



GCSE

Gujarati

General Certificate of Secondary Education **J734**

General Certificate of Secondary Education (Short Course) Spoken **J034**

General Certificate of Secondary Education (Short Course) Written **J134**

OCR Report to Centres June 2015

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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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CONTENTS

General Certificate of Secondary Education

Gujarati (J734)

General Certificate of Secondary Education (Short Course)

Gujarati Spoken Language (J034)

General Certificate of Secondary Education (Short Course)

Gujarati Written Language (J134)

OCR REPORT TO CENTRES

Content	Page
A811 Listening	4
A812 Speaking	8
A813 Reading	11
A814 Writing	15

A811 Listening

General Comments

This is the sixth listening paper available under the new specification and the majority of candidates sat the paper.

This paper contains a similar style of questions to the legacy Listening paper but it is now single tier paper with exercises getting more difficult throughout the test and targeting specific grades.

Due to a change in the subject requirements for Modern Foreign Languages this test now 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 very few 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 on these exercises.

The exercises requiring a short response in English proved a little more challenging especially new arrivals and candidates whose command of English language is weak. Also candidates with good command of English but weak in understanding Gujarati suffered. As in previous years candidates lost marks due to lack of precision or detail in the answers provided.

Comments on Individual Questions

Exercise 1: Khilan and his interests.

Questions 1-5

Multiple choice tick box exercise with icons. Nearly all the candidates achieved full marks for this exercise.

Exercise 2: School holidays.

Questions 6-12

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

Exercise 3: Krishna's room.

Questions 13-18

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

Some candidates got some answers incorrect.

Question 14 – instead of 'light' selected 'air'.

OCR Report to Centres – June 2015

Question 15 – instead of 'sky' selected 'birds'.

Question 16 – instead of 'friend' a few selected 'sister'.

Exercise 4: An outing to celebrate a birthday.

Questions 19-24

This exercise required the candidates to listen to the conversation in Gujarati and complete the sentences briefly in English.

Question 19 – Good responses. Most candidates got the gist of the question. A few wrote "exciting/grateful/satisfying" instead of "surprising" and lost a mark.

Question 20 – Good responses from most candidates.

Question 21 – Good overall answers.

Question 22 – Some candidates wrote "was worried/in the park" instead of "was afraid" and lost a mark.

Question 23 – Some candidates lost marks by writing "mat for the food" instead of "picnic/food".

Question 24 – Many candidates got this question correct. A few candidates wrote only "cinema" instead of including "restaurant".

Exercise 5: Working abroad.

Questions 25-31

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

Question 25 – Good responses. Most candidates gained marks.
Some candidates wrote "Prepared to work hard/go abroad" instead of "work for reduced salary/less pay".

Question 26 – Most candidates gave the correct response.

Question 27 – Some candidates wrote "good personality/future/grades/qualifications" instead of "good luck".

Question 28 – Good overall answers. Some candidates wrote "He will become more independent/responsible" instead of "become more clever"

Question 29 – Most candidates answered correctly. Many candidates wrote "because he will be near the shops/courts/bins/facilities" instead of "near his offices/workplace". (The word "Kacheri")

Question 30 – Most candidates gave the correct response. Many candidates wrote "The company will give him money/pay rise/pay for his accommodation" instead of "give him a loan".

OCR Report to Centres – June 2015

Question 31 – Most candidates gave the correct response. Some candidates confused and instead of "he will apply to return to U.K. branch" candidates wrote "he will buy it/own it/become manager".

Exercise 6: Caring for the environment.

Questions 32-37.

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. Most candidates provided the correct answers.

Exercise 7: Healthy lifestyles.

Questions 38-41

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 38b – Many candidates wrote "Keep him fit/damage his heart/lose weight" instead of "benefit his heart".

Question 39a – Whilst many candidates attempted to give the expected answer there was an obvious confusion in the understanding of the use of word "special". So candidates wrote on "days there is no food in the house/when she wants/occasions/festivals/ weekends/ when she does not feel like cooking" lost a mark.

Question 39b – Many candidates got the correct response. Some candidates wrote "cook food/she doesn't like it" and lost a mark.

Question 40a – Some candidates wrote "Weekends/holidays/competition" instead of "week/weekdays/school days" and lost a mark.

Question 41a & 41b – Many candidates gave the correct responses and gained marks.

Question 41a – Some candidates wrote "food/exercise" instead of "rest" and for

Question 41b – Wrote "tired/weak/exhausted/slim" instead of "ill" and lost marks.

Exercise 8: A memorable film.

Questions 42-46

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 on this exercise.

Question 42 – Some candidates missed out the key word "Indian" from the answer and lost a mark.

OCR Report to Centres – June 2015

Question 43 – Many candidates omitted the word "listening/hearing" from the answer and lost mark.

Question 44 – The word "silky/shiny" not understood by many candidates.

Question 45 – The word "Indian" omitted in the answer and lost mark.

Question 46 – Most candidates who gave the correct response gained a mark.

A812 Speaking

General Comments

This year the number of entry was lower than last year. The paper was considered a suitable and fair examination and an appropriate test for the whole ability range. There was an improvement can 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 topic 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 had an effect on the candidates' answers and did not encourage them to keep to only Gujarati vocabulary.

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

OCR Report to Centres – June 2015

Examiners reported that very few tests are being submitted on USB memory sticks. Centres should note that the recording must be **submitted in MP3 format**.

Comments on Individual Questions

Question No.1

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 - Environment, Recycling, World War II, Dirty Briton, Pollution, Swaminarayan, Narendra Modi, Sachin Tendulkar, etc. 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. Such an approach did not tend to facilitate the achievement of the highest marks and is therefore not recommended.

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, viewpoints 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 allocated time.

Question No.2

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 was 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 and submitting** 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, 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

General Comments

This year's paper was appropriate for wide ability range of candidates. Overall, candidates have done well except in the last two exercises. All the questions and answers in English have made this easier for those candidates who have good reading skill at this level and have prepared well. There are still a few candidates who found it hard to understand and respond to questions.

This paper had a total of 50 available marks and was taken by about 580 candidates. Overall the paper was answered well.

Candidates with good reading skills have performed and scored well. Other candidates demonstrate need to develop their reading skills and vocabulary, which is achievable with more practice.

Candidates have answered multiple choice questions well and some gained full marks.

Comments on Individual Questions

Question No.

Exercise 1 Qs. 1 to 5

Candidates were able to read short sentences about 'Leisure Activities' and were able to match the visuals. Almost all the candidate performed well in this exercise.

Exercise 2 Qs. 6 to 12

Longer sentences about sharing housework were well answered by most candidates. This being a very familiar topic for everyone, candidates extracted key words and matched the visuals.

Q. No. 6 some candidates did not recognise the word for 'rug'.

Q. No. 8 candidates needed to recognise a picture of a 'bed and cupboard' but some candidates incorrectly ticked the box with a picture of a 'bed and coffee table' hence not getting a mark.

Q.No.11 and 12 The majority of candidates understood this and answered correctly.

Exercise 3 Qs. 13 to 18

Here candidates understood the sentences on healthy eating and they matched them with the appropriate illustrations of food items. The majority of candidates performed well.

Q. No. 13 The picture of common fruits, mangoes and bananas, were easily recognised and therefore answered well.

OCR Report to Centres – June 2015

Exercise 4 Qs. 19 to 24

This exercise had longer sentences about 'Future jobs for students' where candidates had to understand and match short information about each person's future thoughts. This was answered very well by many candidates as they understood the key words being tested in the questions. A few candidates answered incorrectly as they were unable to translate key vocabulary.

Exercise 5 Qs. 25 to 31

This exercise about Heer's hair shaving ceremony was a challenge for many candidates. Candidates who understood the text responded very well. Some candidates guessed incorrectly.

Q. No. 25 The answer was 'one and half years'. Some candidates did not understand and all sorts of numbers were given in months and year

Q. No. 27 Understood well by the majority of candidates.

Q. No. 28 Answered well without difficulty.

Q. NO. 29 Answered well by the majority of candidates. Some candidates incorrectly wrote 'time for lunch'.

Q. No. 30 Answered well.

Q. No. 31 This question was a challenge for many candidates as they did not recognise the key word 'maintain' or 'keep alive' for culture. Candidates who wrote the word 'tradition' alone, lost marks.

Exercise 6 Qs. 32 to 37

This was a longer paragraph in which candidates were expected to identify particular words more precisely and answer questions of the 'multiple verbal choice' type. Very few candidates got all the answers correct.

Q. No. 32 The correct answer was A – 'training was necessary to avoid danger'. Many candidates ticked box C- 'to avoid tiredness' and did not get marks.

Q. No. 33 Many candidates could not differentiate between words 'Hiking' (answer c) and 'Climbing' (answer b)

Q. No. 34 Answered well by many candidates.

Q. No. 35 Answered without difficulty.

Q. No. 36 The majority of candidates gave incorrect answers.

Q. No. 37 Answered very well by the majority.

Exercise 7 Qs. 38 to 43

This was very challenging for many candidates. It was a magazine article about 'an Indian singing programme'. Very few candidates answered all the questions and got marks. Many candidates guessed the answers. Few candidates did not attempt the question.

Q. No. 38 This was correctly answered if the candidates understood the word for 'Teenagers'. Different answers were given by many candidates for example 'youngsters' or 'young people', only the most appropriate answer was given marks.

Q. no. 39 Only a few candidates answered this question and got marks. It was felt that many had just guessed the answer. They miss understood the word 'modern' and wrote 'old songs'.

Q. No. 40(i) Candidates had to understand the words for 'dim lights'. Many candidates wrote 'less light, 'slightly dark, 'little dark'. These answers were accepted and given marks. Many candidates found it difficult to describe in English 'the decoration in the hall'. It was felt that candidates who go to social functions and see different types of decorations, were able to make sensible but incorrect guesses and answers included 'bright lights', 'candle lights', 'flowers', 'balloons', 'disco lights' were not given marks.

Q. No 40(ii) The accepted answer was 'twinkling stars'. Answers such as 'bright stars', 'shinning stars', was given a mark.

Q. No. 41 Very few candidates answered this correctly. The majority of candidates found this question difficult and answers like 'cheered', 'clapped hands', 'shouted' were not given marks.

Q. No. 42 Very few candidates got mark for this question. The answer required was 'more old songs'. Here the important word to gain the mark was 'more'.

Q. No. 43 Many candidates gave different ways in which Neerav and his sister's feet would be looked after by their mother. Some were acceptable answers e.g. if they wrote 'legs massaged'. Some candidates could not translate the word for 'massage'.

Exercise 8 Qs. 44 to 49

This was the most difficult part of the paper. The text was slightly longer and a higher level of vocabulary was used to give candidates an opportunity to demonstrate their skill in Gujarati reading. As both the questions and answers were in the target language many candidates found it difficult. The required answer was either a word or phrase. Very few candidates performed well. Many candidates directly lifted incorrect words from the text and did not get marks. Some candidates did not understand the text, so guessed and copied phrases from the text as an answer. Few candidates did not attempt this exercise.

Q. No. 44 Answered well by only very few candidates.

Q. No. 45 Many candidates who did not understand this gave incorrect answer eg 'water and soap'.

Q. No.46 many candidates did not understand the question and the words 'સંસ્કૃતિ' (meaning culture) and 'વ્યવહાર' (meaning behaviour). Candidates extracted incorrect words and phrases from the text eg 'soap and water' as answers.

OCR Report to Centres – June 2015

Q. No. 47 Candidates understood the question about finding information on the computer about culture. However they picked incorrect phrases for answer from the text eg. 'माहिती मेणवी' (meaning get information) and did not get a mark.

Q. No. 48 Majority answered well.

Q. No. 49 Many candidates found this difficult and copied the word 'लेडसाव' (meaning discrimination) and 'वर्तन' (meaning behaviour) from the text as answers and did not get marks. Candidates who had good reading skill in the target language did very well.

A814 Writing

General Comments

The number of entry has dropped this year compared to last year. Congratulations are due to Centres and candidates: to Centres for preparing candidates well and to candidates for following the instructions very well in the whole examination compared to last year. Most of the candidates understood the rubrics and managed to respond very well using different formats 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 and some did not use any format.

Question 1 was the most popular, followed by Questions 2. Other 3 questions portrayed equal strength in choice. Most of the candidates attempted two questions but a few attempted all five of them. It is to be stressed that candidates must read the tasks under each topic area and address the task and not write about anything they like under that topic. Many candidates looked at only the topic area and ignored the specified task altogether. Therefore they could not earn 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.

Most of the candidates followed the bullet points given for suggestions and some used their own ideas. It was noticeable that many candidates managed to give detailed information with fully developed and justified ideas and points of view, using complex language confidently with a higher level of vocabulary, variety of clause types, idioms and structures, including verbal structures and tenses, and as a result were able to access the higher levels of the marking grid. However, it was also noticed that some very able candidates gave some unnecessary long basic details about the sports, for example, listing each sport and what they do and what they like. Candidates should be aware that bullet points are there to help those who find it difficult to think about what to write. Higher ability candidates could go directly to writing more opinions and justifications and could try to express fully developed ideas rather than wasting their space and time on lengthy basic descriptions.

The middle ability candidates expressed simple opinions and points of views with simple justifications using a good range of structures and vocabulary inclusive of different tenses and time frames. The lower ability candidates produced short pieces of information with very simple opinions without any justifications, giving basic vocabulary and structures, and they therefore did not cover the criteria for higher marks.

Quite a few candidates' handwriting was illegible but devoted Assessors spent a long time working out what the candidates were trying to write. Sometimes lengthy writing with such illegibility proved very trying for the Examiners who made sure that those candidates' writing was read in full. These candidates would benefit if they practised writing more precisely with relevant points. By contrast, a few candidates seemed to be over cautious and preferred to write simple correct sentences but demonstrated simple language missing out higher marks for the quality of language.

This year an improvement in sentence structure was noticeable and most candidates followed the subject, object and verb order correctly. However, most common errors were noticeable with the usage of "l" in different cases. For example, candidates often used "૨" instead of "૬" and vice versa. Other errors are often the usage of gender agreements used incorrectly. All these agreements and cases are important features of Gujarati language and need to be learnt.

OCR Report to Centres – June 2015

Centres must be 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 ordinary A4 pages should not be used. Again this year some candidates continued the answer on the pages of the same paper in the space for different question's answers instead of on the additional sheet. This could create confusion for marking and wasted Examiners' valuable time.

The Centres and candidates should be aware that higher level opinions and points of views with justifications are essential to gain high marks for communication. To gain higher marks for quality of language candidates need to use complex sentence structures, clauses and a varied range of vocabulary, time references and idioms, as set out in mark scheme.

There was evidence of dictionaries being used, which was pleasing, but unfortunately a minority of the candidates sometimes chose the wrong Gujarati word when an English word had alternative Gujarati words meaning different things. For example, when needing the equivalent Gujarati word for 'interest' (have hobby of something) some candidates looked up 'interest' (profit) listed first in the dictionary and ended up using 'લાભ' instead of 'રસ or રુચિ'. Other examples used were ત્રાજવું which means weighing scale in Gujarati but was used for a balanced diet, 'સાધ' (spot), considered as sport (incorrect spelling as spot) in English and the word 'દિવાસળી' means a matchstick used for light up the fire was used for a match played in sports, and these conveyed an inaccurate message. It is hoped that candidates will be taught dictionary skills if they are encouraged to use dictionaries in an examination situation.

Some candidates wrote in an organised manner and it was noticed particularly that they wrote some idiomatic language, for example “બુશીથી પાગલ થઈ જાઉં, કાગની ડોળે રાહ જોઉં, મારાથી રાહ નથી જોવાતી, હાથીની જેમ જાડી થઈ જઈશ, જાજી કીડીઓ સાપને તાણે, છક થઈ ગઈ, થાકીને લોથપોથ થઈ ગઈ, એકબીજાને જોઈને જીવતા હોય છે, ધરતી પર સ્વર્ગ હોય તો તે ભારત જ છે, જેવી રીતે માછલી પાણી વગર નથી રહી શકતી તેવી રીતે હું મારી શેરી વિના નથી રહી શકતી, અવાજ થી મારા કાન દુખી જાય છે, ઠંગરહી ગઈ, ચોરનો ભાઈ ઘંટીચોર, આનંદનો પાર ન રહ્યો, પહેલું સુખ તે જાતે નર્યા, આત્મવિશ્વાસ, વિવિધતા, ઉપકરણ, વિદુષક, મગરૂબ, ઉપસ્થિત, છાત્ર, ચહલપહલ, ગલી, આભૂષણ, કુશળમંગળ, ભરોસો, અંગૂઠા છાપ, જૂનવાણી, એકાગ્રતા, ગીય વસ્તી, ધૃણાજનક, ખીચોખીચ, ભ્રષ્ટતા, તણાવમુક્ત, દારૂનું પીઠું, ઈર્ષાખોર, વાઢકાપ, સર્જનાત્મક, પ્રતિમા, વગેરે,” and obtained the higher marks they deserved for Quality of language. Some good language which helped to express higher level viewpoints for Communication included “મારા મત પ્રમાણે, મને લાગે છે કે, મારા અિભપ્રાય પ્રમાણે, મારા ધારવા મજુબ, મારી માન્યતા પ્રમાણે, મારા માનવા મજુબ, મારા ખ્યાલ પ્રમાણે, મને ખાત્રી છે, મારી ઈચ્છા મજુબ, મને આશા છે કે.”

Comments on Individual Questions:

Question 1 – Home and local area – Write to tell your friend in India about places of interest in your local area.

Many candidates attempted and answered this question well. They particularly gave advantages of economical growth by tourists visiting particular places in their area and also showing disadvantages of noise level and pollution caused by these visits. This made a very interesting reading. On the other hand a few candidates only read the title for topic area without looking at the task and ended up writing about home and family members. In such cases the bullet points

OCR Report to Centres – June 2015

could also give them hints as to what they are supposed to write about. Some candidates wrote at great length about the first bullet point and had very little to write about the rest of the points. Some candidates wrote some interesting visits to museums, art galleries and other famous parks. However, quite a few of the candidates wrote more about sports, leisure and shopping facilities in their area rather than places of interest. It seemed that their experience in cultural places is limited.

Question 2 – Health and sports –Write about sports your school provides.

Most candidates who answered this question did address the task, either by following the bullet points or using their own ideas. Some candidates also pointed out that their school does not have enough space so the school uses local leisure centre for some of the activities. They wrote about inter school matches at great length. In the end they also had good suggestions about improvement like buying more equipment. They all now recognise that it is important to keep healthy. However, some candidates read the topic title only and wrote about health and particularly putting emphasis on diet. A sentence about diet to keep healthy to be able to play games did not go amiss. There was an example of wrong use of proverbs. For example, a candidate wrote, “તંદુરસ્ત સહેલા માટે હું દુધ પણ પીઉં છું. અમારા શિક્ષક કહે છે કે ‘ધીરજનું ફળ મીઠું છે’ અને માતા કહે છે કે ‘કાંકરે કાંકરે પણ બંધાય’ “ Here candidates does not understand the meaning of the proverbs which has been used. Just memorising the proverbs, not understand the meaning and using it in any odd places makes the writing quite disjointed and meaningless.

Question 3 – Leisure and entertainment – Write about leisure and activities you and your family take part in

Those who addressed the task wrote well in this question. A great majority of the candidates wrote about sports they played with the family members. A few wrote about shopping, reading or visiting cinema. Some candidates wrote about indoor games. It feels that their experience in such activities is limited or perhaps they find it difficult to write about.

Question 4 – Travel and the wider world –Write about a visit to your cousin’s school in another country.

Out of those who chose this question very few candidates saw this as a main point. Some wrote at great length about the preparations like lot of shopping besides booking the ticket and getting the passport sorted out. A few candidates really understood the purpose of their visit and suggested that more candidates should visit schools in other countries so they can see how lucky students in this country are when they visited schools in India or Kenya. Couple of candidates wrote about visiting a school in Europe and Canada and said it was a different experience and the school was very well organised but they still preferred the school in U.K.

Question 5 – Education and work –Write about extracurricular learning at school, at home and in the future.

It felt that this was the least understood question. The word **extracurricular learning** was either ignored or not comprehended by most candidates except a very few candidates who wrote about having some after school clubs where they learnt about sports but some wrote again

OCR Report to Centres – June 2015

about clubs for Maths and English. Others who answered this question mostly wrote about the main subjects they learnt at school and homework and for future about their work they were interested in. Few candidates wrote about learning of musical instruments and art. They also mentioned that this would help them in future as they hoped to be either in music industry or being artists. Again it is felt that perhaps these candidates have very little experience of extracurricular activities at school or at home.

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