GCSE

Report on the Units

June 2007

CONTENTS

General Certificate of Secondary Education

GCSE Gujarati 1927

REPORT ON THE UNITS

2371 – Gujarati Listening

General Comments

The question paper was of an appropriate standard. Most situations and examples in both the tiers were accessible and relevant to candidates' experiences. Candidates were able to listen, extract the required details and write the answers in the given time.

A total of 968 candidates were entered for the paper. Most candidates found the multiple choices, pick a letter and tick box type of questions easier to answer than the ones requiring short answers either in English or Gujarati. Candidates with knowledge and skills of both languages achieved good marks. A small number of answers were guessed.

Candidates attempting Foundation Tier did extremely well. More candidates entered for the higher tier than the previous year.

Comments on Individual Questions

Section 1

Exercise 1 – Neelam's New Home
Questions 1 – 5

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

Exercise 2 – Meet Rakesh
Questions 6 – 11

Most candidates answered these questions correctly and scored full marks.

Exercise 3 – Shopping for Clothes
Questions 12 – 17

Questions 12, 13, 14, 15 and 17 were answered correctly by most.

Question 16 – A small number of candidates ticked the price showing £60.00.

Exercise 4 – At Aunt's home in Mumbai
Questions 18 – 21

This exercise was answered well. One candidate lost marks as he put 4 ticks in one row.

Exercise 5 – At the Reception Desk in a Hotel
Questions 22 – 26

Question 22 – Most candidates scored full marks.

Question 23 – Some candidates may have understood one of the words, Bathroom and toilet and ticked either a or b. The correct answer was c.

Section 2

Exercise 1 – Preparing for Diwali
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 of candidates wrote 'making a card' instead of drawing. There were a variety of correct answers.

Question 2 – The required answer was 'write a message/greeting/letter/Happy Diwali'. Some candidates wrote invitation or information about Diwali for which no mark could be given.

Question 3 – A few candidates answered – only food without the word cooking. Some invalidated the answer by writing an inappropriate word after cooking.

Question 4 – Many candidates gave the correct answer – almonds but some added the ingredients used in making the dish.

Question 5 – Majority of the candidates wrote the correct answer in a variety of forms.

Exercise 2 – Telephone Message from a Pen Friend
Questions 6 – 10

As most of the distracters were from the passage, some candidates who did not listen to the words carefully circled the wrong answer.
A few candidates wrote the answer in the blank space.
A few lost marks because they circled two words.

Exercise 3 – Programmes on Gujarati Television Channels
Questions 11 – 15

Candidates scored between 3 and 5 marks for this exercise. There was evidence of weaker candidates picking a letter at random.
Question 11 – Quite a number of candidates mistook the word 'પહેરવેશ'- clothes as the word 'તહેવાર' and wrote 'ક' as the answer instead of ' ગ'.

Question 12 – Most candidates answered this correctly.
Question 13 – Most candidates answered this correctly.

Question 14 – This was answered correctly by most candidates.

Question 15 – many candidates wrote 'બ' – volleyball as that followed the answer to number 14 -on the tape, but for 5.00p.m., where as the question asked for the programme to be shown at 6.00 – 'દ'. Some candidates overwrote the two answers and lost marks as there was no clear answer.

Exercise 4 – Latamasi's Accident
Questions 16 – 20
This exercise was done well by many candidates.

Question 16 – Some candidates ticked the first box as they could have mistaken the word 'ɛɪsɟ' on the tape for the word 'ɛɪɛɪ' on the question paper.

Question 17 – Some candidates incorrectly guessed the answer as going to the hospital.

Question 18 – Most candidates answered this question correctly.

Question 19 – Some candidates did not get the inference in this question and ticked the first or the third choice.

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

Section 3

Exercise 1 – Special Event
Questions 1 – 6

This was quite a challenging exercise but was answered well by many candidates. A number of them scored full marks.

Question 1 – Most candidates wrote the correct letter.

Question 2 – As the passage was about a temple, candidates who did not listen carefully, chose the second answer – religious activities instead of the correct answer – entertainment programme.

Question 3 – As all three words came in the text some candidates guessed the wrong answer.

Question 4 – In spite of most temples being built of white marble most candidates picked the correct letter – pink stone.
Question 5 – Quite a few candidates chose the wrong answer i.e. 's' or 'ɔɪ' instead of 'ɰ'. This may be because they associated the fountains with the garden or with colourful flowers. Some may have chosen the incorrect answer as the words used for colourful in the script and in the paper were different.

Exercise 2 – Visit to Gujarat
Questions 7 – 11

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

Question 7 – Most candidates answered correctly. Some wrote car or horse car instead of an ox cart.

Question 8 – Although many chose the correct answer a few chose the incorrect answers.

Question 8 – Most candidates answered correctly. Some chose - slept instead of ate as both activities were done under the tree. However he ate with everyone else but slept while others went back to work.

Question 9 – Mostly answered correctly.

Question 10 – Some chose the first answer as it was in the script but was not the correct answer.

Exercise 3 – Shopping in England
Questions 12 – 16

This exercise required a short answer in Gujarati with the result that the candidates who could not express themselves correctly in Gujarati did not score well. Some candidates failed to score any marks at all, but a small number managed to score full marks.

Question 12 – Most candidates scored both marks.

Question 13 – Some candidates did not score a mark as they did not understand the words for with warmth or sweetly. A common incorrect answer was - spoke to them.

Question 14 – The correct complete answer was that the assistant showed them shirts of many types or in many colours. A few candidates wrote different types of shirts in different colours without the verb – showed and so could not be given a mark for the incomplete answer.

Question 15 – The correct answer was that – 'the pair of trousers was altered to size' but some candidates wrote only 'measured'.

Question 16 – The correct answer was that 'the assistant made arrangements for delivery to their home' or 'the trousers were delivered free. Some candidates wrote 'trousers were free' or 'alteration was free' or just 'free' and so could not gain a mark.

Exercise 4 – Free Time
Questions 17 – 20

Some candidates did score between 6 and 8 marks and they seemed to have understood most of the script and the questions. Unlike last year when a number of candidates ticked only one box, most ticked two boxes as required. A few students did score full marks.

Question 17 – Most candidates answered this question correctly.

Questions 18 – Many candidates ticked at least one assumed answer and lost a mark. However, some did score the two full marks.

Question 19 – Some candidates ticked 'science knowledge' instead of 'general knowledge' as the two words in Gujarati sound similar but are quite distinct if listened to carefully.

Question 20 – Almost all the candidates answered this question correctly.

Exercise 5 – At a Railway Station in Rajkot

This was the last exercise in the paper and answers were required in English, hence specific information was required. It proved to be a very challenging exercise. Candidates weak in English may have found this exercise difficult.

Question 21 – Most candidates wrote about the luggage and its being taken forward by a porter/servant/someone and scored a mark. Those who said that luggage was stolen did not gain a mark.

Question 22 – Some candidates did not produce the English word for 'ભેટ' i.e. gifts or presents. This was required to score a mark

Question 23 – The porter called Rahul - to show him his luggage / because he had found his seat on the train. Although the script was 'At a RAILWAY station' and the porter called Rahul from the TRAIN, some candidates incorrectly translated the word 'ગાડી' to literal meaning i.e a car where as in the context it meant a train.

Question 24 – Majority of the candidates answered this question correctly.

Question 25 – The answer should have reflected that Rahul thought of the porter as being dishonest or a thief or that he thought badly of the porter. Many candidates gave full details but some wrote a very short and inadequate answer. Others did not understand the implication.

2372 – Gujarati Speaking

General comments

Overall the candidates performed well and answered with confidence. A slight improvement can be discerned in the level of candidate response this year. The vast majority of candidates were able to answer fluently and displayed a high level of linguistic competence. A wide variety of vocabulary was used and teacher/examiners allowed the candidates to demonstrate a variety of tenses and use their imagination in completing the tasks.

The Presentation topics included more variety this year and in general candidates were encouraged to express their own ideas and opinions. Teacher/examiners are reminded that the Presentation topic should consist of one minute of uninterrupted speech and that the discussion should allow the candidate to expand upon this topic with opinions and justifications.

In the General Conversation part of the test teacher/examiners should allow candidates to give detailed answers with opinions and justification and use a variety of structure, tenses and vocabulary. It is vitally important that all teacher/examiners understand their role in the examination to allow candidates to access all the marks. Generally teacher/examiners encouraged candidates to display their linguistic ability but some marks were lost where teachers did not allow candidates to answer fully or omitted some sections of the paper.

Comments on Individual Questions

Section 1
Role Play

Card 1: *Making plans with a friend.*
The first two tasks were completed satisfactorily. There was no T/E response after candidate Task 2 and in the majority of cases the T/E spoke the candidate part and continued the task.

Card 2: *About a new school.*
All tasks were answered well.

Card 3: *Buying a wrist watch.*
All tasks were answered well.

Card 4: *Joining a sports centre.*
All tasks were answered well.

Section 2
Role Play

Card 1: *Checking in at Ahmedabad Airport.*
Task 1, 2 & 4 were answered well. Task 3 – Very few candidates failed to provide appropriate answers.

Card 2: *Reporting the theft of a mobile phone.*
Task 1, 2 & 3 were done well. Task 3 - Some candidates had difficulty in translating the word 'gift'.

Card 3: *At a bookstall in the market.*
Mostly answered well. Task 1: variety of answers given.

Card 4: *Visiting a school in Surat.*
Task 1, 2 & 4 answered well. Task 3 proved to be quite challenging.

Section 3
Narrative Role Play

All four situations were narrated very well. Most of the candidates were able to convey all the main points using verbal and visual stimuli. They were able to expand on given facts, using time references and adding personal feeling to justify their ideas. The majority of candidates were able to use their imagination when narrating the story and questions and interjections by the teacher/examiners were used well to encourage candidates during this task.

Teacher/examiners are reminded that this task is not supposed to be a monologue by the candidate. Teacher/examiners should ask questions throughout the narration of the story as part of a natural exchange. Candidates will lose marks in this task where teacher/examiner interjection is limited or absent.

Card 1: *Visit to Gujarat.*
Very well narrated. Most of them enjoyed describing this situation especially in pictures 2 & 3 about food.

Card 2: *Celebration in a different town.*
Mostly narrated well. Some candidates found it difficult to start the narration but handled the stimulus well. Boxes 2 and 3 were handled with most confidence and provided the most descriptive variety and opportunity to express opinions.

Card 3: *Visit to a factory.*
Most of the Candidates found this Role Play quite challenging. Teacher/examiner interjection helped those who struggled with the narrative.

Card 4: *Weekend with an aunt.*
Almost all candidates who attempted this card enjoyed describing this situation and their enthusiasm showed in their response to the stimulus material. The activities described in box 3 showed a great deal of variety and stimulated a lot of discussion.

Presentation & Discussion

As topics were prepared in advance, they were well presented. Many presentations were well organised and included both individual ideas and factual points on the subject and a variety of opinions and justifications.
The majority of candidates chose a common topic such as 'Myself, Family etc.' but some candidates prepared a topic of personal interest or relating to the community such as 'National Disasters, Rajyog, Swami Vivekanand, Healthy Eating' etc. Most candidates managed to include some opinions and justifications in the 60 seconds. It is very important that the teacher gives candidates a full minute to present their chosen topic.

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.

Most candidates performed well in the discussion section of the exam. Where discussion of the presentation took place, candidates were able to respond confidently and were given the opportunity to express opinions and justify them. However some able candidates lost marks in this section when the presentation was delivered well but little discussion took place afterwards. Teacher/examiners are reminded that the presentation must be allowed to run for 1 minute uninterrupted and that discussion of this topic must take place for approximately 2 minutes thereafter.

General Conversation

Most of the teacher/examiners followed the teachers' booklet and chose appropriate general conversation topics. Some candidates lost marks because they were not given the opportunity to discuss more than one topic. Teacher/examiners should ask appropriate questions eliciting a range of tenses making sure candidates are given ample opportunity to express and justify opinions and use time references.

High ability candidates were able to handle the conversation with maturity, confidence and fluency using initiative and imagination. Middle ability and weaker candidates were able to respond well to rephrased questions.

A small number of Foundation Tier candidates with high ability had been entered for the wrong tier.

Linguistic Qualities

Overall, the majority of candidates have used all three tenses and produced a variety of structures and vocabulary.

2373 - Gujarati Reading

General Comments

This year about 19% of the candidates entered for the foundation tier and 81% entered for the higher tier. Generally candidates from both the tiers performed very well as in the last few years. Most of the candidates have managed to attempt all the questions in the allocated time, particularly so for the Foundation Tier. In the Higher Tier it was apparent that a few candidates did not manage to attempt the last exercise or some the last two exercises.

The examination proved to be a fair test for candidates at both the tiers and like last year, they seem to have enjoyed the objective tests, particularly those who have weaker writing skills. The topics selected for testing were authentic and a wide range of texts were used at the appropriate level of content, interest and differentiation in both tiers of this paper. Overall, the response of the candidates was pleasing.

Most candidates understood the rubrics and examples and answered questions in the appropriate language. However, some candidates' handwriting was very poor and detrimental in exercises where candidates indicate their choice by selecting a particular letter. Candidates should be reminded to copy such letters just as they are printed on the paper.

A large number of the Foundation Tier candidates scored very well in Section 1 except in Exercise 3 about television programmes and the majority of them did quite well in Section 2. However, those with difficulty in English found Exercise 1 in Section 2 difficult to answer. Most of the Higher Tier candidates did very well in Section 2 and a vast majority did well in Section 3 but a few found the last two exercises challenging.

Comments on individual Questions

Section 1 (Foundation Tier)

Exercise 1 : Questions 1 -5
Candidates found this multiple choice type exercise about " In the town of Baroda" fairly easy and the vast majority scored full marks.

Exercise 2: Questions 6 - 10
In this exercise candidates did not seem to have any problems in matching up the pictures with text. Questions 6, 8 and 9 performed well but some candidates did not

recognise the word " કિલ્લો" for castle and thus confused it with q.7 "હાથી પર સવારી. "

Exercise 3: Questions 11 - 15
In this exercise some candidates confused "બાળકો" (children) with "કૉલેજના વિધ્યાર્થીઓ" (college students). Other questions were done well.

Exercise 4: Questions 16 - 20
Most candidates were able to identify the words for weather and matched the pictures with the text. However, a few candidates got mixed up with "cloudy" and "windy."

Exercise 5: Questions 21 - 25
Different places for living were recognised by the vast majority of candidates and they scored well in this exercise.

Exercise 6: Questions 26 - 30
This exercise with a slightly longer text and multiple choice question type was done well by those who had prepared for this examination. Those who simply guessed the answers lost marks in this exercise

Section 2

Exercise 1: Questions 1 - 4
An extended text in the form of two e-mail letters seemed to have been comprehended well by a vast majority of the candidates but quite a few were unable to express the answers in English. However, many candidates managed to score 3-5 marks fairly easily.

Exercise 2: Questions 5 - 11
Text in the form of an advert about "નવરાત્રીનો તહેવાર" was a challenge for a few candidates. Many candidates at both tiers got q. 6 wrong because they did not understand "મંદિરને અડીને" meant "મંદિરની હારમાં." Some got q. 9 wrong as they could not differentiate between " મફત" and "સસ્તા." Another reason why they might have lost marks was that some candidates did not read the text well and assumed that snacks are usually free at such functions so gave the answer as "મફત." Guess work was very apparent in no.11 where some candidates ticked " યુવકો માટે" or "મોટી ઉંમરના માટે."

Exercise 3: Questions 12 - 19
Candidates in this exercise had to read a list of different situations and a list of decisions and then had to match the correct decision with each situation. Foundation tier candidates found this exercise challenging and very few got all of the questions correct. However, quite a few higher tier candidates got full marks. It was apparent from very illogical answers, that some candidates answered questions by guess work.

Section 3

Exercise 1: Questions 1 - 6
An extended higher level text about "Advantages and Disadvantages" of television was very much within candidates' experience. Candidates had to fill in blanks in sentences using words from a list. Border line C grade candidates found this exercise challenging because of either the lack of vocabulary or because of poor comprehension skills.

Exercise 2: Questions 7 - 12
This longer text in the form of paragraphs giving information about a school was tackled well by a great number of candidates as it related to their everyday experience. Candidates had to match the paragraphs with the headings given. A great majority of the candidates managed to gain more than 50% marks in this exercise. Some got confused with qs. 11 and 12 and some got mixed up with qs. 7 and 12. On the whole this exercise was done well.

Exercise 3: Questions 13 - 17
Candidates had to fill in the blanks in their own words based on the extended text in the form of a letter. Here candidates had to understand inferences though the words needed were in the text. Candidates showed a good understanding and a few candidates managed to obtain full marks here. However, some candidates had not attempted this exercise at all and others managed to get some of the questions correct. On the whole performance of candidates was satisfactory.

Exercise 4: Questions 18 - 25
Another extended text in the form of an article about environment and recycling is a topic candidates are familiar with. In this exercise a question type where candidates had to match up the two halves to complete sentences was used. Candidates had to understand inferences and draw conclusions based on the text. Many 'A - B grade' candidates performed well and a few candidates managed to get all the questions correct. However, many candidates found the questions demanding and some only obtained about 4 marks, whereas a few either got them all wrong or left the exercise blank. The most demanding question was no. 25 where candidates had to understand the gist of the article.

Exercise 5: Questions 26 - 29
An extended text about tourism in London and the opportunities for travel from India, followed by questions-answers in English was aimed at A* candidates. Many candidates managed to get some questions correct but only a few obtained full marks. Some candidates relied too much on their general knowledge as in qs. 27 and 28 and often got them wrong. Candidates need to be reminded that their general knowledge helps them to understand the text but answers must be based on the text to demonstrate their comprehension skills.

2374 - Gujarati Writing

General Comments

This year 192 candidates sat for Foundation Tier and 905 sat for Higher Tier in this unit of the examination. It was felt by the team of examiners that the papers were appropriate and discriminated well. A vast majority of the candidates appeared to have been entered for the level appropriate to their ability and therefore were able to do justice to the tasks required of them. Most of the candidates tackled the question paper very well.

A great majority of the candidates understood the rubrics and responded well to the tasks and demonstrated a good knowledge of the content. Their own experiences and imagination helped them to answer most questions well. 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 made the task more accessible. However, many candidates overlooked the precise details of the tasks and as a result lost marks. For example in every question in Sections 2 and 3, even some able candidates missed an opprtunity to demonstrate the expression of opinion. Candidates are also advised to pay more attention to spellings and grammar as part of each question to obtain maximum marks.

On a positive note, it was pleasing to note that some candidates have started to use complex sentences using clauses, especially to express higher level of opinions. For example "મારા મત પ્રમાણે પોલીસ બહુ મદદગાર હતા," or "મને એમ લાગે છે કે એમ્બ્યુલન્સને જલ્દી આવવાની જરૂર હતી." This obviously reflected the hard work put in by teachers who acted upon the comments in previous Reports to Centres. 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. There were a few who could not write much and would have done much better if they had been entered for Foundation rather than Higher Tier.

An administrative point to be noted is that some candidates used eraser liquid which is not allowed under OCR regulations. Centres are also reminded that if candidates need extra paper for writing, they should be given the official OCR additional answer sheet rather than any ordinary lined paper which was noticed with some candidates' scripts.

On the whole, candidates performed well and they must be congratulated for their hard work in learning the language and preparing for this examination. Congratulations to teachers as well for preparing the candidates so well.

Comments on individual Questions

Section 1

Question 1
Candidates had to make a list of 8 different means of transport found in India. Overall this question was answered well with a high proportion of candidates scoring full or nearly full marks. Almost all the candidates made good use of visuals to help them but a few candidates lost marks for using English words such as " ઓટ, એરોપ્લેન, કાર" etc. In this question some spelling errors are overlooked as long as the words sound right. However, words must be comprehensible to a sympathetic native speaker of Gujarati to earn the marks. For example, " ઘોરાગાડી" was acceptable but "ઘોરાગરી" was not acceptable.

Question 2
In this question, candidates must base their answers on the visuals provided. Basically each sentence to be completed requires a noun and a verb as demonstrated by the pictures and an example is also given.

In number one, many candidates wrote "માઉન્ટન" and lost a mark as only Gujarati words were acceptable. All the other sentences in this question were done well and most candidates obtained communication marks but some lost accuracy marks due to incorrect spellings.

Question 3
Candidates were required to provide simple sentences about school in this question. They were very much aware of sentence structures in this part of the paper and word order at this level was demonstrated well.

Most candidates' work about school was pleasing to read. They wrote good sentences, giving descriptions of school life. The greatest short fall was with candidates not knowing the Gujarati words for "subjects" and in some cases "lunch time."

Section 2

In section 2, both questions about " your new home" and " your journey to school" were equally popular. Candidates from both the tiers demonstrated good knowledge of vocabulary and structures at this level. However, in many cases there was not equal attention given to all the tasks. Candidates are advised to read each task carefully and respond accordingly.

It is a requirement of the specification and thus the mark scheme that candidates demonstrate the three tenses at a basic level in order to obtain the maximum marks for quality. Tasks are devised particularly to fulfil the above criteria. Candidates when practising in class need to be made aware of this.

On the whole in this section, a great majority of the candidates obtained nearly full

marks on communication but as mentioned above, some candidates did not demonstrate all the tenses and so lost marks on quality.

Question 1 - New home
A majority of the candidates described their new homes in great detail with interesting features like " મોટો ભાગ રંગબેરંગી ફૂલોથી ભરેલો, સુંદર દેખાવ, બારીમાંથી ઉજાસ આવે, સુંદર ઝાડો છાંયો આપે" etc. In some cases, descriptions were very lengthy and very little time and effort was spent on the remaining tasks while some gave opinions of their homes rather than concentrating on their rooms. The case was the same with the last task and instead of writing about the improvements made to the room, some candidates wrote about improving the house.

Question 2 - Journey to school
Most of the candidates did the first task very well and described their journey in detail. However, many candidates failed to describe how they coped in different weather conditions last year. Many wrote about what they wear or do in winter generally rather than last winter thus missing out on their past tenses. Similarly in the last task, instead of writing about what they will do after school to demonstrate future tense, they wrote about what they generally do after school in present tense.

Section 3

Question 1
Candidates were asked to write about the last festival they celebrated. Many candidates attempted and answered this question 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 the festival they celebrated.

The first task focused on how it is generally celebrated but many candidates wrote about how they celebrated it. A few candidates responded very well to this task giving justifications for different preparations they had made, but in many cases candidates had listed different food items they had prepared or gifts they had bought in simple sentences.

The third task which asked for opinions about the celebration was done extremely well by a few candidates. For example, they wrote about the value of families getting together at such occasions. However, many candidates wrote only one or two simple sentences without giving justifications while some missed out the task altogether.

In the fourth task some candidates wrote some good details about the next festival, what they will do and why. However, many others wrote about celebrating the same occasion next year rather than another occasion. Again, they expressed this poorly in one sentence. For example, they wrote, "આવતે વર્ષે પણ હું આ જ રીતે ઉજવીશ" or " આવતે વર્ષે મારે ભારતમાં દિવાળી ઉજવવી છે."

Question 2

Candidates were to write about an accident they had had recently and it was answered fairly well by many. There were some good vivid descriptions about various types of accidents and candidates demonstrated good knowledge about traffic movement and the Highway code. However, for the second task, many failed to write about what effect it had on them and what course of action they took. The third task had three parts to it : 1) help from the police and the ambulance service, 2) opinions about the help and 3) why. It was answered well by those who read and understood the task but marks were dropped by candidates who did not read the task carefully. Many candidates did the first part well but ignored the other two parts to this task. Candidates are advised to look at the task details and answer appropriately so they can get maximum marks. Fourth task was done fairly well by many candidates but some wrote just one sentence for this task.

2376 – Writing Coursework

Introduction

The full details about Writing Coursework are set in the Coursework Guidance of the current Specification. All teachers should make themselves fully conversant with these regulations and with all aspects of the criteria. Furthermore, it is recommended that the requirements and marking criteria be also made clear to candidates, so that they have a good understanding of what is required of them and so interpreting their own progress may help towards increased motivation.

Assessment

A candidate's submission must be drawn from 3 different contexts. The five contexts offered in total, with their sub-contexts are listed in the Specification. It will be realised that this differentiation of contexts is designed to lead candidates to explore different fields of vocabulary and phrasing and to offer greater potential for different task related structures.

Each candidate's submission must include a minimum of one item completed under controlled conditions.

A candidate may refer to no more than a dictionary when writing under controlled conditions.

A candidate must cover successfully all 3 tenses – present, past and future, within the overall submission in order to merit consideration for a communication mark of 6 and above in any of the three pieces submitted.

Administration

Centres need not wait for the 15 May Coursework deadline to submit marks to the Moderator. Early receipt should in fact help to speed up the return of the request for samples.

The addition of marks and their transcription should be very carefully checked to reduce the time consuming administrative procedures involved in reporting errors.

Treasury-tagged or stapled work is greatly preferred and is much easier to work with. However, each candidate's work should be properly collated.

Details of task(s) set should be included with the samples. Without these it is very difficult for the Moderator to assess the communication mark.

Candidates' work should show accurate word counts and all relevant sources should be listed.

General Comments

Coursework still remains a popular option with some Centres. This year 30 candidates from 6 Centres entered for this unit. Some Centres followed the procedures well. Some Centres did not meet the criteria. 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.

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 a 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 are very generous and did not see that candidates who write simple sentences cannot reach the higher marks.

Overall, a good variety of tasks were set and candidates were able to demonstrate their abilities well. However, some Centres 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 Centres should make sure that each of the three pieces submitted come from different contexts.

It was pleasing that some teachers used bullet points to set tasks 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. 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 a range of clause types is expected in order to merit higher marks and unless opinions and points of view of higher level are expressed, candidates may not be awarded 9 - 10 marks for communication.

GCSE Gujarati 1927
June 2007 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	47	43	38	33	19	12	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	44	37	31	25	19	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2373/02	Raw	50	47	43	36	29	18	12	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	45	38	32	26	20	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2374/02	Raw	50	41	38	30	23	15	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	11.1	38.3	69.2	89.9	96.7	99.3	99.9	100.0	100.0	1030

1030 candidates were entered for aggregation this session.

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication.

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