

# **Report on the Units**

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**June 2006**

**1927/MS/R/06**

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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#### GCSE Gujarati 1927

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## 2371 - Gujarati Listening

### General Comments

The question paper was of an appropriate standard. The total number of words for each tier was within the recommended length. As a result, although the papers were of a similar standard to last year, they were more accessible. Most candidates found the multiple-choice and tick-box questions easier to answer than the ones requiring short answers either in English or Gujarati.

Distracters were mostly from the script. Candidates that had difficulty in comprehending the recorded script or whose reading was slow ticked the wrong boxes.

### Comments on individual questions

#### Section 1

##### Exercise 1 - Shopping

Questions 1 – 5

Almost all the candidates answered these questions correctly and scored full marks.

##### Exercise 2 – At Home

Questions 6 – 10

Questions 6, 8 and 9 were answered correctly by most.

Question 7 – A small number of candidates ticked the box showing a lady at the cooker instead of the box showing a set dining table.

Question 10 – A few candidates ticked the box showing a lady cooking on the cooker instead of the box showing tea cups.

##### Exercise 3 – Free Time

Questions 11 – 14

Questions 11, 12 and 13 were answered correctly by most candidates.

Question 14 – A very small number of candidates ticked only one box or ticked the box showing a girl riding a horse. A few candidates ticked the box showing a cinema instead of the one showing the couple dancing.

##### Exercise 4 – Special Events

Questions 15 – 19

Most of the candidates scored full marks. Some candidates could not differentiate between the children playing, the duck game and the toys, the words in Gujarati for these being '*baalkone ramaade chhe*', '*batakni ramat*' and '*ramakadaa*'. Some mixed up the balloons with ice-cream.

##### Exercise 5 - Health

Questions 20 – 24

Most candidates scored full marks for this exercise.

## **Section 2**

### **Exercise 1 – Going Places**

Questions 1 – 5

This question required answers in English and as in previous years candidates weak in English did not score so well.

Question 1 – A small number gave the starting time as the answer and lost a mark.

Question 2 – A small number gave the answer – bus instead of - by foot or by walking.

Question 3 – A few candidates answered – because her friends are going instead of – because her teacher is going.

Question 4 – Some candidates did not specify the type of clothing i.e. warm/proper clothes and some wrote only clothes and lost a mark.

Question 5 – Some candidates lost marks for not specifying coach or bus station.

### **Exercise 2 – Work Experience**

Questions 6 – 10

The exercise required candidates to circle the correct answer.

Some candidates wrote the correct word in the blank space or just crossed the correct answer. Marks were not deducted in either case.

However, some candidates circled or crossed two answers and no marks were awarded, even if one of the circled/crossed choices was correct.

Question 6 – Most candidates answered correctly but there were a few who chose the first option (from a case) incorrectly.

Question 7 – Most chose the first option correctly but some chose the third option which was a distracter.

Question 8 – The correct answer was 'rested', but some candidates chose 'did colouring' as this was in the script as something the children did afterwards.

Question 9 – As in Q. 8 some candidates circled the first choice – sang instead of crying.

Question 10 – More candidates answered this correctly, but a few failed to score a mark for circling 'back was hurting'.

### **Exercise 3 - Festivals**

Questions 11 – 15

Many candidates scored full marks for this exercise. There was evidence of weaker candidates just guessing and ticking a box at random.

Question 11 – A few candidates did not understand the text and so ticked the first box (brushed their teeth) or the third box (wore new clothes) as these are normal things one would do first thing in the morning or on a special day.

Question 12 – Most candidates answered this correctly.

Question 13 – A small number of candidates could not differentiate between mama and mami.

Question 14 – Some may have been confused between 'met friends' and 'ate with friends'

Question 15 – A few candidates chose 1 or 3 as these are things people normally associate with Diwali.

### **Exercise 4 – Eating and Drinking**

Questions 16 – 20

Question 16 – the correct answer was 'sweets and savouries'. A few candidates ticked the first box which was 'sweets and rice', and some ticked the second box stating 'savouries and puris'.

Question 17 – Majority ticked the second box with the correct answer. There were a few ticks on the first or the third boxes.

Question 18 – A small number ticked either the first or the second boxes and failed to score any marks.

Question 19 – A few candidates ticked either the first or the third box and lost marks.

Question 20 – Majority of the candidates answered this question correctly.

## **Section 3**

### **Exercise 1 – Uncle's School**

This exercise required short answers in Gujarati, hence requiring listening, reading and some writing skills. Very few candidates scored full marks.

Question 1- Many candidates gave correct answers in varying forms. However, some said the teachers were good or interesting for which no marks were given.

Question 2 – Some candidates stated that the library was open until late without saying how the students used it and did not gain a mark.

Question 3 – Answer required was 'exhibitions' but a few candidates did not manage this answer.

Question 4 – This was an inference question for 2 marks, requiring specific answers for the two qualities. A good number of candidates gave the correct answers. Some wrote the answer for a. against b. and vice versa. No marks were gained.

**Exercise 2 – Holiday Accommodation**

This exercise required candidates to choose the correct word and copy in the blank space. The exercise was generally well answered, even though the distractors were similar but incorrect.

Question 6 – Most candidates answered correctly – after 15 years. Very few weaker candidates answered after 15 days.

Question 7 – Although a majority chose the correct answer – in different rooms, there were a few incorrect answers.

Question 8 – Most candidates answered correctly.

Question 9 – Mostly answered correctly.

Question 10 – Very few incorrect answers.

**Exercise 3 – Media**

This exercise required candidates to tick two correct boxes. About 4 percent of the candidates ticked only one box. As the questions and answers were a little longer, reading these proved to be a challenge. There was evidence of ticking the answers at random.

Questions 11, 12 and 13 – Few candidates scored the 2 points for each.

Question 14 – Although a similar question type more candidates got this question correct compared to 11, 12 and 13.

**Exercise 4 – Communications (Mobile Phones)**

Some candidates did score full marks but many seemed to have ticked the answers at random. Reading of the questions and options in Gujarati may have proved to be difficult and candidate may have been short of time.

Question 15 – This was an inference question.

Questions 16 to 20 – All answers were in the script but quite a few incorrect answers were written.

**Exercise 5 – Environment**

This was the last exercise in the paper and answers were required in English, hence specific information was required. Candidates weak in English may have found this exercise difficult.

Question 21 – Any answer that meant  
1) save water when having a shower/bath  
and  
2) turn a dish washer on only when full  
scored one mark each.

No marks could be given for general statements like save water, wash all dishes together.



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More candidates got the first answer correct but not the second. Some candidates detailed how we waste water instead of stating how we can save.

Question 22 – As in Question 21 specific answers were required.

Any answers which relayed the meaning

- 1) Do not leave lights on in every room, switch off lights when not in use
- 2) Share televisions with other members of the family
- 3) use hands to cut and grind instead of electrical gadgets in the kitchen  
(any two)

General statements like save electricity, switch off lights/television did not score any marks.

Question 23 – Mostly answered correctly. Some wrote 'walk' or 'cycle' and so did not get a mark.

## 2372 - Gujarati Speaking

### GENERAL COMMENTS

Overall, the candidates demonstrated a good grasp of the language. Barring a negligible percentage (who may have been entered at an inappropriate tier) the quality of speech and language showed a marked improvement compared to previous years. Credit for this improvement goes to the teachers/examiners who gave ample opportunities to candidates to present their full worth and enhance their performance.

An area that needs to be addressed is the Presentation. There is a noticeable lack of variety and of original topics that enable candidates to give opinions and explain them. For future years, teacher/examiners should not allow a candidate to speak uninterrupted for more than a minute, thus shortening the discussion time on the presented topic.

The overall fluency was very good, there was a good amount of accuracy, opinions were expressed and justified and imagination was shown.

### COMMENTS ON INDIVIDUAL QUESTIONS

#### SECTION ONE

##### Role Play

- Card 1: *Visiting a doctor.*  
First three tasks were answered well. However, task four proved challenging to some candidates.
- Card 2: *Talking to a former school friend.*  
All the tasks were accomplished. Task four produced interesting place names of the residences of the candidate's family.
- Card 3: *Talking to teacher about a celebration.*  
Here the visual stimuli helped the candidates to supply varied but correct answers.
- Card 4: *Talking to uncle/aunt about media.*  
All tasks were accomplished well.

#### SECTION TWO

##### Role Play

- Card 1 *Talking to a friend about favourite film star.*  
The tasks were accomplished without much difficulty. Many candidates gave a good and factual description of the star. However, in task four, where the candidate was required to state the type of film he/she likes a small number just gave the name of the star's famous film. Some answers were very original like રોમાંચક, ભૂતની, મારામારીની.

- Card 2      *Talking about money.*  
Task 1 and Task 3 were answered quite well. Task 2 requiring the candidate to say what he/she bought with the pocket money elicited the most interesting item names. In task four the candidates were keen to explain what they did to earn extra pocket money.
- Card 3      *Staying with grandmother.*  
The tasks were accomplished well with some imaginative answers. It was pleasing to note that all candidates appreciated the work done for them by the grandmother particularly ready hot meals and ironing.
- Card 4      *Talking to uncle/aunt about youth club.*  
All the tasks were answered as expected, however, some candidates enthusiastically elaborated the activities they enjoyed at the club.

### **SECTION THREE**

#### **Narrative**

- Card 1      *Parents buying a computer with some conditions* (like not using it solely to play games/music) attached to the purchase.  
The majority of candidates handled this narrative quite well, particularly in expressing their feelings on becoming the owner of a computer. Equally they showed their displeasure at being deprived of their most loved possessions and having to work without it, though, most admitted that it was their fault that they lost the use of the computer.
- Card 2      *Outline of an event when the candidate had to go to a hospital.*  
The first two graphics were narrated well with some imaginative details about food and its effect. Some able candidates were keen to talk about the value of nutritious food and the benefit of exercise. Many candidates gave meaningful descriptions of nutritious and healthy food.
- Card 3      *Celebrating 25<sup>th</sup> anniversary of school.*  
A lot of imaginative details, opinions and justifications. Candidates familiar with school magazines narrated in great details about the contents of the magazine and response of those who attended the concert and dinner. The guest being interviewed in the visual was given a varied description that included the Prime Minister, the Mayor and former pupil of the school.
- Card 4      *Outline of event when candidate was bringing younger sibling home from a birthday party.*  
In box two most candidates successfully connected the startling of the dog on the leash to the loud bang of the balloon. Some very imaginative details about the cause of the balloon bursting were provided. Candidates unanimously expressed their feeling of relief when the dog was caught unharmed by the policeman. In the last box there was a mixed feeling about the reaction of parents before an explanation was given about lateness.

## **PRESENTATION**

A wide range of common and mundane topics like My School and Festivals did not produce many opinions beyond મને ગમે છે. However, this part of the test was well prepared. Particularly interesting to listen were exotic holiday tales, favourite pastimes and activities, description of friends, likes and dislikes about food and weather and the importance of healthy eating and healthy living. It is very important that the Teacher/Examiner controls the length of the presentation and gives the candidate ample opportunities to elaborate his/her points using a variety of language.

## **DISCUSSION & CONVERSATION**

Overall a marked improvement was noticed in the performance of the candidates. Skilled Teachers/Examiners were able to elicit the best in candidates by giving them various opportunities to show their ability to use a variety of tenses, language features and vocabulary. Compared to previous years the candidates seemed to have more confidence, maturity and ease with which they responded to unexpected questions.

## **LINGUISTIC QUALITIES**

Excluding the Presentation, the quality of language was much better this year. Particularly pleasing was to hear the correct pronunciation of the Gujarati word which vexes many adult native speakers – વિદ્યાર્થી. There were many adult level words like રોમાંચક, રજત જયંતી, and expressions of feelings like નિરાશ થઈ ગયો, ગુસ્સો આવ્યો, અકબાઈ ગઈ, and full sentences like જિંદગી સહેલી નથી./પૈસાની કિંમત સમજાય છે/કૂતરો દોડતો દોડતો સામે ગયો. Compliments to the teachers who prepared the candidates.

## 2373 - Gujarati Reading

### General Comments

This year about 18% of the candidates entered for the foundation tier and 82% entered for the higher tier. Generally candidates from both the tiers have performed in the same manner as last year. Most of the candidates have managed to attempt all the questions in the allocated time, particularly so for Foundation Tier. In the Higher Tier it appeared that a few candidates did not manage to attempt the last exercise.

Candidates seem to like objective tests, particularly the multiple choice type questions. The topics selected were authentic and a wide range of texts were of appropriate level of content, interest and differentiation in both the tiers. Overall, the response of the candidates was pleasing.

Most candidates understood the rubrics and examples and answered questions in the appropriate language.

A large number of Foundation Tier candidates scored very well in section 1 and quite well in Exercises 1 and 2 of Section 2 but some candidates who have difficulty in English, found Ex 1 with questions and answers in English a bit difficult. And many candidates found Ex.3 in Section 2 challenging. Most of the higher tier candidates did very well in Section 2 but again those with difficulty in English found it a bit of a challenge. In Section 3 candidates were required to show an understanding of a higher level of vocabulary and complex sentences. They had to cope with unfamiliar language and demonstrate an ability to draw inferences and conclusions. A few candidates who achieved the highest marks were also able to understand views and pick out specific details, especially in Exercise 4 and 5 in section 3.

The most common error is that in extended texts candidates copy each sentence or words from the text to try to fit in the answers and sometimes get them wrong.

Comments on individual Questions

### Section 1 ( Foundation Tier )

#### Exercise 1: Questions 1-5

Candidates found this exercise of matching different jobs with visuals easy and a vast majority scored full or almost full marks.

#### Exercise 2: Questions 6-10

Again matching Shops with individual items was done well and candidates demonstrated the understanding of vocabulary at this level.

### **Exercise 3: Questions 11-15**

Candidates had to pick out the appropriate picture from a multiple choice to match the sentence each time according to Jayesh's activity on his birthday. A great number of candidates managed it well but some got the icon for the 'play' wrong.

### **Exercise 4: Questions 16 – 21**

Progressing from simple sentences to a short text was appropriately responded by many candidates. Completion of phrases following with a multiple choice visuals is a familiar text type for the candidates. Some found Q. 18 about the hotel facilities difficult or may be they just guessed the answer rather than applying their reading skill and being logical. A few candidates also confused music with dancing.

### **Exercise 5: Questions 22 – 26**

Another short text about an advertisement for a holiday home followed by blank filling exercise was fairly well done by a great number of candidates. This time it was verbal multiple choice and candidates had to choose a verbal item to fill in the blanks in sentences. In this exercise some candidates missed out on 2-3 marks and they were different ones for different candidates.

### **Exercise 6: Questions 27 -30**

This was a short text in the form of an e-mail followed by blank filling exercise. Sentences with a blank in each were presented to the candidates who had to choose the word from a list to fit in the blanks. Again this verbal completion of sentences was fairly well tackled by candidates.

## **Section 2 – Common for both the tiers**

### **Exercise 1**

Candidates were presented with a slightly extended text about information for tourists visiting Ahmedabad followed by Question/Answer in English. This was challenging for weaker candidates and those who have difficulties in understanding English. Q.1 was done well by a great majority in both the tiers. In Q. 2 was particularly answered badly though it was fairly easy. For Q.3 many candidates in foundation tier did not understand the word “અરીદીકેન્દ્ર” so they wrote just the “shops” or the “bazaar” or some said “Manekchok” and lost a mark as the correct response should have been “at one of the shopping centre” The mark was given if the candidates wrote “at one of the shopping mall.” For Q4 many candidates in both the tiers lost a mark because they could not give the word spices. There was no mark for English transliteration “masala.” In Q.5 the concept “ખાવાનાની ગાડીવાળાઓ” in its context was not understood by some or they did not know how to put it into English giving answers like “motorists or lorry drivers” or some guessed “restaurants” and thus lost a mark.

### **Exercise 2: Questions 6 – 13**

This slightly extended text about a crime is the situation that many of our candidates are familiar with. Sentences with filling in blanks with a word from a given list seem fairly straight forward. However, candidates have to read and understand the given text and individual vocabulary items clearly to be able to complete this exercise. A few candidates in foundation tier managed to get it right and score good marks, whereas, others found it a challenge and gained only some marks in this exercise. Some got it all wrong while others did not attempt it at all. Higher tier candidates managed to do quite well in this exercise and may achieved full or almost full marks in this exercise.

### **Exercise 3: Question 14**

An extended text explaining time table at school followed by a grid to be completed was very relevant to candidates but it was a challenge for foundation tier candidates while higher tier candidates responded to it quite well. In this exercise candidates were required to understand the notions of time and in particular, words like “પહેલાં” and “પછી” and “વહેલી સવારે.”

## **Section 3**

### **Exercise 1: Questions 1**

This was a longer higher level text about a holiday in India. Candidates had to understand details and inferences and tick five correct statements discriminating from the false ones. Apart from a very few candidates most of them adhered to the rubrics and ticked the correct number of ticks. Many candidates got all the five correct and others got one or two wrong out of which it was common for the candidates to have ticked the statement “છ” which was wrong. Almost every one got the “ક” and “ખ” correct.

### **Exercise 2: Questions 2 – 8**

Candidates found this text about youth and politics challenging as many younger candidates are not mature enough to discuss politics. Candidates had to identify which person said what. There were inferences and conclusions to be drawn as well as opinions and justifications to understand from this complex text. However, quite a few candidates got all the questions in this exercise correct. Many got about half of them correct and a few got only two or three correct. A minority of the candidates either did not answer them or got all of them wrong.

### **Exercise 3: Questions 9 – 12**

An e-mail about a fair was something that candidates could identify with since in recent years there have been ‘melas’ at different places in U.K. Question / Answer in Gujarati proved to be a popular test-type with those who do not understand English and those who are used to traditional type of questions. Some candidates tried to lift bits of text and it

was a case of miss and hit situation with the answers. The common ones that candidates got right were second part of Q.9, 10 and 12. The most challenging one was Q.11 which was an inference and many candidates lifted the second part of the sentence “માનવમેદની માતી ન હતી” and lost a mark. On the whole candidates did well with this exercise.

#### **Exercise 4; Questions 13 – 20**

This was the most challenging exercise to discriminate grade A and A\* candidates. Only very able candidates managed to get part A with Qs.13 – 17 correct. A few got some of them correct. Candidates found it difficult to find the words from the text and fit them in the blanks surrounded by slightly different language than that used in the text. However, part B where candidates had to choose the words from a list was managed much better by many who had left the part A blank.

#### **Exercise 5: Questions 21 – 24**

A text about an adult going back to university to study a degree course followed by Question/Answer in English was also meant to discriminate grade A and A\* candidates. Candidates were expected to give particular details e.g. in Q.21 the answer required was left school without any qualification/certificate/achievement. Answers like “not working hard / not paying attention” were not awarded marks. Some candidates wrote answer for Q.22( her family’s support) under Q.23 and lost a mark. Some had tried to guess answer for Q.22 and wrote “friends’ support” instead of “family’s support.” At this level only precise answers were accepted. Very few candidates managed to get full marks in this exercise.



## 2374 Writing

It was felt by the examiners that the papers were appropriate and discriminated well. The outcome was comparable to the previous years. A vast majority of the candidates appeared to have been entered for the appropriate tier and therefore were able to do justice to the tasks required of them. At the same time, there were some candidates at Higher Tier capable of writing at great length but unable to display the consistent and varied use of structure required, especially in Section 3. A few candidates at Foundation tier were able to use some complex structures and could have been trained for Higher Tier papers. However, it was felt that candidates could pay more attention to spelling and grammar in order to obtain maximum marks in Questions 1 and 2 in Section 1

Most candidates at both tiers seemed to have understood the rubrics and responded effectively to the tasks. Questions in Sections 1 and 2 were set in English, and in Section 3, although the questions were in the target language, there was a scene-setting sentence in English which probably made it more accessible. However, in a few cases at higher tier, candidates who did not understand English or generally found it difficult to understand instructions, only attempted section 3 and lost out marks in section 2.

However, there were instances where candidates, who demonstrated high quality of language, concentrated on one or two tasks and ignored the other tasks and as a result marks were lost for communication. On the positive note candidates in section 2 have demonstrated the correct use of past and future tenses well. The candidates who scored high marks in both tiers were well prepared by their teachers, who must be congratulated for their hard work in preparing the candidates. On the whole, candidates performed well and they must be congratulated for their hard work in learning the language and preparing for the examination.

## Comments on individual Questions

### Section 1

#### Question 1

Candidates had to write a list of eight presents for Diwali. This was generally done well and a wide range of items such as “મીઠાઈ, ઝબ્બો, દડો, ફૂલ, ચોપડી, રેડિયો, ચંપલ,” etc. and many candidates scored full or nearly full marks. However, some candidates transliterated English words like “ફ્લાઅર, બોલ, સ્વીટ્સ,” and so on and they lost marks. These are basic level words and there are simple equivalent words in Gujarati which candidates are expected to know. Some minor errors in spelling were allowed e.g. “મીઠાઈ, દરો, ચોપરી, રેદિયો” but if the sounds changed completely or the words were unrecognizable by a sympathetic Gujarati speaker, then obviously there were no marks awarded. Examples of such spellings examiners saw were “મીતય, છપરી, છાંમપલ, દેરો, ધરો.”

## **Question 2**

This question was answered reasonably well. Most candidates achieved communication marks but some lost marks as again they gave English words written in Gujarati script like in Question 1. However, good spelling is necessary for the extra Accuracy marks.

## **Question 3**

This exercise was very well done by the candidates. They wrote very good basic sentences (and even some complex sentences) and scored full marks for communication. Sometimes additional details helped to increase the Quality mark. A few candidates lost marks in communication, again, for using English words. It is expected that candidates will know basic level Gujarati words for school, town, shopping, evenings, sports and tourists at this level.

## **Section 2**

There was a choice of two questions and both were equally popular. The examiners felt that a vast majority of the candidates at both tiers addressed the task well and with good imagination.

Relevant Communication was marked out of 10 using a grid of best-fit descriptors. As in previous years, the nature of the paper required a range of tasks to elicit present, past and future events and to make candidates express opinions. This is because of the need to meet the QCA Grade C descriptor for Writing, requiring three time frames and opinions. Many Foundation Tier candidates showed that they were able to use past and future tenses.

Quality of Language was marked out of 6 using best-fit grid descriptors. The top band was not available to those who had not managed the use of three time frames. Other grammatical features like correct use of case endings and verb agreements were also considered in this mark.

Accuracy was marked out of 4 using best-fit grid of descriptors and was applied independently of tense criteria. Accuracy of spellings was also considered in this mark.

## **Question 1**

A letter about a visit to the market .

For task 1 most candidates gave different means of transport and some said that they walked to the market. A few

candidates missed out the second part of the task about with whom they went so obviously full marks for communication were not awarded in these cases.

For the second task there were some very good descriptions about the market giving details about different stalls, people and things being sold e.g. about the stall owners, candidates wrote, “રાડો પાડીને બોલાવતા,” “વસ્તુ લઈ જાવ...સસ્તી છે.” Other good sentences were, “સૌ કોઈ આનંદ ઉલ્લાસમાં ફરતા હતા. દુકાનદારો વિવેકી અને મદદનીશ હતા.”

For task 3 requiring opinion about the day, there were varied answers and many candidates said that they enjoyed the day because of nice weather. Some said that they enjoyed shopping for themselves. Generally it was answered well. Only a few able candidates got carried away with the second task and then gave a very short sentence about opinion thus not getting the full communication marks.

The last task about future plans for shopping was answered well by many but some again having spent too long for task 2, just wrote a short sentence e.g., “બીજી વખત બીજી જગ્યાએ/માર્કેટમાં જાશું.” This was not enough for the task. Candidates should be trained to give equal or nearly the same weighting to each task.

## Question 2

This question about a friend was done very well. Particularly interesting part was the description of the friend. It appeared that candidates had learnt to describe people well bringing in phrases such as e.g. “કાળા ભમ્મર વાળ” “ઠંડો સ્વભાવ” “રાડો પાડીને બોલે” “માયાળુ” “મદદરૂપ.” It is pleasing to see that candidates have picked up quite a few phrases that have been used in the reading papers in the past e.g. “બોલકા અને માયાળુ” keeps appearing in the candidates’ writing quite a lot. All the tasks in this question were done well and many candidates obtained full or nearly full marks for communication. Some candidates’ response to the last task about future plan with the friend was rather abrupt. Again to reiterate, it must be emphasised that candidates should be made aware that all the tasks require equal weighting for good communication marks.

## Section 3

There was a choice of two questions; one about a theft and the other about a visit to another country. Although the second one about the visit to another country was more popular, candidates who attempted the first question answered it well.

The word limit was adhered to by the great majority of the candidates. However, some wrote at length and did not address all the tasks equally or missed out one or two tasks altogether, thus losing out on communication marks. A few weak candidates answered in very short pieces with very basic structures and vocabulary.

There was evidence that some candidates did plan the answer using spider diagrams which obviously helped them focus well on each task.

### Relevant Communication

This was marked out of 10 using the published best-fit grid of descriptors. The grid is written so that points of view/higher level of opinions, justifications and ease of communication are rewarded.

### Quality of Language

14 marks were available using the published best-fit grid of descriptors. This part of the assessment is a vital discriminator of grades A and A\* and thus better marks require candidates to show increasing command of subordinate clauses and a range of tenses, as well as idioms.

Candidates and teachers are reminded that points of view are higher level of opinions and some additional candidate effort at learning a range of opinions and justifications is needed, for example, “ મને થયું કે તેનો ઈરાદો ચોરી કરવાનો હતો એટલે મેં મેનેજરને જણાવ્યું; મારું માનવું હતું કે.....તેથી મેં.....; મારા મત પ્રમાણે.....અને આથી મેં.....;મારી માન્યતા પ્રમાણે.....જેથી.....” and so on. These types of sentences have double benefit. They express points of view and justifications, so useful for obtaining marks for communication and at the same time have clauses in them; thus complex language, so candidates can obtain higher marks for quality.

Some candidates gave excellent answers, lively accounts with a range of detail and opinions and justifications. In such answers examples of language as above were used. Candidates working at this level displayed a secure knowledge of verb forms and a range of connectives such as, “ જ્યારે....ત્યારે.....; પરંતુ.....; માટે.....; વધારામાં; તે ઉપરાંત” etc.

On the other hand, there were some who wrote lengthy accounts quite coherently but entirely in simple sentences, apart from the occasional, “ કારણકે.” Inevitably the mark for quality for such answers was low. A few candidates appeared to have struggled to write at this level and would have done better had they been entered for Foundation Tier.

### Accuracy

6 marks were available using the published grid.

Complete accuracy was not required for full marks. Many candidates managed to get over half or nearly full marks. The common drawback was that candidates did not show a sound knowledge of verb agreements, gender agreements and case endings. Also some candidates showed a poor knowledge of spelling.

### Question 1

This question about a theft was less popular than the second one. Those who attempted it, answered it well with good imagination. As there are a lot of such incidents happening,

and candidates might have seen it in the media, some of their accounts were very convincing. They created some practical varied situations when the theft occurred. They were able to use some good language e.g. when describing their feelings some candidates wrote:

“હું તો એટલો બધો ગભરાઈ ગયો કે ન પૂછો વાત; ચોરને જોઈને તો મને ધુજારી ચડી.”

However, a few candidates missed out task 3 (description of the thief) altogether and lost some marks for communication. Most of the candidates wrote what they did, though some could not express it using complex structures.

## Question 2

This question about a visit to another country was attempted by more candidates and answered fairly well, as it is within their own experience and interest. Most candidates used a wide range of vocabulary and gave an interesting account of their visit to various countries such as India, America, Canada, Spain, Kenya etc, and they were effective when comparing with England about weather, people and their lifestyle, food etc. Those who followed the given bullet points in order had fewer chances of missing out any tasks. Some candidates wrote only a very brief sentence about whether they would like to go back there and why. As mentioned before, teachers must make candidates aware that it is important to balance out the time given to all the tasks. It seems that many candidates do not use paragraphs and if they do, they do not know how to divide their work up properly. If they keep to one paragraph per bullet point, it would make it easy for them to see how much they are writing for each point.

## 2376 – Writing Coursework

### General Comments

Written Coursework may be submitted as an alternative to 2374 –Writing. This year 36 candidates from 6 Centres entered for this unit. Two out of the seven Centres followed the procedures well. Other Centres had the same shortfalls as last year (although OCR documentation shows clearly what the requirements are). This could be due to the fact that teachers who need training in the exam do not get the opportunity to attend the training provided by OCR.

Those Centres which followed the procedures trained their candidates well and provided them with ample opportunities to show what they could do and achieve in the language. Other Centres gave tasks in English and/or from the same Context. It is hoped that they will read this report and will follow the instructions given in the specification and guidance given in this and past years' reports.

Coursework is teacher-assessed and therefore it is essential that teachers study and apply the mark scheme well according to the criteria and the standard set. One of the advantages of coursework is that all grades are available as there is no tiering, with a single spine of marks for Communication and another one for Quality. However, teachers should be able to differentiate between those candidates who write high quality of language with all the features of complex sentences and those who write simple short sentences. It was felt by the moderators that some teachers were very generous and did not see that candidates who write simple sentences cannot reach the higher marks.

### Coursework requirements

The following areas need to be attended to and the rules followed:

The number of pieces

Controlled conditions

Contexts

Word count

The number of sub-tasks set

A candidate's submission must consist of at least three pieces of work and this was satisfactory from all the Centres.

At least one of the pieces submitted must be produced under controlled conditions where the candidate writes without prior knowledge of the exact title and tasks. The only aid is a dictionary and nothing else (no other notes, books or human help). Again most Centres indicated that this procedure was followed by them.

Each of the three pieces must come from different contexts but this was not the case with a few candidates, and extra pieces had to be requested. This puts extra stress onto candidates, teachers and moderators and delays the moderation procedure. In future Centres must check and ensure that everything is in order before they send out the coursework samples.

If a candidate aims to achieve Grade C or above, the Centre should ensure that the submission as a whole, across all three pieces, contains at least one correct verb in

each of the three time frames: past, present and future. Where this requirement is not met across a submission as a whole, the candidate cannot score more than 6 marks for Communication in any of the three pieces.

However, there is no requirement for any one individual piece to contain references to more than one time frame.

At the foot of each piece the candidate should note down the number of words written and the accuracy of this should be checked by the teachers. Some candidates had not done the word count.

Overall, a good variety of tasks were set and candidates were able to demonstrate their abilities well. However, some Centres who did the course work for the first time gave tasks in English instead of Gujarati and some tasks were not clear or detailed enough. It is most important that the tasks given by the Centres are included in the candidates' work and as mentioned earlier Centres should make sure that each of the three pieces submitted must come from different contexts.

It was pleasing that some teachers used bullet points to set tasks so as to cue different time frames and opinions letting candidates write with clearer ideas and at appropriate lengths. This also helped moderators to assess the Communication more fairly. Tasks are also an aid to differentiation.

The majority of the candidates' work was of a high standard and was presented well. A couple of Centres had arranged the candidates' work so that each piece of work was preceded by the candidates' details (Centre number, candidate name, candidate number and details of tasks set). This was very helpful to the moderator. If other Centres do the same, then there is no chance of individual candidate's work getting mixed up with other Centres or with other candidates' work.

Most candidates carried out the tasks set, giving detailed and interesting accounts reflecting their experiences and knowledge as well as using their imagination to produce fascinating pieces of work. However, teachers must note that, unless opinions and points of view of higher level are expressed, candidates may not be awarded 9-10 marks for Communication.

It was also noted that in some pieces of work there was a great deal of textbook language compared to other pieces of work where candidates had written more of their own experiences in their own words and the work was more original and interesting.

### Marking

Generally the mark scheme was followed well, but some, as mentioned earlier, over marked for simple sentences.

### Annotation of Coursework and Recording of Marks

This year all the Centres have used the new "Checklist for drafting." However, some teachers wrote on the list or made remarks instead of only ticking the appropriate boxes. This is not allowed. Centres are reminded to read the instructions given clearly.

#### Administration

Centres are reminded that it is now a requirement that they sign and send in Centre authentication form. (Please note that separate authentication forms for each candidate are not necessary, as the candidate's declaration is included in the assessment form CCS160). Centres which used the appropriate forms had no problem with recording of marks. Where Centres had failed to use the CCS160 form and had not recorded the marks correctly, this delayed the process of moderation.

#### Posting and packaging

Centres should make sure that candidates' work is well packed and postage stamps to the correct amount are affixed, as this makes the prompt delivery of coursework to the moderator. Two Centres' work reached moderators very late and moderators had to collect the work from post office depots, because of incorrect postage payment. This makes the moderator's work difficult and time consuming. Centres are reminded that OCR has provided despatch services with DHL secure signature service, and Centres should make use of this service in future.



**General Certificate of Secondary Education  
Gujarati (1927)  
June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2371/01	Raw	50	N/A	N/A	N/A	43	36	29	23	17	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2371/02	Raw	50	43	38	33	29	16	9	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2372/01	Raw	50	N/A	N/A	N/A	29	23	17	11	5	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2372/02	Raw	50	43	37	32	27	20	16	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2373/01	Raw	50	N/A	N/A	N/A	38	32	26	20	14	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2373/02	Raw	50	45	38	31	24	13	7	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2374/01	Raw	50	N/A	N/A	N/A	43	36	30	24	18	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2374/02	Raw	50	43	39	32	25	16	11	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2375/01	Raw	50	N/A	N/A	N/A	29	23	17	11	5	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2375/02	Raw	50	43	37	32	27	20	16	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	N/A	N/A	0
2376	Raw	90	81	75	65	55	45	35	25	15	0
	UMS	90	90	80	70	60	50	40	30	10	0

### Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	<b>Maximum Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>
<b>1927</b>	360	320	280	240	200	160	120	80	40	0

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

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>Total No. of Cands</b>
<b>1927</b>	11.3	36.5	69.5	89.2	96.1	99.1	99.8	100.0	100.0	1104

**1104 candidates were entered for aggregation this session**

For a description of how UMS marks are calculated see;  
[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication



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

**OCR Information Bureau**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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