GCE

Gujarati

Advanced Subsidiary GCE **H194**

Report on the Units

June 2009

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced Subsidiary GCE Gujarati (H194)

REPORT ON THE UNITS

F883 Listening, Reading and Writing 1

General Comments

This is the first year of this specification with the introduction of a Listening element and a new style of examination paper.

The examiners saw the full range of ability this year. Although a slightly greater proportion of candidates gained an A grade this year there were many more candidates failing to achieve an E grade. This may in part be due to candidates' unfamiliarity with the question paper and it is hoped that this will improve as candidates have more opportunities to practise the different task types.

There was some evidence that candidates spent too long on the listening section and as a consequence some of the essays seemed to be a little rushed. As this paper carries more marks than the legacy paper and has a slightly shorter duration, time management in the exam is very important and examiners would encourage centres and candidates to practise this skill particularly in relation to the candidate controlled listening element.

Those candidates who worked through the paper at a controlled pace presented well-developed essays. The marked difference between the quality of language of candidates who may have recently come from the subcontinent or those using the language as their first language and those learning the language as a modern foreign language could be seen clearly.

Comments on Individual Questions

Section A: Listening and Writing

Task 1: Work experience

This was a listening exercise on work experience. Many of the candidates would have been familiar with the topic and most would have understood the Gujarati vocabulary in the text. However it seemed that some candidates may not have understood the vocabulary used in the exercise eg સહકર્મચારી, આડકતરી, કાબેલિયત. Only a few candidates achieved full marks for either part a or part b.

Q 1 a   There were 4 questions in this task requiring the candidate to choose a correct answer from the list. Candidates achieved between 1 and 3 marks with a few getting no marks.

Q 1 b   There were 8 multiple choice questions. Candidates achieved between 1 and 8 marks. There was evidence of some random ticking.

Task 2: Leisure time activity

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

The passage had a poetic feel to it and would be quite accessible to those with some experience of literature in Gujarati. Some candidates achieved very high marks ie 10 to 12 but others got 2 or 3. So this was a very good task for differentiating between candidates. Many blank spaces were not filled. Some were filled with words from the list at random.

There was evidence that not all candidates understood the words used in either the listening stimulus or the passage.

Task 3: Transport

This listening passage compared transport and travelling facilities in India and in the UK. Candidates were required to listen and answer questions in English.

The passage was of the appropriate standard and many candidates were able to answer most questions although not everyone achieved higher marks.

Question 3 a Many candidates got the marks for this question. Some translated the information in the passage whereas others wrote correct interpretations.

Question 3 b Marks were awarded for answers that listed the modes of transport, provided there was comparison between transport in India and in the UK.

Question 3 c This was answered well.

Question 3 d There were a few incorrect answers. Some candidates may not have understood phrases like વ્યક્તિગત સગવડ, સામાજિક કે વ્યવસાયિક મોભો અને સ્વતંત્રતા જાળવવા and so could not answer correctly.

Question 3 e Marks were given for reasons for using public transport as well as for not using private vehicles.

Question 3 f Some candidates gave only one or two ways and so could not get full marks.

Task 4: Writing

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

Most candidates achieved high marks for communicating the message reasonably well. Marks for language varied. Some candidates managed to get full marks for both the communication and quality of language.

Some candidates gave a reply in Gujarati to the e-mail instead of transferring the meaning of the given text into Gujarati. Marks were awarded for phrases that were the same as those required by the task and for the quality of the language produced.

SECTION B: Reading and Writing

Task 5: Reading - Joint families and Separated (Nuclear) Families

The text consisted of opinions of five people on the advantages and disadvantages of living in a large, joint family (with grandparents, uncles, aunts) or in a smaller (husband, wife and children) nuclear family. Each said why one type or the other is beneficial giving examples and opinions.

The text was of the appropriate level and as many AS level students are familiar with both types of families they seem to have had no problem understanding the passage. Words and phrases like સ્વકેન્દ્રી, નૈતિક, સ્વાવલંબી, સમભાવ proved challenging but many candidates coped well with this vocabulary.

There were two exercises based on this text.

Task 5 a
This exercise was given in a tabular form. A list of opinions were given in one column and the names of the five people were written in a row at the top. Candidates were required to read the opinion in the column and put a tick in the same row under the correct name.

The exercise was quite challenging for some because of the amount of reading required both for the texts and the questions. Comprehension was also important as the opinions in the question table were rephrased. More than two ticks were required for some opinions.

Overall the exercise was done well with the majority of candidates getting 5 or more marks.

It is important that candidates practise this type of exercise and understand the rubric. Only 10 ticks were required and some opinions applied to more than one person. Some candidates made more than 10 ticks and so marks were deducted from their total mark. A number of other candidates made fewer than 10 ticks possibly counting the 2 ticks in the example as part of the total of 10 thereby denying themselves the chance of getting 2 more marks.

Task 5 b
This exercise was also based on the above text. Candidates were required to fill the gaps in the passage. No list was provided.

Many candidates did this exercise well. As words from the passage were not necessary, the more able candidates seem to have provided their own words and have done this exercise in a very short time. However, most of the candidates used the words from the original text.

Task 6: Reading - Sachin Tendulkar

The passage was about the great Indian cricketer / batsman Sachin Tendulkar. It gave glimpses into Tendulka's life as a batsman and also into his family life.

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 quality of the language produced.

All the questions were based on the text so even those candidates who were not interested in Indian Cricket history would not be at any disadvantage. Again the passage was challenging for some candidates.

Although candidates were instructed to write in their own words without copying large chunks of text, many candidates lifted the answers. In some cases the only changes candidates could make were to use alternative words. Hence they did not get the full marks for Quality of Language.

Question 6 a Some candidates lost a mark for (i) as they did not give the country but only the town as read in the text. Either candidates did not read the question properly or did not know that Mumbai was in India. Most got a mark for (ii).

Question 6 b Most candidates got a mark.

Question 6 c This was mostly correct. In a couple of cases candidates left essential words out in an attempt to rephrase their answer and so did not get a mark.

Question 6 d Most candidates got a mark for each of (i) and (ii).

Question 6 e Most candidates lifted the answer from the text and got a mark.

Question 6 f Some candidates lost a mark for including details pertaining only to Sachin and not the partnership and giving only two details about the partnership.

Question 6 g There were some wrong answers because only part of the answer was lifted or the wrong part of the text was copied.

Question 6 h Almost all the candidates got between 2 and 3 marks for this question.

Question 6 i Some candidates did not answer the first part of the question.

Question 6 j Most candidates gained at least one mark.

Task 7: Writing - Communication systems (messaging services) over the years

The text was of an appropriate level and the subject which was familiar to AS level candidates. The text started with types of messaging systems ie stone carvings, town criers etc in the olden days and moved on to the current media – newspapers, radio, television, internet and mobile phones.

Question 7 a Based on the text, candidates were required to write about differences in the old and the current systems using their own language.

The majority of candidates got high marks for comprehension of the text and good marks for quality of language also. However a few candidates did not attempt this question and may have run out of time.

Question 7 b Again based on the text candidates had to give their own opinions about the aims, achievements and limitations of the different types of communications.

Candidates who wrote full essays generally achieved higher marks both for communication and the language.

It was evident from the incomplete answers that some candidates were short of time.

It also seems likely that some candidates did not understand the Gujarati words in the question for aims (ઉદ્દેશો), achievements (સિદ્ધિઓ) and limitations (મર્યાદાઓ) and so wrote about one or two of these only.

Grade Thresholds

Advanced Subsidiary GCE Gujarati (H194)
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F883	Raw	160	125	109	93	77	61	0
	UMS	200	160	140	120	100	80	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H194	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H194	41.7	55.6	63.9	69.4	77.8	100	36

36 candidates aggregated this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance
programme your call may be recorded or monitored