

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
GUJARATI**

**2372  
2375**

Speaking (Higher Tier)

**TEACHER/EXAMINER BOOKLET**

**7 MARCH – 15 MAY 2008**

**This booklet is to be opened four working days before the first day of the  
speaking tests at the Centre  
Testing to be completed between 7 March and 15 May 2008**



**INSTRUCTIONS TO TEACHERS/EXAMINERS**

- Materials must **not** be removed from the Centre.
- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/Examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information in this Booklet does not reach any candidates directly or indirectly.

This document consists of **37** printed pages and **3** blank pages.

**Random Order Sheet**

Candidates should be examined in accordance with the Random Order Sheet below.

Candidate Order	Card Number
1	1
2	3
3	5
4	7
5	9
6	10
7	8
8	6
9	4
10	2
11	2
12	8
13	7
14	3
15	4
16	6
17	9
18	5
19	1
20	10
	(if 20+ candidates, start the sequence again)

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR FRENCH, GERMAN, GUJARATI AND SPANISH, AND ANY COMMENTS IN THE EXAMINER'S/MODERATOR'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

### **Security of Test Material**

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

### **Quiet conditions**

These are essential. The examination room should be free from any noise and disturbances from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

### **Separate preparation room**

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role-play tasks.

The candidate is not allowed to make written notes during the preparation period.

There should be no immediate contact between candidates preparing and those that have finished the test.

### **Invigilation**

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

### **Dictionary**

No access to dictionaries is allowed during the preparation time or during the examination.

### **Supporting material**

For the Presentation candidates may take into the preparation room and examination a cue card with up to five **short** headings (not full sentences) in the target language. No other written notes are allowed, and candidates must not make any notes during the preparation time. Illustrations may be used to support the Presentation (e.g. a family photograph). However, no hieroglyphics are allowed.

### **The Conduct of the Speaking Test**

The Higher Tier test will last 12–15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

### Unit 2372H (Externally Assessed Speaking)

Centres which have opted for external assessment (Unit 2372) must record all candidates and send all the recordings to the external Examiner.

### Unit 2375H (Internally Assessed Speaking)

Centres which have opted to assess their own candidates (Unit 2375) must record all candidates and compile a sample to send to the Moderator. The remaining recordings should be retained in case any samples go missing or the Moderator needs a further sample.

### Sample Size for Unit 2375H

Centres should send a sample of **8** candidates covering the mark range **17–47**. The sample should include recordings of candidates examined by each of the teacher/examiners involved, if possible. The marks of candidates in the sample should be representative of the whole entry and should be evenly spread. The whole of a candidate's test should be sent i.e. Role Plays for both Section 2 and Narrative Role Play for Section 3, Presentation, and Discussion and General Conversation.

### Recording the Tests on to Cassette

Recording should start on Side A and continue on Side B. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side, teacher/examiners should say '**no more recordings on this side**'.

Centres **must not** record Foundation and Higher Tier candidates on the same cassette; please use separate cassettes for each of the two Tiers. Foundation and Higher Tier cassettes **must** be packed and sent in separate envelopes.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 60cm from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

### Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the Moderator or Examiner, teacher/examiners are asked to ensure that cassettes are rewound to the beginning of Side A and that the cassette labels provided are completed. Cassettes should also be clearly identified.

## Recording the Tests on to CD

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD insert with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention:  
Centre number – candidate number – unit number – component number.
- Each CD should be labelled with the centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD insert.

### For more technical information go to the OCR website and the document

Digital Audio Technology: Guidance to Centres and Assessment Personnel

## Completion of Mark Sheets

### (a) Assessment by External Examiner (Unit 2372H)

The teacher/examiner must complete an individual mark sheet for **each** candidate with:

- candidate number and name
- Centre number
- name of teacher/examiner
- date of test
- number of card used
- Presentation topic
- titles of topics for General Conversation

When the tests are complete, you must send the following to the Examiner:

- all Attendance Registers for Unit 2372H
- all individual mark sheets
- the clearly labelled recordings of all candidates' tests

**NB** Please ensure that all cassettes/CDs are enclosed when sending them to the Examiner and that **all** candidates have been recorded.

It is essential that cassettes/CDs be packed securely to ensure safe delivery.

The Examinations Officer at your Centre will receive the name and address of your Examiner. If you have carried out the tests before this arrives, please keep the cassettes/CDs secure in the meantime. **All materials must be received by the Examiner no later than May 15.**

**(b) Internal assessment by teacher/examiner with moderation by OCR (Unit 2375H)**

The teacher/examiner must complete an individual mark sheet for **each** candidate in accordance with the instructions provided. The mark must be transferred to the appropriate summary computer mark sheet (MS1/EDI), in accordance with the 'Instructions Relating to the Moderation of Marks'.

When the tests are complete:

- send the marks to OCR.
- send to the Moderator:
  - the sample recordings clearly labelled and any tapes rewound to the beginning (it is essential that cassettes/CDs be packed securely to ensure their safe delivery)
  - the individual mark sheets for **all** candidates entered for Unit 2375H
  - the completed Moderator copy of the MS1/EDI form
  - copies of any correspondence with OCR relating to requests for special consideration
- the Centre copy of the MS1/EDI form should be retained in the Centre.

The Examinations Officer at your Centre will receive the name and address of the Moderator.

If you have carried out the tests before this arrives, please keep the cassettes/CDs secure in the meantime. **All materials must be received by the Moderator no later than May 15.** Any subsequent requests from the Moderator (eg to reconsider the Centre's order of merit or to supply further samples of work) should be acted upon with the minimum of delay.

**Absent Candidates**

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter:

- either** to the Moderator – the candidate's completed individual mark sheet
- or** to the external Examiner – the candidate's mark sheet and the recording of the test

If a candidate remains ill beyond the specified period, she/he must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

**Elements of the Test (12–15 minutes approx)**

It is essential that candidates do all parts of the test as set out below. Candidates cannot be compensated for any part that is omitted.

Section 2 Role Play

Section 3 Narrative Role Play (3 minutes)

Presentation (1 minute)

Discussion of candidate's presentation (2 minutes)

General Conversation on 2 topics (4-5 minutes)

**SPEAKING MARK SCHEME****Higher Tier**

Section 2 Role Play	Communication	8 marks
Section 3 Narrative Role Play	Communication	8 marks
Presentation	Communication	4 marks
Discussion and conversation	Communication	10 marks
Overall linguistic quality	Accuracy	20 marks
<b>Total</b>		<b>50 marks</b>

**Section 2 Role Play** 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner.

**Section 3 Narrative Role Play**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency.
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication 4 marks**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	Absolutely nothing of merit.

**Discussion of Presentation and Conversation – Communication 10 marks**

<b>10</b>	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
<b>9/8</b>	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
<b>7/6</b>	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
<b>5/4</b>	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
<b>3/2</b>	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
<b>1/0</b>	Little or nothing of merit.



**Linguistic Quality – 20 marks – covers the whole examination except the Presentation**

<b>20/19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15/14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10/9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
<b>8/7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1/0</b>	Little or nothing of merit.

**General Notes (Role Play Section 2)****General marking principles**

The basic principle is that marks are to be awarded when the candidate's utterance would communicate a correct, relevant meaning to a sympathetic native speaker of the target language who does not speak English. A short utterance that conveys **the full message of the task** may be awarded the full marks available for that particular task. Examples given in this booklet, particularly for Section 2 Role Plays are not exhaustive and teacher/examiners should use their professional judgement when the candidate provides an alternative, acceptable answer.

## Pronunciation

Transliteration of English words should not always be rewarded. Teacher/examiners should always query dubious pronunciation. A correction by the candidate can still earn credit.

## Prompting or “nudging”

However, if a teacher/examiner “feeds” a lexical item to the candidate, the candidate cannot receive any credit for that task.

Note that the teacher/examiner may ask for further clarification if the candidate’s initial utterance is ambiguous, incomplete or too inaccurate. However, this is likely to be worth only one mark out of the two available in the Section 2 Role-Plays, if more than one query or paraphrasing is needed from the teacher/examiner.

## Time frames

In a task which requires a verb, or in a task where the candidate offers a verb, the time frame must be correct for the award of two marks in Section 2 Role Plays.

## Reminder about the General Conversation Section

Candidates must be given the opportunity to use past, present and future time references in order to access to the full range of marks in the Linguistic Quality assessment grid.

## On the following pages you will find the following:

Left hand page: Section 2 Role Play, with a copy of the candidate’s instructions at the top. Below, in brackets [ ], suitable introductory remarks, questions and responses for use by the teacher/examiner. These are to be regarded as mandatory in substance. Teacher/examiners should be wary of rephrasing as this may give an unfair advantage by, for example, providing a key item of vocabulary.

Some possible responses by candidates, with examples **in bold** of answers that would gain the full marks for communication.

At the bottom, topics to be used for the General Conversation.

Right hand page: a copy of the candidate’s Section 3 Narrative Role Play.

After the Role Plays there are some suggested questions for the General Conversation and then a copy of the working mark sheet.

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## CARD 1

## Section 2

**Situation:** You are buying clothes in Vadodra.

Your examiner will play the part of the shop assistant and start the conversation.

You will have to:

- 1 say what you want to buy  
(e.g. a shirt / trousers / socks)
- 2 say what size you want  
(e.g. 14 / medium / large)
- 3 answer the question
- 4 say you will come back tomorrow.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે વડોદરામાં કપડાં ખરીદો છો. હું વાતચીતની શરૂઆત કરીશ.]

[નમસ્તે. આવો. શું આપું?]

- 1 (દા.ત. ખમીસ / પાટલૂન / મોજાં)

[કયા માપનું?]

- 2 (દા.ત. ૧૪ / મધ્યમ / મોટું)

[કયા રંગમાં જોઈએ છે?]

- 3 (દા.ત. ભૂરું / કાળું / લાલ)

[ના, એ રંગ તો આજે નથી.]

- 4 તો હું કાલે પાછો/પાછી આવીશ.

[ભલે, હું તૈયાર રાખીશ.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

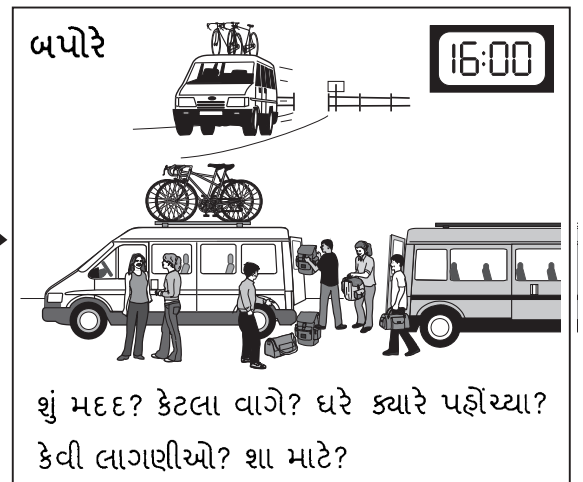
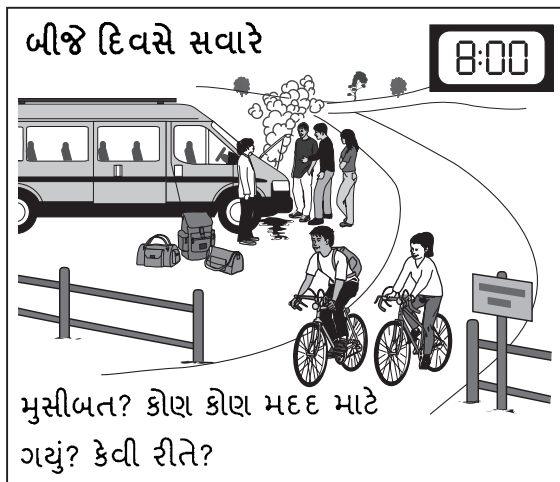
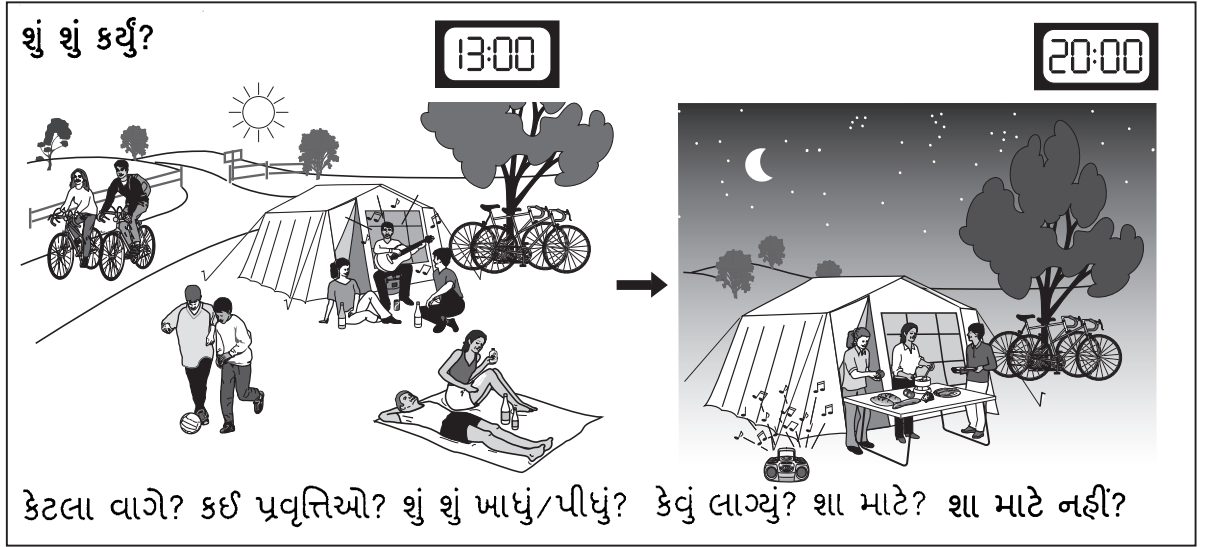
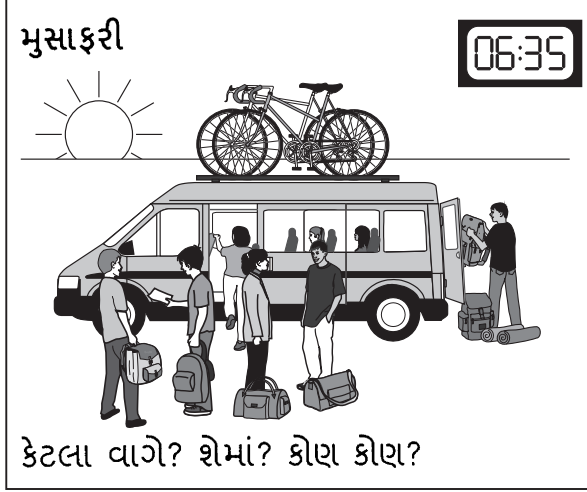
Home life  
School life

Your local area  
Self, family and friends

## CARD 1

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you went to a camp-site for two days. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.



## CARD 2

## Section 2

**Situation:** You are telephoning a computer repair shop in Jamnagar.

Your examiner will play the part of the shop assistant and start the conversation.

You will have to:

- 1 say your computer is not working
- 2 say when you bought it  
(e.g. last month / October / 2006)
- 3 answer the question
- 4 ask when they can come.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે જામનગરમાં કમ્પ્યુટરની દુકાને ફોન કરો છો.]  
[હું વાતચીતની શરૂઆત કરીશ.]  
[નમસ્તે. શું મદદ કરું?]

- 1 મારું કમ્પ્યુટર કામ નથી કરતું.  
[તે કેટલું જૂનું છે?]
- 2 મેં (ગયે મહિને / ઓક્ટોબરમાં / ૨૦૦૬માં) લીધું હતું.  
[કેટલા વખતથી બગડી ગયું છે?]
- 3 (દા.ત. ગઈ કાલથી / ત્રણ દિવસથી / એક અઠવાડિયાથી)  
[અમે તમારા ઘરે આવીને તપાસી શકીએ.]
- 4 તમે ક્યારે આવી શકશો?  
[સોમવારે સવારે દસ વાગે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

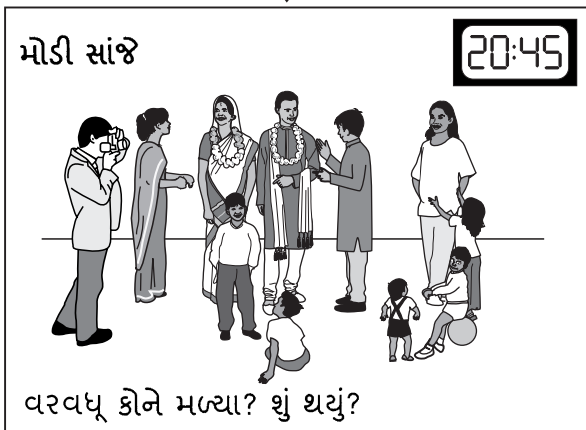
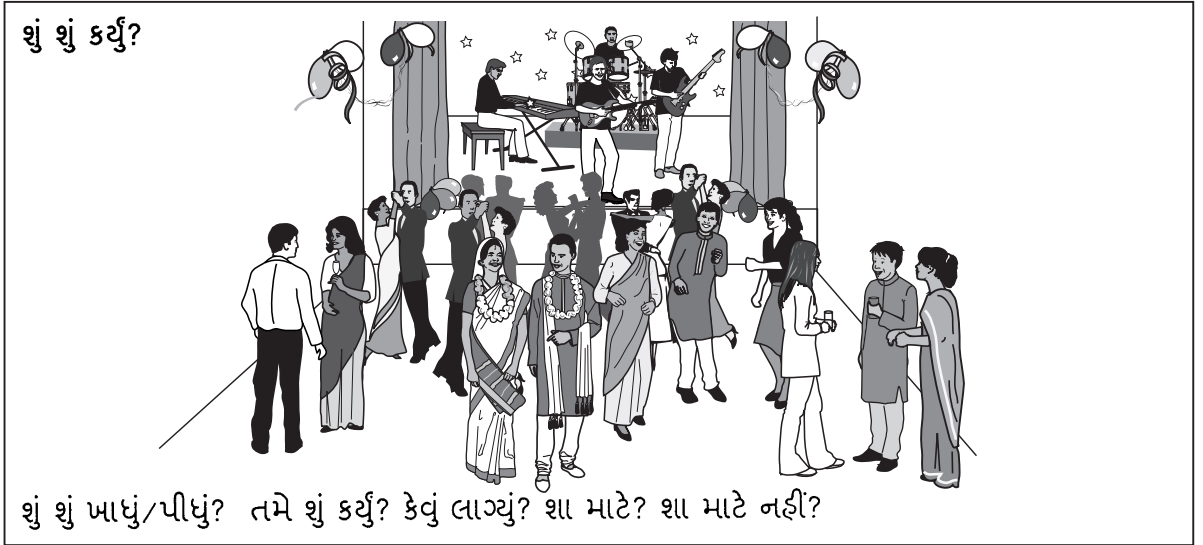
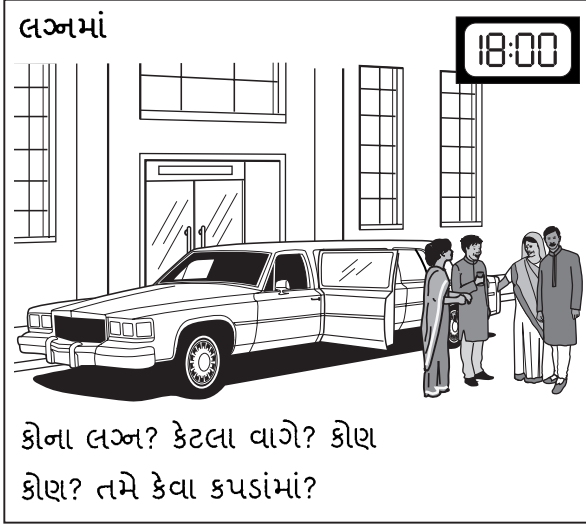
Free time  
School life

Holidays  
Careers, work and work experience

## CARD 2

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you went to a wedding party in Rajkot. You stayed with your uncle there. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.



## CARD 3

## Section 2

**Situation:** You are being interviewed by a manager for a job in Mumbai.

Your examiner will play the part of the manager and start the conversation.

You will have to:

- 1 say your name and how old you are
- 2 say where you have worked before (e.g. cafe / shop / factory)
- 3 answer the question
- 4 ask how much they pay.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે કામના ઈન્ટરવ્યુ માટે આવ્યા છો અને મેનેજર સાથે વાત કરો છો.]

[હું વાતચીતની શરૂઆત કરીશ.]

[નમસ્તે. તમારી ઓળખાણ આપો.]

- 1 નામ અને ઉંમર (દા.ત. ૧૪ / ૧૬ / ૧૭)

[તમે પહેલાં શું કામ કર્યું છે?]

- 2 મેં (દા.ત. કેફેમાં/ દુકાનમાં/ કારખાનામાં) કામ કર્યું છે.

[તમે ક્યારે શરૂ કરી શકશો?]

- 3 (દા.ત. આવતી કાલે / આવતા અઠવાડિયે / સોમવારે)

[સરસ.]

- 4 કેટલા પૈસા આપો છો?

[કલાકના ચાર પાઉન્ડ અને પચાસ પેન્સ મળશે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

Self, family and friends  
School life

Your local area  
Home life

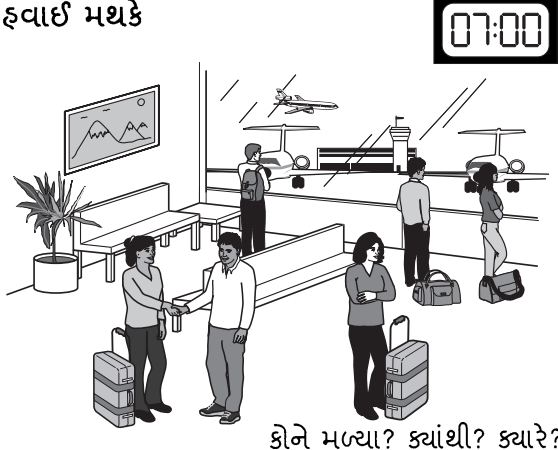


## CARD 3

## Section 3 (Narrative)


**Situation:** The notes and pictures below give an outline of the events last year when your friend Kiran from Gujarat arrived at the airport. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

હવાઈ મથકે



કોને મળ્યા? ક્યાંથી? ક્યારે?  
પેટીનું વર્ણન?

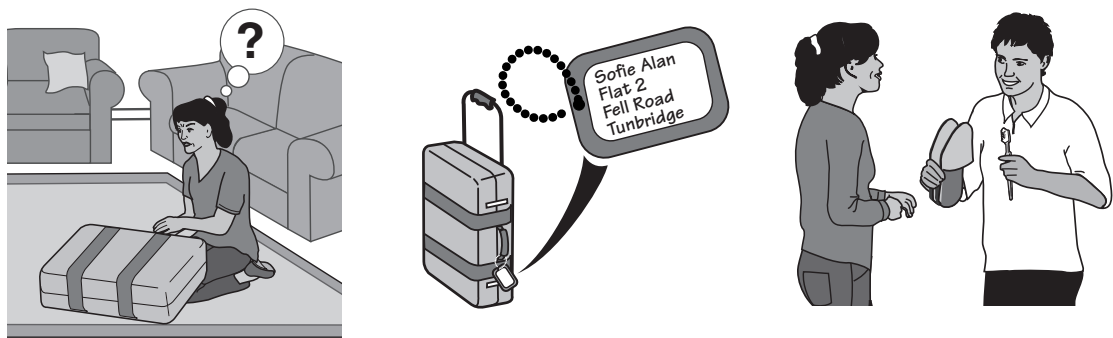
કેફેમાં



ક્યાં? શું કર્યું? પેટી ક્યાં?  
બાજુના ટેબલ પર કોણ? પેટી?

↓


ઘરે



શું થયું? કેમ?                      કોની પેટી? લાગણીઓ?                      શું શું આપ્યું? શા માટે?


↓

તે દિવસે બપોરે



ક્યાં ગયા? કોને મળ્યા? શું કર્યું?  
લાગણીઓ? શા માટે? શા માટે નહીં?

તે દિવસે સાંજે પાછા મળ્યા



ક્યાં ગયા? કેટલા વાગે? કોણ  
કોણ? શું કર્યું?

## CARD 4

## Section 2

**Situation:** You are talking to a friend about your holiday in India.

Your examiner will play the part of your friend and start the conversation.

You will have to:

- 1 say you like the people
- 2 say how you travel (e.g. car / train / bus)
- 3 say you will take medicines with you
- 4 answer the question.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે મિત્ર સાથે રજા વિશે વાત કરો છો. હું વાતચીતની શરૂઆત કરીશ.]  
[તું ભારત જ કેમ જાય છે?]

- 1 મને ત્યાંના માણસો ગમે છે.  
[ત્યાં તું કેવી રીતે મુસાફરી કરે?]
- 2 (દા.ત. ગાડીમાં / આગગાડીમાં / બસમાં)  
[તું ત્યાં માંદો પડીશ તો શું કરીશ?]
- 3 હું દવાઓ સાથે લઈ જઈશ.  
[ત્યાં કોની સાથે રહેવાનો છે?]
- 4 (દા.ત. મારા મિત્ર / દાદા / મામા) સાથે.  
[નસીબદાર છો, હોટલના પૈસા બચી જશે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

Free time  
Self, family and friends

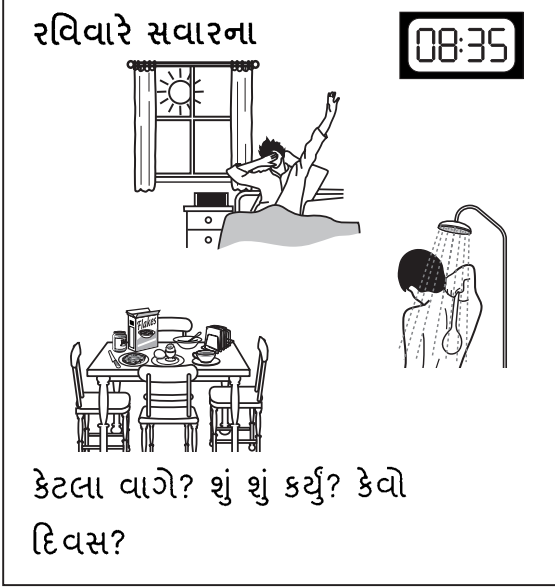
Careers, work and work experience  
Your local area

## CARD 4

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you showed your guest from Gujarat your local sports club. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

રવિવારે સવારના




કેટલા વાગે? શું શું કર્યું? કેવો દિવસ?

પછી



કેવી રીતે ગયા? કોણ કોણ? કોને મળ્યા? વર્ણન?

કલબમાં



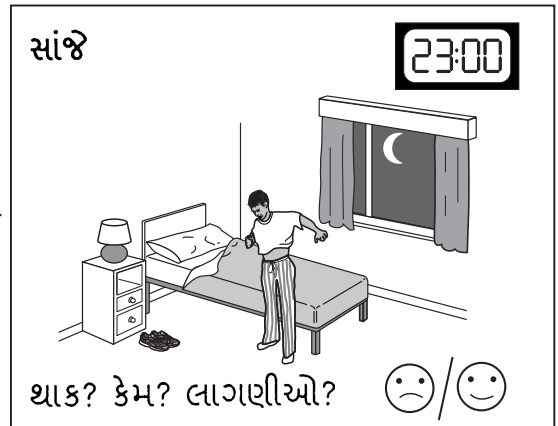
કઈ કઈ રમતો? કોણ જીત્યું? લાગણીઓ? શા માટે? શા માટે નહીં?

બપોરે



પછી શું કર્યું? કોની સાથે? ક્યાં? શાના વિશે વાતચીત?

સાંજે



થાક? કેમ? લાગણીઓ? ☹️/😊

## CARD 5

## Section 2

**Situation:** You are telephoning a computer repair shop in Jamnagar.

Your examiner will play the part of the shop assistant and start the conversation.

You will have to:

- 1 say your computer is not working
- 2 say when you bought it  
(e.g. last month / October / 2006)
- 3 answer the question
- 4 ask when they can come.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે જામનગરમાં કમ્પ્યુટરની દુકાને ફોન કરો છો.]

[હું વાતચીતની શરૂઆત કરીશ.]

[નમસ્તે. શું મદદ કરું?]

- 1 મારું કમ્પ્યુટર કામ નથી કરતું.  
[તે કેટલું જૂનું છે?]
- 2 મેં (ગયે મહિને / ઓક્ટોબરમાં / ૨૦૦૬માં) લીધું હતું.  
[કેટલા વખતથી બગડી ગયું છે?]
- 3 (દા.ત. ગઈ કાલથી / ત્રણ દિવસથી / એક અઠવાડિયાથી)  
[અમે તમારા ઘરે આવીને તપાસી શકીએ.]
- 4 તમે ક્યારે આવી શકશો?  
[સોમવારે સવારે દસ વાગે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

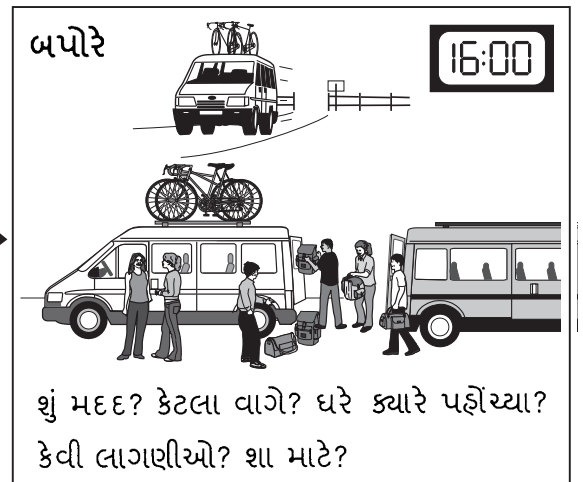
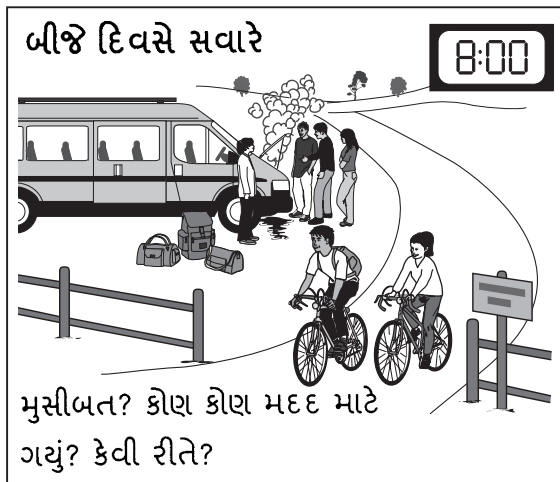
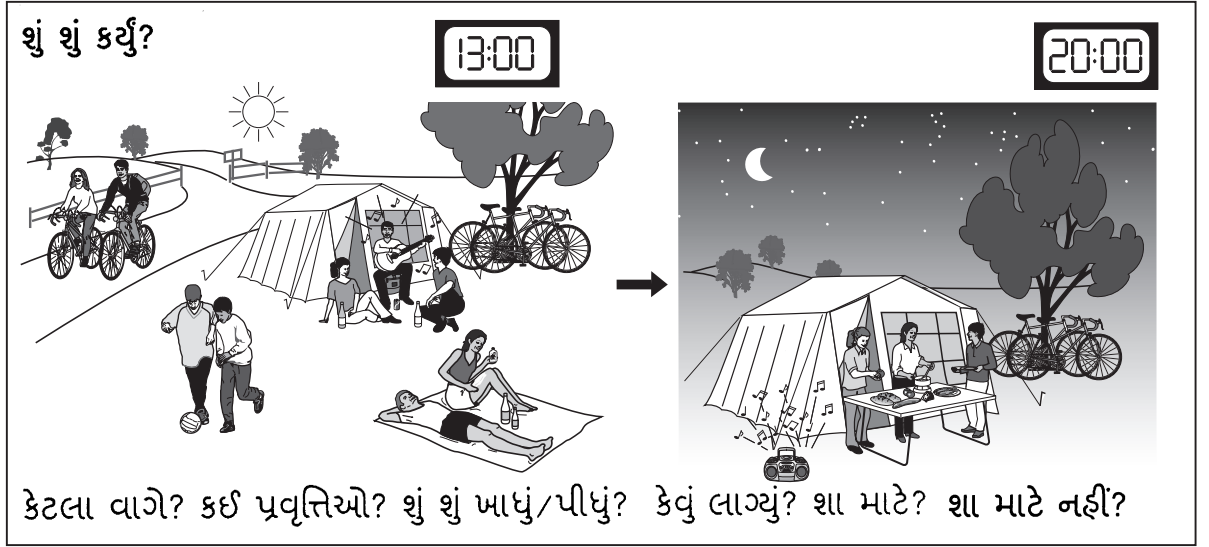
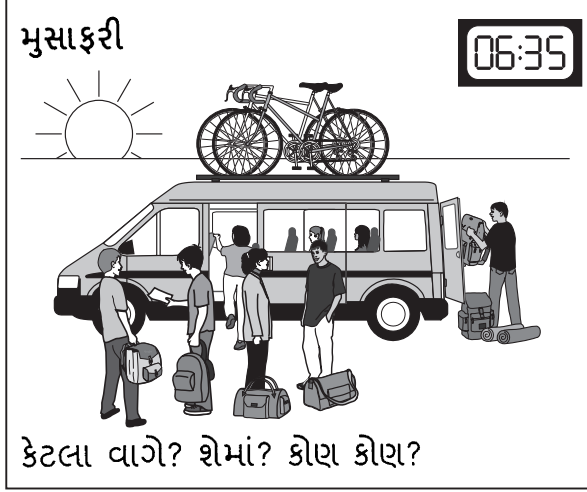
Free time  
School life

Holidays  
Careers, work and work experience

## CARD 5

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you went to a camp-site for two days. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.



## CARD 6

## Section 2

**Situation:** You are being interviewed by a manager for a job in Mumbai.

Your examiner will play the part of the manager and start the conversation.

You will have to:

- 1 say your name and how old you are
- 2 say where you have worked before (e.g. cafe / shop / factory)
- 3 answer the question
- 4 ask how much they pay.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે કામના ઈન્ટરવ્યુ માટે આવ્યા છો અને મેનેજર સાથે વાત કરો છો.]

[હું વાતચીતની શરૂઆત કરીશ.]

[નમસ્તે. તમારી ઓળખાણ આપો.]

- 1 નામ અને ઉંમર (દા.ત. ૧૪ / ૧૬ / ૧૭)

[તમે પહેલાં શું કામ કર્યું છે?]

- 2 મેં (દા.ત. કેફેમાં/ દુકાનમાં/ કારખાનામાં) કામ કર્યું છે.

[તમે ક્યારે શરૂ કરી શકશો?]

- 3 (દા.ત. આવતી કાલે / આવતા અઠવાડિયે / સોમવારે)

[સરસ.]

- 4 કેટલા પૈસા આપો છો?

[કલાકના ચાર પાઉન્ડ અને પચાસ પેન્સ મળશે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

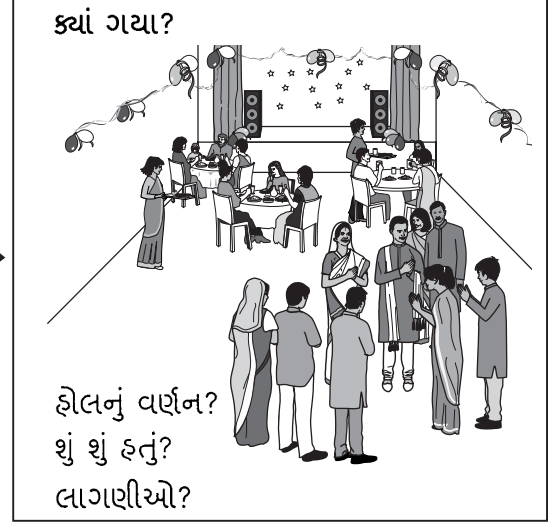
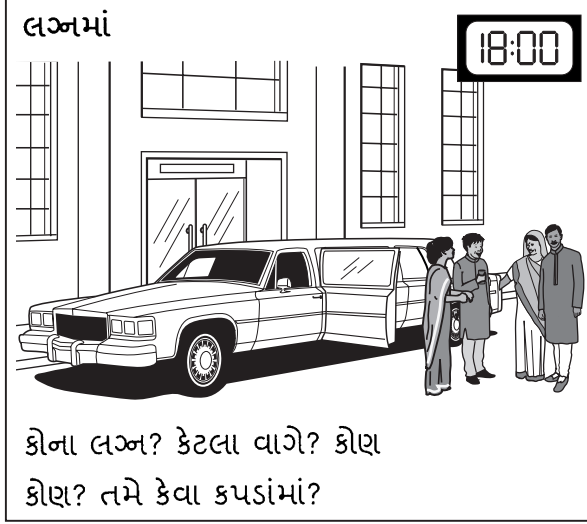
Self, family and friends  
School life

Your local area  
Home life

## CARD 6

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you went to a wedding party in Rajkot. You stayed with your uncle there. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.



## CARD 7

## Section 2

**Situation:** You are talking to a friend about your holiday in India.

Your examiner will play the part of your friend and start the conversation.

You will have to:

- 1 say you like the people
- 2 say how you travel (e.g. car / train / bus)
- 3 say you will take medicines with you
- 4 answer the question.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે મિત્ર સાથે રજા વિશે વાત કરો છો. હું વાતચીતની શરૂઆત કરીશ.]  
[તું ભારત જ કેમ જાય છે?]

- 1 મને ત્યાંના માણસો ગમે છે.  
[ત્યાં તું કેવી રીતે મુસાફરી કરે?]
- 2 (દા.ત. ગાડીમાં / આગગાડીમાં / બસમાં)  
[તું ત્યાં માંદો પડીશ તો શું કરીશ?]
- 3 હું દવાઓ સાથે લઈ જઈશ.  
[ત્યાં કોની સાથે રહેવાનો છે?]
- 4 (દા.ત. મારા મિત્ર / દાદા / મામા) સાથે.  
[નસીબદાર છો, હોટલના પૈસા બચી જશે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

Free time  
Self, family and friends

Careers, work and work experience  
Your local area




## CARD 7

## Section 3 (Narrative)

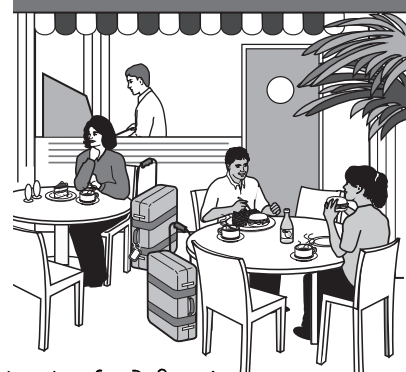
**Situation:** The notes and pictures below give an outline of the events last year when your friend Kiran from Gujarat arrived at the airport. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

હવાઈ મથકે



કોને મળ્યા? ક્યાંથી? ક્યારે?  
પેટીનું વર્ણન?


કેફેમાં



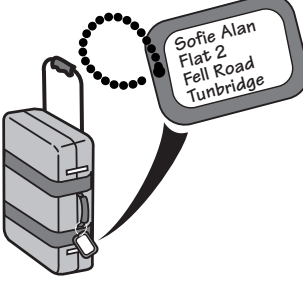
ક્યાં? શું કર્યું? પેટી ક્યાં?  
બાજુના ટેબલ પર કોણ? પેટી?

↓


ઘરે



શું થયું? કેમ?




કોની પેટી? લાગણીઓ?



શું શું આપ્યું? શા માટે?


↓

તે દિવસે બપોરે



ક્યાં ગયા? કોને મળ્યા? શું કર્યું?  
લાગણીઓ? શા માટે? શા માટે નહીં?

તે દિવસે સાંજે પાછા મળ્યા



ક્યાં ગયા? કેટલા વાગે? કોણ  
કોણ? શું કર્યું?

## CARD 8

## Section 2

**Situation:** You are buying clothes in Vadodra.

Your examiner will play the part of the shop assistant and start the conversation.

You will have to:

- 1 say what you want to buy  
(e.g. a shirt / trousers / socks)
- 2 say what size you want  
(e.g. 14 / medium / large)
- 3 answer the question
- 4 say you will come back tomorrow.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે વડોદરામાં કપડાં ખરીદો છો. હું વાતચીતની શરૂઆત કરીશ.]

[નમસ્તે. આવો. શું આપું?]

- 1 (દા.ત. ખમીસ / પાટલૂન / મોજાં)

[કયા માપનું?]

- 2 (દા.ત. ૧૪ / મધ્યમ / મોટું)

[કયા રંગમાં જોઈએ છે?]

- 3 (દા.ત. ભૂરું / કાળું / લાલ)

[ના, એ રંગ તો આજે નથી.]

- 4 તો હું કાલે પાછો/પાછી આવીશ.

[ભલે, હું તૈયાર રાખીશ.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

Home life  
School life

Your local area  
Self, family and friends

## CARD 8

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you showed your guest from Gujarat your local sports club. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.

રવિવારે સવારના

08:35



કેટલા વાગે? શું શું કર્યું? કેવો દિવસ?

પછી



કેવી રીતે ગયા? કોણ કોણ? કોને મળ્યા? વર્ણન?

કલબમાં



કઈ કઈ રમતો? કોણ જીત્યું? લાગણીઓ? શા માટે? શા માટે નહીં?


બપોરે



પછી શું કર્યું? કોની સાથે? ક્યાં? શાના વિશે વાતચીત?

સાંજે

23:00



થાક? કેમ? લાગણીઓ? ☹️/😊

## CARD 9

## Section 2

**Situation:** You are talking to a friend about your holiday in India.

Your examiner will play the part of your friend and start the conversation.

You will have to:

- 1 say you like the people
- 2 say how you travel (e.g. car / train / bus)
- 3 say you will take medicines with you
- 4 answer the question.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે મિત્ર સાથે રજા વિશે વાત કરો છો. હું વાતચીતની શરૂઆત કરીશ.]  
[તું ભારત જ કેમ જાય છે?]

- 1 મને ત્યાંના માણસો ગમે છે.  
[ત્યાં તું કેવી રીતે મુસાફરી કરે?]
- 2 (દા.ત. ગાડીમાં / આગગાડીમાં / બસમાં)  
[તું ત્યાં માંદો પડીશ તો શું કરીશ?]
- 3 હું દવાઓ સાથે લઈ જઈશ.  
[ત્યાં કોની સાથે રહેવાનો છે?]
- 4 (દા.ત. મારા મિત્ર / દાદા / મામા) સાથે.  
[નસીબદાર છો, હોટલના પૈસા બચી જશે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

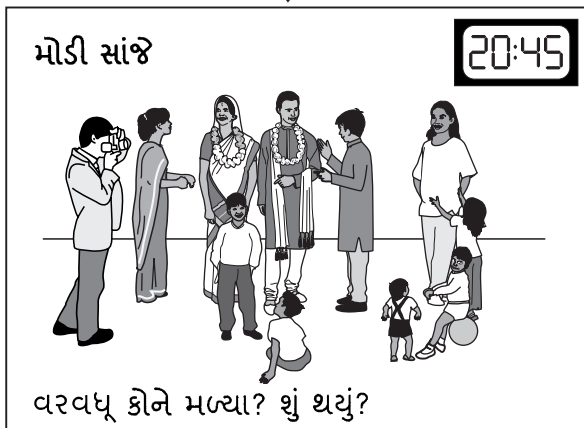
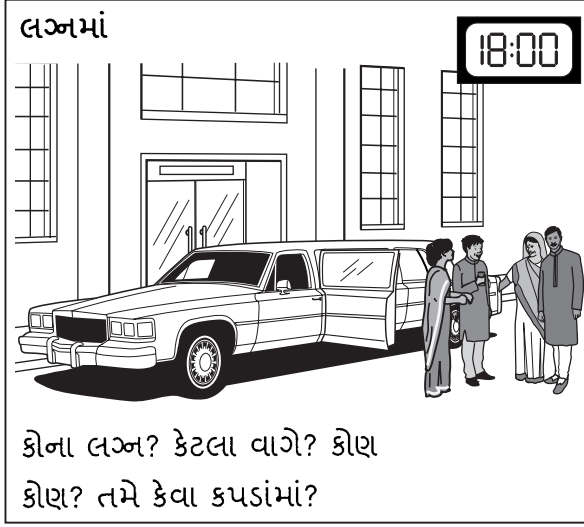
Free time  
Self, family and friends

Careers, work and work experience  
Your local area

## CARD 9

## Section 3 (Narrative)

**Situation:** The notes and pictures below give an outline of the events last year when you went to a wedding party in Rajkot. You stayed with your uncle there. This is not intended to be a monologue. Teacher/examiners should ask questions at various points.



## CARD 10

## Section 2

**Situation:** You are telephoning a computer repair shop in Jamnagar.

Your examiner will play the part of the shop assistant and start the conversation.

You will have to:

- 1 say your computer is not working
- 2 say when you bought it  
(e.g. last month / October / 2006)
- 3 answer the question
- 4 ask when they can come.



words in **bold** are examples of answers which will gain the full two marks for successful communication.

## Section 2

**Situation:** [તમે જામનગરમાં કમ્પ્યુટરની દુકાને ફોન કરો છો.]

[હું વાતચીતની શરૂઆત કરીશ.]

[નમસ્તે. શું મદદ કરું?]

- 1 માનું કમ્પ્યુટર કામ નથી કરતું.  
[તે કેટલું જૂનું છે?]
- 2 મેં (ગયે મહિને / ઓક્ટોબરમાં / ૨૦૦૬માં) લીધું હતું.  
[કેટલા વખતથી બગડી ગયું છે?]
- 3 (દા.ત. ગઈ કાલથી / ત્રણ દિવસથી / એક અઠવાડિયાથી)  
[અમે તમારા ઘરે આવીને તપાસી શકીએ.]
- 4 તમે ક્યારે આવી શકશો?  
[સોમવારે સવારે દસ વાગે.]

**General Conversation Topics** (Teacher / examiner to select **two** topics)

Please ensure that candidates are given the opportunity to use correct past, present and future time references in this section of the examination.

Free time  
School life

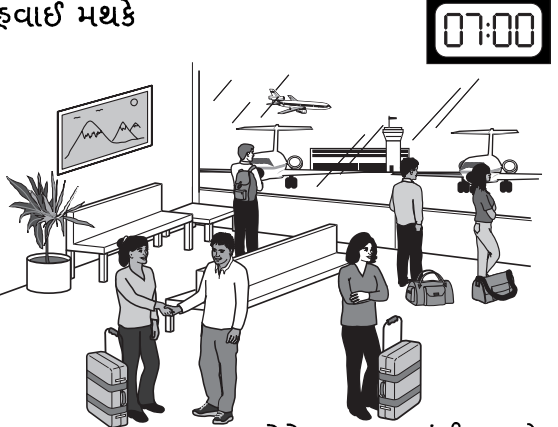
Holidays  
Careers, work and work experience

## CARD 10

## Section 3 (Narrative)

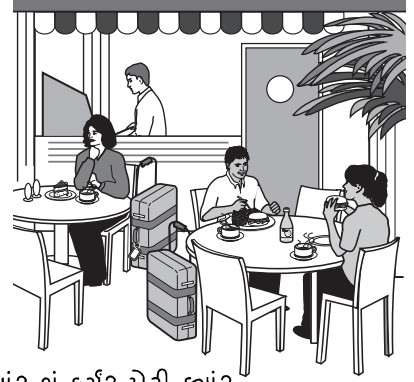
**Situation:** The notes and pictures below give an outline of the events last year when your friend Kiran from Gujarat arrived at the airport. This is not intended to be a monologue. Teacher/ examiners should ask questions at various points.

હવાઈ મથકે



કોને મળ્યા? ક્યાંથી? ક્યારે?  
પેટીનું વર્ણન?

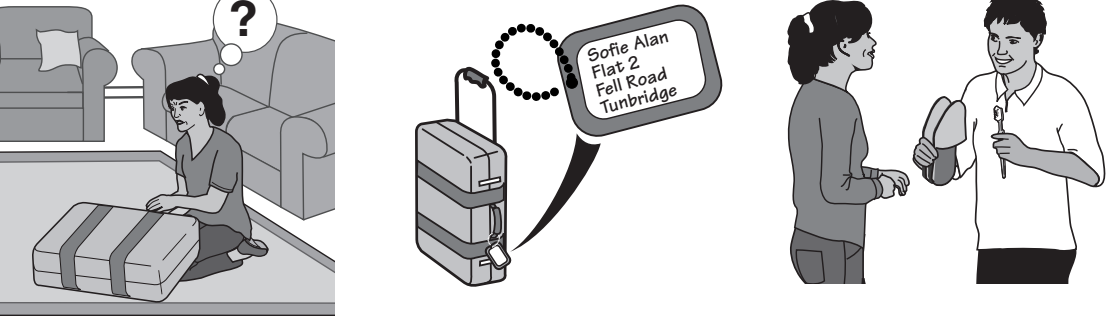
કેફેમાં



ક્યાં? શું કર્યું? પેટી ક્યાં?  
બાજુના ટેબલ પર કોણ? પેટી?

↓


ઘરે



શું થયું? કેમ?                      કોની પેટી? લાગણીઓ?                      શું શું આપ્યું? શા માટે?


↓

તે દિવસે બપોરે



ક્યાં ગયા? કોને મળ્યા? શું કર્યું?  
લાગણીઓ? શા માટે? શા માટે નહીં?

તે દિવસે સાંજે પાછા મળ્યા



ક્યાં ગયા? કેટલા વાગે? કોણ  
કોણ? શું કર્યું?

## INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test, although they may also prove fruitful in discussing the candidate's Presentation.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.



**SOME IDEAS AND SUGGESTIONS****1 (a) Home life**

Tell me about your home. Do you live in a house/caravan/flat?  
 How many rooms are there? What is in the dining room?  
 Do you have a garden? Size? Plants? Flowers? Trees?  
 Do you help at home? What did you do yesterday to help at home?  
 Do you do the hoovering/the washing up/help grandparents?  
 What time do you get up/get home/have lunch?  
 What is your daily routine at home? (Morning/evening/weekend)?  
 What do you like about your home/bedroom? Why?  
 What colour are the walls? Do you like them? Why (not)?  
 Who will cook dinner tonight? Your mother? Father? You?  
 What do you like to eat? Opinions about food/meals.  
 What would you change about your home? Why?

**1 (b) School life**

What is your school called? How many pupils in your class?  
 How many teachers at your school?  
 Describe your classroom/school buildings/grounds.  
 Is it a big classroom? What is in your classroom?  
 What is your favourite lesson? Why? Which lesson do you not like? Why?  
 Do you like maths? What lesson will you have after break/lunchtime?  
 What time did you arrive at school this morning?  
 When will you have lunch/go home (this afternoon)?  
 Describe your daily routine at school (morning/lunchtime).  
 What do you do at break/lunchtime? Who with?  
 What do you (not) like about school/lessons/sports? Why?  
 Describe your school uniform. What do you think of school rules? Opinions about uniform/  
 homework.  
 Do you like your school (uniform)? Why (not)?  
 What would you change about your school?

## SOME IDEAS AND SUGGESTIONS

### 2 (a) Self, family and friends

How many sisters do you have? Tell me about your sister, Sunita.  
 Tell me about your best friend/grandmother.  
 Have you a cat or a dog? Describe your dog/cat/horse/fish.  
 Tell me about your father/brother. Job/temperament/hair/size.  
 Do you go to the cinema/go to church/play football with your friends?  
 What do you like to do with your friends? Last weekend? Next weekend?  
 What kind of person are you? Intelligent/friendly/sporty/hard-working?  
 What do you (not) like about your friends/classmates? Why?  
 Who is your best friend? Describe him/her. Likes/dislikes.  
 Do you like your brother? Are your parents nice/strict?  
 When is your birthday? How do you celebrate it?  
 What do you do at the weekend/in the evening?  
 What did you do last weekend? And next weekend?

### 2 (b) Free time

What you do at the weekend/in the evenings? What are your hobbies?  
 Do you play sport? Do you like listening to music? What sort? Who with?  
 Do you go clubbing? What is your favourite TV programme?  
 Do you like reading/skateboarding/riding? What books? When?  
 Do you go shopping/watch football/go to church at the weekend?  
 What do you do in your free time? Last weekend? And next weekend?  
 What time do you get up on Saturday/Sunday? What do you usually do?  
 What do you like to do in the evening/at the weekend?  
 What do you do on Saturday/Sunday? (Morning/afternoon/evening?)  
 What do you (not) like about the weekend? Why?  
 Do you watch TV with your family? Do you go out with your friends?  
 Opinions about friends/family.  
 How much pocket money do you get? Do you have a Saturday job?  
 What do you buy with your (pocket) money? Clothes/fashion/music/sport?

**SOME IDEAS AND SUGGESTIONS****3 (a) Your local area**

Where do you live? Do you like living in Xtown/Xthorpe?  
 Is it a big town? Industrial? Is it a small village? Touristy?  
 Is there a cinema (nearby)? Are there lots of clubs (nearby)?  
 What (else) is there in the area for young people (to do)?  
 Have you visited Xburgh Castle/Museum/Park? What did you see/do?  
 What (else) is there in the area for tourists (to do)?  
 Where do you go shopping? In Xtown? When?  
 What will you do next weekend? Shopping? Who with?  
 What do you think about your town/village/region? Why?  
 Do you like living in Xtown? Why? Transport/entertainment?  
 Do you prefer living in the town or the country?  
 Would you like to live in India? What is the weather like here/there?  
 If you had the choice, where would you like to live? Abroad? Why?

**4 Careers, work, work experience**

Will you go to college in September? What will you study there?  
 What job do you want to do after you leave school (in September)?  
 Do you have a job in a supermarket? Where do you work on Saturdays?  
 Do you work at the weekend/in the evenings? Opinions about this work.  
 Have you been on your work experience? Where?  
 What is the company called? Did you like working at X Ltd? Why (not)?  
 What did you do there? Am/pm. Meals.  
 How did you travel there? What time did you arrive at X Ltd?  
 What sort of job would you like in the future? Why?  
 After college/school? Do you want to work in a shop/office/garage?  
 What does your father/sister do? Would you like to do that job?  
 What work does your mother/brother do? Do you want to be an xxxx?  
 What money do you earn/receive? What do you buy with it?

**SOME IDEAS AND SUGGESTIONS****5 (c) Holidays**

Where do you go on holiday? Blackpool? Spain? Camping? Visit family?  
Where are you going this year (did you go last year) for your holidays?  
Where do you like to go on holiday? Do you stay in a caravan/hotel/tent?  
Who do you go on holiday with? Friends? Family?  
How do you travel when you go on holiday? Plane? Train? Car?  
Describe your holidays (weather/accommodation/activities).  
What do you like to do on holiday? Who with? If weather is bad?  
What did you do in the Xmas/Easter holidays? Celebrations/visit/meals?  
At Xmas what do you do? With family? With friends? Eat/drink/go out?  
What do you like about holidays? Why? Do you go away/stay at home?  
What do you do on holidays? What did you do last year on holiday?  
What do you do at home in the holidays? Do you like that? Why (not)?  
Do you prefer holidays with family or with friends?  
Will you go on holiday with your family this year? Where will you go?  
If you had lots of money, where would you go on holiday? Who with?

**Gujarati**

**OCR GCSE 1927 Units 2372 and 2375**  
**Speaking Mark Sheet**

<b>Candidate Name</b>	<b>Centre Number</b>	
	<b>Candidate Number</b>	

- Foundation Tier: Section 1 RP and Section 2 RP.
- Higher Tier: Section 2 RP and Section 3 RP.
- 2375 only: Please circle the correct mark in the boxes below.

<b>Card Number</b>
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SECTION 1 ROLE PLAY					SECTION 2 ROLE PLAY					SECTION 3 ROLE PLAY		
TASK	1	2	3	4	TASK	1	2	3	4	8		
	2	2	2	2		2	2	2	2	6	7	
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										0	1	
<b>TOTAL</b>	<b>/8</b>				<b>TOTAL</b>	<b>/8</b>				<b>TOTAL</b>		<b>/8</b>

<b>PRESENTATION TOPIC:</b>	<b>DISCUSSION AND CONVERSATION</b>	<b>LINGUISTIC QUALITY</b>																																						
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<i>For Examiner's/Moderator's use</i>		
Ops Just	Ops Just	Past Present Future

Section 1 Role Play (max 8)		<b>TOTAL</b> (max. 50)	Name of Teacher conducting Test:
Section 2 Role Play (max 8)			Date of Test:
Section 3 Role Play (max 8)			Name of OCR Moderator/Examiner
Presentation (max 4)			
Discussion and Conversation (max 10)			
Linguistic Quality (max 20)			





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