

Mark Schemes on the Units

June 2006

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General Certificate of Secondary Education

GCSE Gujarati 1927

MARK SCHEMES FOR THE UNITS

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Mark Scheme 2371
June 2006

OCR
Listening 2371 2006
Mark Scheme

Section 1

Ex.	Quest.	Accept	Reject	marks
One	1	C		1
	2	A		1
	3	A		1
	4	B		1
	5	B		1
Two	6	Sonal – washing dishes		1
	7	Priya - dining table		1
	8	Niraj – gardening		1
	9	Paras – car		1
	10	Mum – cups of tea	lady cooking at stove	1
Three	11	ஃ		1
	12	ஃ		1
	13	ஃ		1
	14	ஃ, ஃ	ஃ	2
Four	15	ஃ, ஃ		2
	16	ஃ, ஃ		2
	17	ஃ, ஃ		2
	18	ஃ, ஃ		2
	19	ஃ, ஃ		2
	20	ஃ		1
Five	21	ஃ		1
	22	ஃ		1
	23	ஃ		1
	24	ஃ		1

Section 2

Ex.	Quest.	Answer	Reject	Marks
One	1	2 hours	2 on its own	1
	2	on foot/walking		1
	3	because her teacher is going with them / teacher supervising, accompanying		1
	4	wear warm clothes		1
	5	to be dropped off at the coach / bus station (Specific ans. required)	to be dropped off at the station / or train station	1
Two	6	કબાટમાંથી		1
	7	કસરત કરતાં		1
	8	આરામ કરતાં		1
	9	રડતાં		1
	10	થાક લાગતો		1
Three	11	ખ		1
	12	ગ		1
	13	ખ		1
	14	ક		1
	15	ખ		1
Four	16	મીઠાઈ અને ફરસાણ બનાવતાં		1
	17	ઘરમાં ઘણાં મહેમાનો હતાં		1
	18	ઓછો કરી નાખશે		1
	19	તાજાં ફળ ખાવાની સલાહ આપે છે		1
	20	ચાલીને જશે		1

Section 3

Ex.	Quest.	Answer		Marks
One	1	રસ પડે એ રીતે શીખવે છે/કંટાળો ન આવે / સારી રીતે શીખવે છે / ભણવાની મજા આવે છે		1
	2	મોડે સુધી એમાં કામ કરી શકે છે/નિશાળનું કામ કરે છે / નવ વાગ્યે બંધ થાય ત્યાર સુધી કામ કરે છે		1
	3	પ્રદર્શન યોજવા માટે		1
	4	તેમાં આખી દુનિયાના / બધા દેશના /જાતજાતના ઝાડ અને છોડ છે	only ઝાડ અને છોડ છે	1
	5	- તેનું ધ્યાન રાખ્યું હતું - તેને એકલું લાગવા દીધું ન હતું / તેને નવું નહોતું લાગ્યું / હંમેશાં કોઈ તેની સાથે રહેતું.	સાવ નવો હતો	2
Two	6	પંદર વર્ષે		1
	7	બુદા ખંડમાં		1
	8	બહાર જમવા		1
	9	રસોઈઓ		1
	10	સંગીતના કાર્યક્રમમાં		1
Three	11	તેનું સામાન્ય જ્ઞાન વધ્યું છે તે સરસ રજૂઆત કરતા શીખ્યો છે		2
	12	કમલ કાળજીથી ભણશે નહિ કમલને પરીક્ષામાં ખરાબ ગુણ મળશે		2
	13	તેઓ હિંસા કરવાનું શીખે છે તેઓ કોઈની વસ્તુઓ લઈ લેવાનું શીખે છે		2
	14	તે મિત્રો સાથે રમવા જાય છે તે સગાંસંબંધી સાથે સમય ગાળે છે		2
Four	15	ગ		1
	16	ખ		1
	17	ખ		1
	18	ક –Also accept ગ		1
	19	ગ		1
	20	ખ		1

Five	21	<ul style="list-style-type: none"> - fill up the dish washer / washing up machine before use /do not switch on dishwasher if not full or similar indicating saving of water when using a dishwasher - Use less water for bathing / shower – 	<p>washing up machine on its own</p> <p>Do not take baths or showers</p>	2
	22	<ul style="list-style-type: none"> - switch off lights when not needed - share televisions/ Fewer televisions in the home/ - reduce use of electrical gadgets in the kitchen any two of three (must state electrical appliances/gadgets) 	<p>Do not use lights</p> <p>Do not use Television</p>	2
	23	<ul style="list-style-type: none"> - use public transport or specific modes of public transport eg. bus, train excluding bicycles. - share cars / take someone with you / give lift to other people. 	use bicycle	1

**Mark Scheme 2372/2375
June 2006**

2372 & 2375 June 2006 Mark scheme

SECTION 1

CARD 1

Situation: You are visiting your doctor.

Task	Marks	NOTES
1 માથું / પેટ / પગ દુખે છે. } માથું / પેટ / પગ દુખે. } માથું / પેટ / પગ અથવા દુખે છે. ખબર નથી/અંગ્રેજીમાં આપેલો જવાબ.	2 1 0	સ્વીકાર્ય: શરીરનો કોઈ પણ ભાગ
2 ૪ દિવસથી/દહાડાથી/દીથી ઘણાં દિવસથી +અથવા કોઈ પણ સંખ્યા + દિવસ નથી દુખતું /અંગ્રેજીમાં આપેલો જવાબ/ખાલી ચાર	2 1 0	
3 દવાની દુકાન ક્યાં છે? તે ક્યાં છે? } અહીં દુકાન ક્યાં છે? દુકાન કઈ બાજુ છે? } દુકાન નજીક/દૂર છે? ક્યાંથી?/અંગ્રેજીમાં આપેલો જવાબ	2 1 0	સ્વીકાર્ય: કઈ તરફ છે?
4 કેટલી ગોળી/ટીકડી/દવા લેવાની છે? કેટલાં પૈસા/રૂપિયા/પાઉન્ડ અંગ્રેજીમાં આપેલો જવાબ/ગોળી,ટીકડી,દવા ?	2 1 0	સ્વીકાર્ય: કેટલી, કેટલાં, કેટલું સ્વીકાર્ય: ગોળી/ટીકડી સિવાય

CARD 2

Situation: At home you answer the phone. It is your mother calling from a supermarket.

Task	Marks
1 નમસ્તે. હું કિરણ છું. } ગમે તે અભિવાદન / ગમે તે નામ }	2
એકલું અભિવાદન / એકલું નામ અંગ્રેજીમાં (hi!) આપેલો જવાબ	1 0

2	હું નિશાળમાં ભણું છું.	}	2
	હું (કોઈ શાળાનું નામ)માં ભણું છું.		
	નિશાળમાં ભણું છું.		
	ભણું છું અથવા એકલું નિશાળમાં		1
	અંગ્રેજીમાં આપેલો જવાબ		0

3	હું કાકા / મામા સાથે રહું છું/કાકની/મામાની	}	2
	કાકા / મામા સાથે છું/કાકા સાથે		
	કાકા / મામાને ઘરે છું/મોટા બાપા/અદા		
	કાકા / મામા		1
	અંગ્રેજીમાં આપેલો જવાબ/ uncle સાથે રહું છું		0

4	કોઈ પણ સ્થળ દર્શાવતો પર્યાય	}	2	સ્વીકાર્ય: અહીં જ રહે છે.
	ભારતને બદલે ઈન્ડિયા (India)			
	અંગ્રેજીમાં આપેલો જવાબ		0	

CARD 3

Situation: You are talking to your teacher about the programme for your Diwali / Eid celebration.

Task	Marks	
1		
બે કલાકનો	2	
બે hours / 2 કલાક	1	
ખબર નથી/અંગ્રેજીમાં આપેલો જવાબ	0	
2		
કોઈ પણ સંખ્યા	2	
મને ખ્યાલ/ખબર નથી/ હું જાણતો નથી.	1	
અંગ્રેજીમાં આપેલો જવાબ	0	
3		
સંગીતની તૈયારી કરીએ છીએ	2	
સંગીતની		
ગાવાની/વગાડવાની તૈયારી કરીએ છીએ	1	સ્વીકાર્ય: કોઈ પણ વાજિંત્ર

અંગ્રેજીમાં આપેલો જવાબ	0
4	
મિત્રો / દોસ્તો માટે / સખીઓ	2
અંગ્રેજીમાં આપેલો જવાબ	0

CARD 4

Situation: You are talking to your aunt / uncle about media.

Task	Marks
1	
કોઈ પણ પ્રચાર-વસારણાનું માધ્યમ	2
અંગ્રેજીમાં આપેલો જવાબ	0
2	
કોઈ પણ સમય/સવારના / બપોરના / સાંજના	2
અંગ્રેજીમાં આપેલો જવાબ	0
3	
છાપામાંથી / અખબારમાંથી	2
છાપનું એકલું નામ જ હોય	1
અંગ્રેજીમાં આપેલો જવાબ	0
4	
શુક્રવારે/જુમા	2
સ્વીકાર્ય: શનિવારના આગલા દિવસે	
સ્વીકાર્ય: ગુરુવાર પછીના દિવસે	
અંગ્રેજીમાં આપેલો જવાબ	0

SECTION 2**CARD 1**

Situation: You are talking to a friend about Aishwarya Rai- your favourite film star.

Task	Marks
1	
કોઈ પણ જાહેર જગ્યા ગુજરાતીમાં	2
દા.ત. મુંબઈમાં / લંડનમાં / વેમ્બલીમાં	1
	સ્વીકાર્ય: નીસડન મંદિરમાં
	સ્વીકાર્ય: ઝવેરચંદમાં,

અંગ્રેજીમાં આપેલો જવાબ	0	એકલું દુકાન/મંદિર અપવાદ: વ્યક્તિવાચક નામ અંગ્રેજીમાં દા.ત. પોર્ટુગલમાં
2		
કોઈ પણ વર્ણન	2	
[અહીં વર્ણન જરૂરી છે પણ એ જરૂરી નથી કે તે કોઈ ખાસ એક જ વ્યક્તિનું (જેનું નામ આપ્યું છે) તેનું જ હોય.]		
ફક્ત એક જ વિગત	1	
અંગ્રેજીમાં આપેલો જવાબ	0	
3		
દા.ત. શનિવારે / આજે સાંજે / આવતી કાલે વગેરે	2	
ખબર નથી	1	
અંગ્રેજીમાં આપેલો જવાબ/ ટેલિવિઝનમાં	0	
4		
કોઈ પણ જાતનું કારણ	}	2
—ના જેવી દા.ત. દેવદાસ જેવી		
મજા આવે તેવી		
સારી હોય તો / ખરાબ ન હોય તો		
હિંદી/બોલીવુડ/ લોલીવુડ/અંગ્રેજી/ગુજરાતી	1	
અંગ્રેજીમાં આપેલો જવાબ અથવા એકલું દેવદાસ	0	

CARD 2

Situation: You and your friends are talking about money.

Task	Marks
1	
દર અઠવાડિયે / અઠવાડિયે	2
દર - કોઈ પણ વાર દા.ત. શનિવારે	1
અંગ્રેજીમાં આપેલો જવાબ/અથવા એકલું શનિવાર/મહિને/પખવાડિયે	0
2	
કોઈ પણ ચીજનું નામ ગુજરાતીમાં	2

અંગ્રેજીમાં જવાબ	0	
3 દા.ત. આજે સાંજે / આવતી કાલે / શનિવારે	2	સ્વીકાર્ય: કમણાં
અંગ્રેજીમાં જવાબ	0	
4 દા.ત. બાગકામ / ગાડી ધોવાનું / દુકાનમાં અંગ્રેજીમાં જવાબ / સુપરમાર્કેટ	2 0	સ્વીકાર્ય: ગાડીનું કામ/ગોઠવવાનું

CARD 3

Situation: You are talking to your school friend about staying with your grandmother.

Task	Marks	
1 કોઈ પણ સમય દર્શાવતો પર્યાય ખાલી મહિનાનું કે વરસનું નામ અંગ્રેજીમાં આપેલો જવાબ	2 1 0	સ્વીકાર્ય: જુનમાં, કમણાં અસ્વીકાર્ય: જુન, ૨૦૦૬
2 તે નિશાળથી દૂર છે/ નિશાળની નજીક/બાજુમાં નથી એકલું ' દૂર છે '. /પાસે નથી/ નિશાળ અંગ્રેજીમાં આપેલો જવાબ	2 1 0	
3 કોઈ પણ સમય દર્શાવતો પર્યાય કોઈ સમય દર્શાવતો પર્યાય પણ તેનું પુનરાવર્તન ક્યારે ક્યારે થાય તે ન બતાવ્યું હોય દા.ત. દર શનિવારે/દિવાળીએ/	2 1	

ક્યારેય મળતો/મળતી નથી/આજે જ
મળ્યો/મળી હતી/કાલે મળીશ

અંગ્રેજીમાં આપેલો જવાબ 0

4

દા.ત. ખાવાનું બનાવે / વાર્તા કરે/ કપડાં ધોવે

2

સ્વીકાર્ય: કાંઈ જ કરતાં નથી
બધું જ કરે છે

દા.ત. એકલું કપડાં

1

અંગ્રેજીમાં આપેલો જવાબ

0

CARD 4

Situation: You are telling your aunt/uncle about your youth club.

Task	Marks	
1		
દા.ત. ગુરુવારે સાંજે/ગયા શુક્રવારે/શનિવારે બપોરે	2	સ્વીકાર્ય: શનિવારે/કાલે/આજે
અંગ્રેજીમાં આપેલો જવાબ	0	
2		
સંગીત / રમતગમત / નાચગાન વગેરે વગેરે	2	
અંગ્રેજીમાં આપેલો જવાબ	0	
3		
દા.ત. મારા મિત્ર / ભાઈ / બહેન સાથે /કોઈની સાથે નહીં	2	
એકલું મિત્ર, ભાઈ, બહેન	1	
અંગ્રેજીમાં આપેલો જવાબ	0	
4		
દા.ત. બહુ દૂર નથી / ગામમાં / નદી પાસે /વેમ્બલીમાં	2	
ખાલી જગ્યાનું જ નામ દા.ત. કિલબર્ન -માં વગર	1	
અસ્પષ્ટ માહિતી/અંગ્રેજીમાં આપેલો જવાબ	0	

**Mark Scheme 2373
June 2006**

Section 1			Reject
Accept			
Exercise 1 :Qs 1 -5			
1	C	1	
2	F	1	
3	D	1	
4	E	1	
5	B	1	
		5	
Exercise 2: Qs 6 - 10			
6	છ	1	
7	ગ	1	
8	ચ	1	
9	ઠ	1	
10	ક	1	
		5	
Exercise 3: Qs 11 - 15			
11	C	1	
12	B	1	
13	B	1	
14	C	1	
15	A	1	
		5	

Accept			Reject
Exercise 4 : Qs 16 - 21			
16	ખ	1	
17	ખ	1	
18	ગ	1	
19	ક	1	
20	ક	1	
21	ગ	1	
		6	
Exercise 5: Qs 22 - 26			
22	બે મહિના	1	
23	૮/૧૦	1	
24	તરવાનું	1	
25	આગળ	1	
26	નજીક	1	
		5	
Exercise 6 : Qs 27 - 30			
27	ચ	1	
28	જ	1	
29	ધ	1	
30	ઝ	1	
		4	

		Section 2		
Accept				Reject
Exercise 1 : Qs 1 -5				
1	get the town map	1		
2	No traffic / No cars / Pedestrian zone / No bother from cars	1		Less cars/ few cars
3	At any of the shopping centres	1		
4	spices:(accept any individual spices)	1		
5	lot of food stalls /vendors / food cars / food carts in the streets	1		drivers selling food/ lot of food / restaurants
		5		
Exercise 2 : Qs 6 - 13				
6	કામ	1		
7	સાઈકલ	1		
8	મોઢાં / મુખ	1		
9	જમીન	1		
10	ખીક	1		
11	લૂંટયો / માર્યો	1		
12	ભાઈએ	1		
13	ચોસ્તા	1		
		8		
Exercise 3: Q.14				
Attached sheet				

Completed Time - table

1 mark to be awarded per each correct Entry

રાજ્યની નિશાળનું સમયપત્રક

લેસન	સોમવાર	મંગળવાર	બુધવાર	ગુરુવાર	શુક્રવાર
૧	<u>દાખલો</u> ગણિત	<u>દાખલો</u> ગણિત	ગણિત	ગુજરાતી	<u>રમતગમત</u>
૨	ધર્મશાસ્ત્ર	અગ્રિજ	લેટિન	અગ્રિજ	
૩		<u>કંપ્યુટર</u>		<u>ચિત્રકળા</u>	અગ્રિજ
૪		ઈતિહાસ			
રિ સ સ					
૫	ગુજરાતી	<u>કસરત</u>	ભૂગોળ	ઈતિહાસ	ભૂગોળ
૬	ઈતિહાસ		લેટિન	સંગીત	ગણિત
ભોજનનો સમય					
૭	<u>વિજ્ઞાન</u>	વિજ્ઞાન	<u>રસોઈકળા</u>	વિજ્ઞાન	ટેકનોલોજી
૮		સંગીત			

[Total : 7 marks]

Section 3

Exercise 1 : Q. 1	
ક	1
ખ	1
ચ	1
જ	1
ઠ	1
	5
Exercise 2 : Qs 2 - 8	
2 સલમા	1
3 કરુણા	1
૪ દિપાલી	1
૫ કરુણા	1
૬ સલમા	1
૭ દિપાલી	1
૮ સલમા	1
	7
exercise 3 : Qs 9 - 12	
9 ક) કુગાઓ	1
ખ) ચગડોળ	1
10 બધાંનિ આનંદ મળશે	1
11 વર્તમાનપત્રોમાંથી	1
12 ખ	1
	5

Exercise 4 : Qs 13 - 20			
13	રજાઓ માણી	1	
૧૪	હરીફાઈ	1	
૧૫	પ્રસિદ્ધ થતા / છપાતા	1	
૧૬	ઉત્સાહ	1	
૧૭	લેખક	1	
૧૮	આવડત	1	
૧૯	ઈનામો જીતવા	1	
૨૦	ઊડવાનો	1	
		8	
Exercise 5 : Qs 21 - 24			
21	leaving school without any qualifications / certificates	1	she did not finish her studies / did not put in enough work
22	a) support of the family	1	
	b) timings of the college are appropriate	1	timings of college
23	by being well organised	1	
24	Anjana will succeed in her studies		
	;		
	Anjana will get a good job later	1	
	(accept either one)	5	

**Mark Scheme 2374
June 2006**

ANNOTATIONS TO BE USED IN MARKING GCSE WRITING

French (2354), German (2364), Gujarati (2374), Spanish (2384)

If it looks far too long, **estimate** the first 100 (Section 2) / 150 (Section 3) words. Over these first 100 / 150 words **only**, assess Quality of Language and Accuracy.

Right hand margin (Section 2)

- P** (past tense successful)
- P-** (past tense attempted)
- F** (future reference successful)
- F-** (future reference attempted)
- O** (simple opinion)
- O+** (more complex opinion)

Right hand margin (Section 3)

- O** (opinion)
- J** (justification)
- P** (past tense)
- F** (future reference)
- C** (subordinate **clause**)
- V** (**verbal** construction)
- T** (more complex **tense** usage, e.g. pluperfect, conditional, subjunctive, reported speech, imperfect vs perfect or preterite)
- L** (lovely **lexical** item)

(For all the above, record + for enhancement and – for impairment)

ANNOTATIONS TO BE USED IN MARKING GCSE WRITING
French (2354), German (2364), Gujarati (2374), Spanish (2384)

READ EVERYTHING THE CANDIDATE HAS WRITTEN

(Marks for Communication can be gained **anywhere**)

Left hand margin (Sections 2 and 3 and Section 1 Q3)

T₁ (Task 1 communicated)

T₂ (Task 2 communicated)

T₃ (Task 3 communicated)

T₄ (Task 4 communicated)

(Task attempted with limited success)

T₁ - T₂ - T₃ - T₄ -

(Task attempted with no success)

T₁ O T₂ O T₃ O T₄ O

Irrelevance (I) may earn Quality of Language marks (but not Communication marks).

Repetition (R) (inc. repeated structures and lists) will not gain any additional marks.

WRITING PAPER MARK SCHEME**GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)****Foundation Tier Scheme of Assessment****Section 1**

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
Total for Section 1	30 marks

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks

Total for Foundation Tier **50 marks**

SECTION 1**Communication****Question 1****List****8 marks**

8 items each marked

1 for communication

Mark for communication using the principle "If in doubt, sound it out".
Allow cognates. Do not allow languages other than the target language.

Question 2 Manipulation of language in response to verbal or visual stimuli**[Total 9 marks]****Communication**

6 marks

(one mark per recognisable lexical item)

Accuracy

3 marks

3 marks

at least 5 items written accurately

2 marks

at least 3 items written accurately

1 mark

at least 1 item written accurately

Question 3 Simple connected writing (message, email, fax, postcard)**[Total: 13 marks]****Communication****6 marks**

6/5	Meets all or most of the requirements set.
4/3	Some omissions in fulfilling task.
2/1	Only very intermittent response to task.
0	Fails to respond to task set.

Quality of Language**7 marks**

6-7	Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success. The writing is sufficiently accurate to enable a clear message to be conveyed.
4-5	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
2-3	Individual vocabulary items or short phrases.
0-1	The language conveys little or no message.

Section 1

Communication

20 marks

Quality of Language & Accuracy

10 marks

Total for Section 1**30 marks**

Section 2**Communication [10 marks]**

8-10	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
5-7	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
2-4	The main points of the task and occasional additional details are communicated in sentence form.
1	The main points of the task are communicated in short sentences.
0	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language [6 marks]

5-6	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
3-4	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
1-2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success.
0	Nothing of merit at this level.

Accuracy [4 marks]

3-4	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
1-2	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
0	Insufficient accurate language to convey the meanings.

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

Total for Section 2 20 marks

Higher Tier Scheme of Assessment**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
Total for Section 2	20 marks

Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
Total for Section 2	30 marks
Total for Higher Tier	50 marks

SECTION 2**Communication [10 marks]**

8-10	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
5-7	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
2-4	The main points of the task and occasional additional details are communicated in sentence form.
1	The main points of the task are communicated in short sentences.
0	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language [6 marks]

5-6	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
3-4	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
1-2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages Some awareness of verb usage, with limited success.
0	Nothing of merit at this level.

Accuracy [4 marks]

3-4	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
1-2	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
0	Insufficient accurate language to convey the meanings.

SECTION 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

Total for Section 2 20 marks

SECTION 3**Communication [10 marks]**

9-10	Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity. Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions. Coherent, pleasant to read. Highly creative and imaginative writing, where appropriate.
7-8	Communicates and expands on information and narrates events factually and/or imaginatively. Communicates and justifies ideas and points of view. Communicates in longer sequences, giving descriptions. Creative and imaginative writing, where appropriate.
5-6	All the points of the task are communicated in some detail. Communicates personal opinions in some detail. Communicates a very clear message in factual and/or imaginative writing.
3-4	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
1-2	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
0	Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of language [14 marks]

12-14	A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. Secure, consistent and very fluent.
9-11	A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent and consistent with a degree of control. Style appropriate to the purpose.
6-8	A range of structure, vocabulary and idiom. Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.
3-5	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
1-2	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
0	The language conveys little or no message.

Accuracy [6 marks]

6	The overall impression is one of accuracy, with very few major errors.
4-5	Writing is generally accurate. Errors do not significantly affect the meanings.
2-3	Inaccuracy does not impede the expression of a range of meanings.
1	The writing is sufficiently accurate to enable a clear message to be conveyed.
0	Insufficient accurate language to convey the meanings.

SECTION 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
Total for SECTION 3	30 marks
Total for Higher Tier	50 marks

Mark Scheme 2376
June 2006

WRITTEN COURSEWORK MARK SCHEME FOR GCSE GUJARATI (2376)**Scheme of Assessment**

Communication	10 marks 20 marks
Quality of language	30 marks per item
Total (per item)	90 marks in total
Overall Total	(3 items @ 30 marks each)

NOTES

The setting of sub-tasks is at the teacher's discretion. If no sub-tasks are set, candidates wishing to achieve high marks will either produce their own structure or write with creativity and imagination.

To achieve a mark of 7 or more, candidates have to cover all three tenses in the three items of coursework submitted, taken together.

Teachers should bear in mind the length guidelines in awarding communication marks. Length is flexible in individual items, however

- to achieve 8 or better in an individual item, the candidate should produce 400-500 words in the three items submitted, taken together.
- to achieve 6 or better in an individual item, the candidate should produce 250-400 words in the three items submitted, taken together.
- to achieve 4 or better in an individual item, the candidate should produce 100-250 words in the three items submitted, taken together.
- to achieve 3 or better in an individual item, the candidate should produce 50-100 words in the three items submitted, taken together.

For the early items of coursework, teachers are recommended to make a best estimate of the Communication mark. This mark may need to be re-assessed when the final three pieces of coursework are selected for final assessment. At this stage an overall picture will have emerged with regard to *tenses* used in the three pieces of coursework, *coverage* of the contexts and *length* of the three pieces taken together.

Communication**10 marks (per item)**

- 10** Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view.
Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Ideas and points of view freely expressed and justified.
Clear evidence of research, where appropriate.
Highly creative and imaginative writing, where appropriate.
- 9** Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Ideas and points of view expressed and justified.
Evidence of research, where appropriate.
Creative and imaginative writing, where appropriate.
- 8** All the points of the task are communicated in some detail.
Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing. Some ideas and points of view expressed with occasional justification. Some evidence of research, where appropriate.
- 7** All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
Some limited evidence of research, where appropriate.
- 6** The main points of the task are communicated in sentence form. Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 5** The main points of the task and occasional additional details are communicated in sentence form.
- 4** The main points of the task are communicated in short sentences.
- 3** Communicates some basic information but not in sentence form. Only some of the main points of the task are communicated.
- 2-0** Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

OVERALL ASSESSMENT OF LINGUISTIC QUALITY

Quality of Language

20 marks (per item)

- 20-19** A wide variety of structure, vocabulary and idiom.
 Longer sequences of language using a wide range of clause types.
 Verb tenses used with ease.
 The overall impression is one of accuracy.
 Secure, consistent and very fluent.
- 18-17** A good variety of structure, vocabulary and idiom.
 Longer sequences of language using a range of clause types.
 Verb tenses used with confidence.
 Fluent with a degree of control and with very few major errors.
 Style appropriate to the purpose.
- 16-15** A range of structure, vocabulary and idiom.
 Some variety of clause types, e.g. subordinate clauses.
 Verb tenses used effectively but with limitations.
 Inaccuracy does not impede the expression of a range of meanings.
 Fairly fluent with some degree of control.
- 14-13** Limited range of vocabulary, idiom and structure. Appropriate register used.
 The writing is basic but reasonably coherent.
 Sufficiently accurate to enable a clear message to be conveyed.
 Past, present and future tenses used at a basic level.
- 12-11** A basic range of vocabulary, idiom and structure.
 Sentences may be repetitive but are often successful.
 Despite regular errors, the writing often conveys a clear message.
 Some limited attempt at the use of more than one tense.
- 10-9** Basic range of vocabulary and structure.
 Effective for a variety of straightforward messages.
 Some awareness of verb usage, with limited success.
- 8-6** Restricted range of vocabulary.
 Short sentences succeed in communicating simple points.
- 5-3** Individual vocabulary items or short phrases.
 Very simple, occasionally successful, but with frequent errors obscuring comprehension.
- 2-0** Little or nothing of merit.

The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

**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)

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

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

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
1927	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

Statistics are correct at the time of publication

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