or *to do her homework*.

Question 30 – Most candidates answered this question incorrectly. Many missed out *UK* and/or *young*. Several candidates gave responses from personal experiences instead of the required response and lost a mark.

Exercise 6: Reducing waste

Questions 31-36.

Nearly all the candidates got full marks in this exercise. Matching the statement to the name proved to be an accessible exercise despite the more demanding listening text.

Exercise 7: Indian television

Questions 37-40

As this exercise was quite stretching, a variety of answers were given by candidates. The difficulties encountered seem to be either a misinterpretation of the Gujarati or a lack of precision in the answers in English.

- Question 37a– Candidates who gave the correct response of *natural/home remedies/medicines* gained a mark but many lost a mark by writing *keeping healthy, fitness, yoga or Indian doctors/medicines*.
- Question 38a – Many candidates gained a mark by providing the correct response. Some candidates lost a mark by giving responses such as *Indian channels, programs, dramas or films*.
- Question 38b – Many candidates wrote *living with the family* but missed out *happily* from the answer and lost a mark.
- Question 39a – Most candidates gained a mark by answering *competition or talent shows* but some lost a mark by writing *channels, programs, music, shows or songs*.
- Question 39b – Many candidates did not mention the *equal opportunities* element and hence lost a mark.
- Question 40a – Candidates who provided answers relating to *family* gained a mark but candidates who wrote *love, action, drama or lifestyle* did not.
- Question 40b – A variety of answers were provided by candidates. Marks were lost when candidates did not mention *improve her Gujarati/Hindi* but wrote *speak Gujarati* or *listen to Hindi/Gujarati*.

Exercise 8: An Indian wedding

Questions 41-46

This exercise was targeted at the very best candidates and required short answers in English. Examiners are looking for precision and detail in the answers and candidates who either did not understand what was being asked or provided ambiguous or imprecise answers lost marks.

- Question 41 – Many candidates gave incorrect responses by writing *prepare for the wadding or book a hotel/accommodation* instead of *find/book a hall for the wedding*.
- Question 42 – Many candidates lost a mark by not mentioning *separate areas/room for wedding and dining* but instead mentioning *enough room for wedding and eating*.
- Question 43 – Candidates who mentioned the *temple or the priest, provided the facility/conducted the wedding* gained a mark, but *the mandir provided the wedding facility* lost the mark, as *mandir* is a Gujarati word and there is already an English word *temple* for it.
- Question 44 – Marks were lost when candidates mentioned *cheaper than India* instead of *50% cheaper or half price* compared to U.K. prices.
- Question 45 – Most candidates got the gist of the question and responded appropriately: *Prepare/provide the food or cater for the guests*.
- Question 46 – There were many variations in the answers and some candidates got a mark for mentioning *sad and happy feelings*. Many candidates mentioned two happy feelings, as the question asks for two feelings at the end of a *happy week*. An answer such as *the day went well and she was happy/content/relaxed/satisfied* are two happy feelings but does not mention a *sad* feeling.

A812 Speaking

General Comments

The paper was considered a suitable and fair examination and an appropriate test for the whole ability range. There was an improvement, which could be noticed in the whole of the examination. Most candidates made effective use of their time, especially where the tests were conducted in such a way that they were able to demonstrate their full linguistic ability. There was evidence of some excellent preparatory work on the part of the teachers and candidates, exploited to good effect by skilful questioning in the test, which elicited in some cases a high standard of Gujarati with some candidates producing a mature exposition of their opinions and ideas.

Almost all the teachers followed the criteria for the time limit of one minute for the presentation and a total of ten minutes for the whole of the examination. Examiners would nevertheless like to remind teachers that only 10 minutes of the test will be assessed and if the test is longer than 10 minutes they will only assess the first 5 minutes of each part. Examiners would also like to encourage teachers to offer candidates the choice of topics for Part 2 during the recording. **Candidates should not be informed of the three topics for General Conversation before the start of the test but, if the topic was simply stated by the conducting teacher, examiners marking the tests were often unsure when candidates had made the choice.** Some teachers clearly did not give the students a choice and discussed all three topics.

Candidate responses overall were of a good standard and demonstrated secure knowledge of the language and enjoyment of the subject. Some of the presentation topics were not only well prepared but also interesting and imaginative, with a good range of factual information and justified individual ideas and points of views.

Most candidates were well prepared both in terms of the Gujarati language they could produce and also in their understanding of the format of the examination. Very competent performances were in evidence and some were indeed excellent. The more able candidates demonstrated extensive vocabulary, good application of tenses and a range of language structures.

Many teachers encouraged the candidates to show their linguistic ability. However, some of the candidates were not encouraged to give detailed answers with opinions and justifications, using a variety of structures, tenses and vocabulary. While some candidates may need encouragement with simple closed questions, the more able should be given the opportunity to expand their answers to open questions and teachers should give candidates the opportunity to use a variety of tenses.

The conducting teachers should encourage candidates to use features which will gain access to the higher bands of the marking grid in both the Presentation and Discussion and in the General Conversation. The use of different structures and tenses in one part of the test will only count towards the quality mark in that part. To gain access to the highest marks throughout the test candidates must be encouraged to use different structures, tenses and clauses in **both** the Discussion of the Presentation and the General Conversation.

When the conducting teachers used English words and phrases in the questioning and prompting, this had an effect on the candidates' answers and did not encourage them to keep to only Gujarati vocabulary.

Digital recordings on CDs or on USB have made a further improvement to the quality of the recordings received from Centres.

Examiners reported that very few tests are still being submitted on cassette. Centres should note that OCR will in future accept recordings **only** on CD and the recording must be **submitted in MP3 format**.

PART 1

Presentation and Discussion

Many topics were well presented and demonstrated good preparation in advance of the test. Some of the presentations were well organised, with facts as well as candidates' own ideas, opinions and justifications. However, a few candidates had not prepared their presentation topic well and so the presentation did not contribute much to their mark for Part 1. Well prepared candidates were able to present the topic of their own choice with a degree of enthusiasm and accuracy. They offered a range of opinions, points of views and justifications and were able to access higher marks. The timing of this part of the test was largely accurate.

The Presentation titles varied from familiar topics such as Home Life, Local Area, School Life, Education and Work Experience, Special Occasions and Festivals, to more individual and challenging topics such as - Bhagwan, Families abroad, Animals, Vaangi (Food), A day in my Life, Friendship, My old town, Childhood, Today's woman, Good Books, Life in England and India, The Olympics, The Environment, pollution, Barack Obama, sitar, piano, tabla and music, The 2nd World War, my hobby, my friend's wedding. Some centres appeared to have operated a 'template' approach with all presentations following the same format, which was formulaic, pre-learnt and often delivered too quickly. Subsequent discussions were based on the very same questions.

Discussion of Presentation

Where a full discussion of the topic took place, many candidates were able to respond well to teachers' questions. Some teachers did an excellent job, bringing out lengthy responses with candidates' ideas, opinions and justifications. The most successful performances were from candidates who had chosen a topic in which they were genuinely interested and to which they could respond positively in the ensuing discussion. Candidates should be given the opportunity to respond to unprepared questions on their presentation topic. Examiners reported some instances where the questions asked during the discussion covered the same basic information that the candidate had used in their presentation, which gave limited scope to score highly for Content and Communication, and some candidates were not given the opportunity to respond to unprepared questions on their presentation topic.

Some candidates were not given ample opportunity to display their knowledge and use different tenses during discussion of their presentation topic. If a candidate has presented mainly factual information in their presentation, the questions should be used to get the candidate to express opinions, points of view and justifications and, if they have stuck to the present tense, the questions should encourage the candidate to use a greater variety of structures and tenses during the discussion.

The majority of discussions were of an appropriate length, which allowed the candidates to develop ideas they had suggested in the Presentation. In a few cases where this section was longer, it was clear that the candidates grew tired and did not perform at their best. Some candidates were not given the opportunity to discuss the topic with the teacher for the full 4 minutes of allocated time.

PART 2

General Conversation

As the candidates were given a choice of topic most used their initiative in this part of the test. Where teachers asked open-ended questions, candidates gave a range of opinions and justified them. The most able responses demonstrated extensive vocabulary, good application of tenses, and a range of language structures, thereby accessing the top marks in both Content and Communication and Quality of Language. Some candidates were not given ample opportunity to display their knowledge and use of different tenses during the discussion of the topic.

There was evidence of some excellent preparatory work on the part of the teachers and candidates, exploited to good effect by natural questioning in the test, which elicited a high standard of Gujarati, with some candidates producing a mature exposition of their opinions and ideas. Many teachers conducted this part of the test very skilfully and their excellent preparation was the key to high performance from candidates.

Pronunciation and Intonation

For non-native speakers the Pronunciation and Intonation were mostly accurate though there were some minor errors. Almost all the candidates earned high marks in this area.

Administration

The majority of the Centres are to be congratulated on the efficiency of their administration, the quality of the recordings and the sympathetic manner in which the speaking tests were conducted. The completion of the mark sheets was mostly handled efficiently. However, a few poor quality recordings presented a major problem for examiners.

Centres are encouraged to check the quality of the recording before sending it to OCR examiners. It is essential that Working Mark Sheets are completed appropriately and **recordings are checked prior to dispatching** to the OCR examiner, to avoid sending **damaged or blank CDs**. Centres are also to be reminded that the test **should not be marked by the teachers conducting it**.

In a speaking test, the candidates' responses depend on the teacher/examiners' input, the administration and conduct of the test. Therefore preparation and forethought by the examiners is vital to enable the candidates to perform well. It is very important that teachers conducting the test read the Teachers' Instructions Booklet in conjunction with the specification and familiarise themselves with the format of the examination.

A813 Reading

The assessors' impression is that this year's paper was appropriate for a wide ability range of candidates. Around 620 candidates sat this paper, which had a total of 50 marks, and it is pleasing to note that 60% of the candidates obtained 40 marks and above. Only six candidates scored 20 marks or fewer.

It is believed that this is because having questions and answers in English has made the paper very accessible to those candidates who have Gujarati reading skills at this level, and who have prepared well for the examination. However, there are still a few candidates who find it hard to understand and respond to questions in English because of their weakness in English rather than in Gujarati.

The paper seemed to be at the right level for the candidates and most did not seem to have any misconception of the rubrics.

Those few candidates who scored very few marks were perhaps not well prepared for this skill.

Multiple-choice questions and matching exercises aimed at Grades G, F and E were very accessible and candidates seemed to sail through, these gaining full marks except for a few candidates got one or two questions wrong.

Exercise 1: Questions 1-5

Candidates were able to read short sentences about the different hobbies students had and were able to match the visuals, which were very clear, with the key words from the statements. Almost all the candidates got this exercise correct.

Exercise 2: Questions 6-12

Slightly longer sentences than the first exercise were understood well and answered correctly by most candidates. The text here introduced Ketan on his web page, which tells us what he does during the week and what he likes and dislikes. This being a very familiar context for everyone, candidates extracted the key words and matched them with the correct visuals.

Exercise 3: Questions 13 – 18

Here longer sentences about different pupils' holiday activities and clear visuals proved very successful and almost all the candidates matched the appropriate pictures with the given names. However, question 15 was misinterpreted by some candidates. It seems they only read half of what Hema had said and therefore ticked H (the cashier) rather than D (the wedding).

Exercise 4: Questions 19 - 24

This exercise was targeted at Grade D candidates. Longer text in the form of different blocks about which computer games different students liked was followed by a list of games. Candidates had to extract the appropriate details to match the correct game with each block. Generally this exercise was tackled well by most of the candidates, apart from those who did not know the meaning of the words in Gujarati for *chess*, *quiz*, *castle* and *rally*.

Exercise 5: Questions 25 – 30

Exercise 5, aimed at grade C, was a challenge for many of the candidates who were expected to extract details from an extended text about *Celebration*. Candidates were expected to give short

answers in English and those with poor vocabulary knowledge in English did not always give appropriate answers. Some candidates guessed the answers.

Question 25: Roughly 50% gave the expected answer *because parents had only two weeks' holidays* but many guessed the answer was *They could only get two weeks' accommodation*.

Question 26: Here *bad storms/hurricane and floods* were the correct answers which many candidates were able to put in their answers. But there were many variations of weather given and the wrong answers included, *bad wind, tsunami, thunder, bad smoke, lightning* and *snow*. Again it was felt that some candidates did not know the Gujarati words અવરોધક રેલ or else they could not give equivalent words in English. Some suggested that *the transport system in London was at fault*.

Question 27: All but a few candidates managed to give the correct answer, *they were able to stay longer in India or were able to spend more time with granddad*.

Question 28: About 60% of the candidates gave the correct answer. However, it was felt that this was a challenge to many candidates and they put the wrong answers *to celebrate Janmashtmi* or *to celebrate the birth of Hindu god*. If the candidates had read and understood the text correctly they would not have had any problems giving the correct answer, which was *Krishna was born at midnight*.

Question 29: Here the expected answer was *jumping up to get the butter* (out of the pots). *Out of the pots* was not an essential part of the answer but *jumping up to get butter* was. About 50% of the candidates got this answer correct. Others either missed out *butter* or *jumping up* and therefore were not awarded that mark. Some candidates wrote *makhan* – a Gujarati transcript – and this was not acceptable as answers were required in English.

Question 30: Many candidates did not understand this inference question. The answer was simple: *they had never seen this before* or *they had never seen this in England* or *it was new to them*. Roughly 60% of the candidates got it correct and about 7% left the answer blank, while the rest gave different answers.

Question 31: A great majority got this question correct but some gave the answer as *going to mandir*, which was not acceptable as the English word *temple* equivalent for *mandir* is available.

Exercise 6: Questions 32 – 37

The passage was a current topic. The passage about *Dirty Britain* was straightforward and the candidates were very familiar with the context. They had to understand the text, and the multiple choices were structured so that those merely guessing the answers without reading and understanding the text would not achieve much success. Overall, questions in this exercise were well answered.

Exercise 7: Questions 38 – 42

This exercise about *Future plans*, aimed at Grade A, was a challenge for many candidates. They were meant to pick out details and points of view from complex language. Questions demanded understanding of inference questions. However, it was answered generally well by approximately 50% of the candidates who obtained over 4 marks out of 7. Some candidates gave a wide range of answers which were incorrect according to the text.

Question 38: About 25% of the candidates did not appear to have read the whole passage to answer this question. The majority of them answered that Maya will get a job easily *because she has done A levels and wants to become a teacher* or *schools need teachers*, rather than

reading further and understanding that the answer required should have included the key words *maths* and *science*.

Question 39: Most of the candidates seemed to have understood about teachers getting good pay and many holidays and answered this question well. They needed to give the adjectives *good* and *many* as those words differentiated other jobs. A few candidates failed to give these extra details.

Question 40: Two reasons for Vijay's choice of job were given in different ways and a good proportion of the candidates managed to draw the inferences correctly. A few candidates did not give *fewer working hours* for the first part of the answer and for the second part some candidates did not realise that precise answer was *many job opportunities all over the world* and their answers were vague and incorrect. A few candidates gave both the answers as advantages of travelling so obviously lost a mark, while some did not appear to understand the text at all and did not attempt the question.

Question 41: Most candidates got this question correct except for a very few who perhaps did not understand what they read.

Question 42: This was again an inference question and candidates had to understand the word संतोष (satisfaction). About 50% or more of the candidates got it correct.

Exercise 8: Questions 43 – 48

This exercise about *Changes in eating habits and lifestyles* targeted at grade A* candidates had an extended text which comprised complex structures and higher level vocabulary. It also had some unfamiliar language which candidates are supposed to understand from the surrounding context. Candidates had to provide the correct words for those crossed out in the statements. The questions/answers in the target language proved to be very challenging for some candidates but the majority of the candidates did well in this exercise obtaining 4 or more out of 6 marks. A few candidates avoided answering the questions altogether and a few left blanks in some of the answers. Very few candidates copied big chunks of text and proved that they had not understood the text.

A814 Writing

General comments

In this single tier paper all the questions are set in English and all five topic areas of the specification are covered with one question each per topic. Candidates have to answer two questions, each for a different purpose, which the majority of candidates followed. This year about 10 candidates attempted all or more than two questions, finding themselves short of time to be able to write the appropriate length to demonstrate their skills. Two candidates answered in English and one candidate answered two questions in English and two in Gujarati.

Most of the candidates understood the rubrics and managed to respond to the task according to their ability. However, again this year a few candidates looked at only the topic area and ignored the specified task altogether. Therefore assessors were not able to award them good marks for communication. It is vital that the candidates address the given task, though they do not necessarily have to follow the bullet points given as guidance.

It was pleasing to see that, unlike previous series, most candidates wrote for different purposes, such as an email, letter, blog, magazine article, and a small number of candidates even used the format of a conversation. The most popular formats were letters and emails. A few candidates used similar formats for answering both the questions.

A few more able candidates preferred to introduce their own ideas and most of them did well but the large majority of candidates chose to write according to the suggested bullet points that follow the task. It was noticed that in each question about 40% of the candidates chose to write much more on the first two bullet points, which are about personal details, where they gave factual information rather than giving opinions and justifications and very little development of the points took place. Consequently they had very little to say to address the task, as they had run out of time and space to develop any ideas or opinions. However, many candidates wrote in an organised manner, concentrating on the main task, and they did well.

Some candidates were not able to write sufficient length and obviously were not able to show their potential. On the other hand, there were many who wrote at great length with some ideas repeated, which do not qualify for more marks. In future centres should note that, when preparing the candidates, they should make them aware that they should not write lengthy essays (some of which were more than 300 words), but follow the question and should do what is required.

Centres are reminded that if the candidates wish to write more than an A4 sheet, additional sheets are available provided by GCSE and GCE examining bodies and they should not use plain A4 pages. This year some candidates were given a second copy of the question paper to continue writing the answer, instead of an additional sheet. This could create confusion for marking on screen and it wasted examiners' valuable time.

There was evidence of dictionaries being used, which was pleasing, but unfortunately a minority of the candidates sometimes used the Gujarati word for a homonym of the English word they were looking for. For example, they wrote, વૈદ્યનો વહેણ (course), which in English would translate as *Doctor's current* (as *water current in a river*) rather than the *study course* to become a doctor, and conveyed an inaccurate message. ક્ષેત્રફળ, used for *local area* means *area of the surface*; ખાલી સમય (used for *free time*) means *empty*; ડંગોરો (*club*), which in English would translate as *golf club (stick)*, rather than the club where one could become member such as youth club. Again, the messages conveyed were inaccurate. It is hoped that candidates will be taught dictionary skills if they are encouraged to use dictionaries in an examination environment.

Communication

On the whole, candidates' responses demonstrated better communication skills than last year but in many cases, poor handwriting combined with poor grammar made some responses difficult to understand. Nevertheless, the assessors felt that about 15% of the candidates managed to give detailed information with fully developed and justified ideas and points of view. It was good to see that candidates used phrases which helped them, particularly when expressing points of view and justifications, and enhanced the quality of their language as well as communication. For example, they used phrases such as મારા મત પ્રમાણે ...(*according to my opinion...*), હું માનું છું કે...(*I believe that*), મારું કહેવું છે કે.... , મારી માન્યતા છે કે...(*my belief is that....*), મારો વિચાર છે કે...(*my thinking is that*), .. મારી વિચારણા મુજબ(*according to my thinking....*). મારા ધારવા મુજબ, મારા ખ્યાલ પ્રમાણે મને ખાત્રી છે કે....., મને આશા છે કે, and many other expressions were used. These candidates also expressed justifications well and used other language rather than the word કારણ કે (*because*) all the time.

A few more candidates managed to give more than straightforward ideas or points of view but many expressed very simple opinions and some did not go beyond *like* and *dislike*. Also, with some candidates there was a tendency to repeat the same expression. For example, it was observed that, when expressing opinions and justifications, candidates wrote મને મજા આવી કારણ કે સારું હતું. They would write this repeatedly about different things or places. Similarly, they would write for different food items, મને ભાવે છે, કારણ કે સારું છે. Centres need to continue to encourage candidates to give their own or somebody else's points of view in different ways, using a variety of vocabulary. Some candidates tended just to give general facts and information and ended up with low communication and quality of language marks.

Quality of language

A large majority of the candidates showed good knowledge of basic structures and word order but in many instances there was inaccuracy and grammatical error.

This year about 25% of the candidates expressed their opinions using complex language, confidently demonstrating a knowledge of higher level vocabulary, a variety of clause types, idioms and structures, and including verbal structures and tenses. This was necessary to obtain high marks.

Most candidates this year seem to have demonstrated the use of different clause types and even some weak candidates used one or two clause types which come much higher up in the grid for quality of language marks.

However, there are other factors such as tenses or time frames, idiomatic language and vocabulary to be considered in addition to grammatical accuracy particular to Gujarati when awarding marks. Assessors had to find the "best fit" to place candidates in the mark grid. The grammatical features such as cases, genders and agreements were not used correctly by many candidates. In addition punctuation marks were either missing altogether or often wrongly placed. The most common major error in grammar was that candidates often used the wrong cases. For example, they very often used હું કર્યું હતું instead of મેં કર્યું હતું and મેં ગઇ હતી instead of હું ગઇ હતી.

Nevertheless, some candidates wrote in an organised manner and it was noticed particularly that they wrote some idiomatic language, for example મારા મોઢામાં પાણી આવી ગયું, સ્વાદ દાઢમાં રહી ગયો, ખુશીથી પાગલ થઈ જાઉં છું, વિજળીથી ચાલતી સીડી, સિર ગવંથી ઊંચું કરી દઈશ, મારાથી રાહ નથી જોવાતી,

એકમેકનું મોઢું મીઢું કરે છે, પૃથ્વી આપણું ઘર છે, ખાવાનું પકાવવું, ઈચ્છા જણાવવી, આશ્ચર્ય પામવું, પરસ્પર, આત્મવિશ્વાસ, વિવિધતા, મંજિલ, પ્રસિદ્ધ, આયોજન, રંગહીન, રુચી, અપંગ, ફસાઈ ગઈ, પાચરી, ગલ્લો, બુદ્ધિમાન, મહોલ્લો વગેરે, “ભાગ્યશાળી, ઘાટીલું, મુકામ, હાંસલ કરવું, કુથલી કરવી, પેઢી, સનમાન, મુજરીમ, સુરક્ષિત સો ટકા સાચી વાત, સૂર્યપ્રકાશ ફેલાઈ રહ્યો હતો, શોખ વગરનું જીવન એટલે ફટાકડા વગરની દિવાળી, જીવને જોખમમાં મૂકવો, પહેલું સુખ તે જાતે નર્યા, and obtained the higher marks they deserved for Quality of language.

Comments on Individual Questions

Candidates used their own experience in life successfully when answering the questions of their choice. However Question 1 was most popular followed by Question 5, Question 3, Question 2 and Question 4.

Question 1: Home and local area – Your cousin in Gujarat asks you about shopping facilities in your area.

Many candidates attempted and answered this question fairly well, as it is within their own experience. Most used a wide range of vocabulary and wrote about the shopping they do, with either friends or family, and about their favourite shops. Most of them also wrote about eating places and demonstrated that eating out was part of their shopping. They gave opinions about their likes and dislikes about the shopping facilities in their area.

A few candidates wrote about many other facilities such as transport, schools and hospitals in the area, rather than describing shopping facilities. These were the candidates who only read the main title of the topic and no further. A few even wrote descriptions of their homes at great length.

Question 2 – Health and sports – Write about meals you have on special occasions.

Many candidates attempted and answered this question fairly well. They were very conscious about their health, so they mentioned that healthy food is essential in one's life for good health. They expressed their views about how much fat and sugar has been used in the meals for special occasions and how they would like to change to healthy food. On the other hand, some of the candidates would not mind having such food occasionally as it is for celebrations.

As in Question 1, a few candidates misunderstood the question and wrote about sports they played rather than meals eaten on special occasions.

Question 3 – Leisure and entertainment – Write about your interests and activities for a Gujarati school magazine.

Many candidates attempted this question and enjoyed explaining their hobbies and interests. The majority wrote about sports activities. They also mentioned that it is very important to have hobbies in life.

A few candidates read *school magazine* in the question and answered a question about schools and wrote about teachers, subjects and homework.

Question 4 – Travel and the wider world – Your Gujarati club asks you about a recycling project your school is running.

This was the least popular question. Only a few candidates attempted it. Some of them understood the question properly and gave correct information but some failed to understand that they had to write about recycling and not about pollution. They followed the points given for

suggestion, which led them to write about how recycling would help the environment and not pollution. We accepted their views as they were about improving the environment.

Question 5 – Education and work – Write about your plans for the future.

This question was the second most popular. This topic and the question seem to have been well practised by candidates, so many candidates attempted this question and answered it fairly well. The future careers they would like were mostly dentist, doctor, teacher, computer engineer and pilot. Some would like to have their own business. These were described well by the candidates. They explained how important it is to plan for the future.

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