

Report on the Units

June 2008

1927/MS/R/08

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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GCSE Gujarati 1927

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2371 Listening

General Comments

I was glad to see that overall, most of the candidates attempting either the Higher Tier or the Foundation Tier performed well scoring between 30 and 45 marks. A few candidates scored full marks. Candidates seemed to understand both the situations and examples in most exercises and were able to answer the non-verbal as well as many of the verbal questions correctly.

There was evidence of guesswork in some cases in multiple choice questions. A small number of candidates answered in the wrong language i.e. English where Gujarati was required and vice versa. I was happy to see that compared to previous years very few candidates ticked two answers for any one question. Occasionally the correct answer to a question was written in the wrong space.

Where there were distracters in the script in Sections 2 and 3, the weaker students found it more difficult to identify the correct answer. As in previous years candidates found inference questions more difficult to answer.

Comments on Individual Questions

Section 1

Exercise 1

Questions 1-5

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

Question 2 – A very small number of candidates seem not have understood the word 'ઠારબા' (dance) and ticked option B which was incorrect.

Exercise 2

Questions 6-11

Most candidates achieved full marks in this exercise.

Question 8 – A few candidates did not understand the word 'ઉજાણી' (picnic) and ticked the second box.

Exercise 3

Questions 12-17

The majority of the candidates found this exercise relevantly easy and scored full marks.

Question 13 – A few candidates may not have understood the word 'ચોપડીઓ' (books) and so incorrectly ticked the first box.

Exercise 4

Questions 18-23

Questions 18, 19, 22 and 23 were answered well by the majority of the candidates.

Question 20 – Some candidates may not have understood 'ઈંડાં' (eggs) and so ticked the second box.

Question 21 – Similarly some may not have understood 'મીંસ' (meat) and ticked either the chocolates or the cake.

Exercise 5

Questions 24-30

Candidates found this exercise more challenging but the majority scored well.

Question 24 – Most got this right.

Question 25 – A small number of candidates chose the second answer and lost a mark. This may be because both pictures have a desk but Amit is clearly working in the third picture where as he is eating and reading in the second.

Question 26 – A small number of candidates were confused with this question and chose the middle answer. The only reason could be that they did not know the word 'મેજ' (table) or could have interpreted 'બેસી શકે' (can sit) as a chair.

Question 27 – There was an excellent response to this question.

Question 28 – Some ticked either the second or the third answer and lost a mark. It could be because candidates did not know the word 'સાફસૂઝી' (cleaning).

Question 29 – Many candidates lost a mark as they ticked the third answer. It could be because the recording spoke about the father also doing the washing up.

Question 30 – Most scored a mark here.

Section 2

Exercise 1

Questions 1-5

Although there were a few candidates who scored less than 3 marks, most scored 3 to 5.

Question 1 – Most candidates got this correct. Some wrote: 'she did not like it / boring / teacher was horrible etc'.

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Question 2 – Most candidates understood this question and answered correctly. However, there were a few who wrote; ‘teacher does simple work / gives easy work / teacher is different / teaches her better’.

Question 3 – Candidates wrote a variety of answers like, ‘Plays word games / games using words / English games / games to extend vocabulary’. There were a few who just wrote, ‘plays games’ which could not be credited with a mark.

Question 4 – Most candidates got this question correct. However, there was an overlap of the responses in question 3 and question 4. A number of candidates produced the same answer for both the questions. There were some who wrote, ‘language / writing improved.’

Question 5 – This proved to be a challenging question. Many candidates lost a mark as they did not know the Gujarati word for ‘respect’. It may be because they heard it as ‘દાન’ or ‘ધ્યાન’ instead of ‘મન.’ Candidates produced an array of answers such as: ‘gives them praise / believes in all / listens to all / she is nice / kind / gives them sweets / gifts / doesn’t stress them out/pays attention’. On the other hand many got it right too.

Exercise 2

Questions 6-10

Very few candidates scored full marks for this exercise because they used the distracters as the answers.

Question 6 – 100% scored one mark.

Question 7 – Some circled the third incorrect word as it was on the tape as a distracter.

Question 8 – Very few candidates got this answer correct because the other two answers were in the script but were not the correct answers. ‘એક પણ દિવસ વરસાદ નહોતો પડ્યો. શિયાળો હોવા છતાં રોજ તડકો નીકળતો.’ - ‘It did not rain at all. Although it was winter the sun came out everyday’.

Question 9 – A few candidates circled the second or the third phrase and lost a mark.

Question 10 – Most candidates scored a mark here.

Exercise 3

Question 11-15

The majority of candidates answered all the questions correctly.

Question 12 and Question 13 – Some candidates answered 12 in place of 13.

Exercise 4

Questions 16-20

This exercise was generally answered well.

Question 16 – Only a handful of candidates lost a mark by ticking the third box.

Question 17 – A few either ticked the first or the second.

Question 18 – Some candidates did not get this right.

Question 19 – A few lost a mark here.

Question 20 – Again a few candidates chose the distracter as the answer.

Section 3

Exercise 1

Questions 1-6

This exercise was answered better than expected at the Standardisation meeting. Weaker candidates just guessed some or all of the answers.

Question 1 – Most candidates chose the correct letter, but an occasional candidate who may not have understood chose 'शिक्षक' (teacher).

Question 2 – Most candidates picked the correct letter.

Question 3 – This was answered accurately most of the time.

Question 4 – This was answered well.

Question 5 – Some candidates chose 'रहेवा' (to stay) instead of 'छ महीना' (six months)

Question 6 – Quite a few candidates wrote 'भजनो' (hymns) instead of 'संस्कृत' (Sanskrit).

Exercise 2

Questions 7-12

Most candidates scored between 3 and 6 marks.

Question 7 – Some candidates lost a mark because they wrote 'सावचेतीशी' (carefully) instead of 'उत्तापणे' (fast).

Question 8 – Most candidates answered this question correctly, but some chose 'मारामारी' (fighting) instead of 'अकस्मात्' (accident).

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Question 9 – Candidates wrote any one of the three answers.

Question 10 – Most got this correct but a few did write 'મિત્રો સાથે' (with friends) incorrectly.

Question 11 – Many wrote the correct answer but a few did write one of the wrong answers.

Question 12 – A few candidates wrote 'કંજૂસ મનન' (miserly). It could be because the man had a bagful of rupees but gave only one rupee to the singers or it could be because the answer was guessed.

Exercise 3

Questions 13-19

Some candidates found it difficult to write in Gujarati although only short answers were required. Credit is given even where the spelling of the word is incorrect, provided that comprehension of the text is shown.

Question 13 – This question was attempted well. A few just wrote 'worked' or 'was the main'.

Question 14 – Some candidates wrote 'પિતાજી અને કાકાના દીકરા' (dad and cousins) instead of just cousins and lost a mark.

Question 15 – Many candidates gave the correct answer for this question. In some cases the spelling of 'પ્રવાસ' was so distorted that it was unrecognisable and so no credit could be given.

Question 16 – Some candidates wrote 'શાકભાજી બનાવે છે' (cooks vegetables) instead of 'શાકભાજી ખરીદે છે' (buys vegetables).

Question 17 – Quite a few candidates did not understand this question and wrote a variety of incorrect answers.

Question 18 – This question was not understood by quite a few candidates.

Question 19 – A variety of incorrect answers were written.

Exercise 4

Questions 20-25

As most of the questions were indirect questions and distracters were from the script, a number of candidates ticked the wrong box.

Question 20 – This was mostly correct.

Question 21 – A few candidates ticked the wrong answer.

Question 22 – Some candidates ticked the wrong answer.

Question 23 – A few candidates ticked 'કાકાને ત્યાં' (at uncle's) instead of 'હોટલમાં' (in a hotel).

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Question 24 – This was mostly answered correctly.

Question 25 – Candidates ticked any one of the boxes.

Exercise 5

Questions 26-30

This question was attempted very well. There was evidence that some candidates did not gain the marks they deserved because their English was weak.

Question 26 – Most candidates answered this correctly.

Question 27 – Most candidates scored a mark.

Question 28 – Some candidates probably did not know the phrase 'επιτιμωμένος' (felt sorry) and could not write a correct answer.

Question 29 – Mostly answered correctly.

Question 30 – Some candidates failed to show that it was a 'lottery ticket' that was lost and not any 'ticket'.

2372/5 Speaking

General Comments

This year we saw a marked improvement in the conduct of the test and level of response from candidates compared with previous years. The majority of teacher/examiners and candidates followed the tasks with confidence with only a few candidates showing hesitation or confusion.

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

Teacher/examiners are reminded to read the instructions in the Teacher's Booklet prior to conducting the examination. It is important that examiners are familiar with the order, timing and rules regarding the conduct of the test and that no part of the examination is omitted. Candidates will not be compensated for any part of the test which is omitted

Overall, candidates' performance was strong throughout the whole of the examination. The vast majority of candidates managed to demonstrate their skill and expressed opinions and emotion. Many teacher/examiners encouraged the candidates to show their linguistic ability to the full with lively conversation.

The presentation topics were particularly well presented this year. Interesting topics were presented and discussed using imagination and independent thought. The candidates prepared a topic of their choice and in addition to facts managed to express their own ideas and opinions with justifications. Very few teacher/examiners did not observe the time limit of one minute for the presentation topic and most conducted a discussion of the topic with the candidates following the presentation. The use of tenses throughout the presentation, discussion and conversation topics was very sound.

Some of the candidates were not given the opportunity to expand on given facts and use their imagination in Section 3 Role Plays. This part of the examination is not intended to be a monologue but neither is it designed to be a question and answer session. Teacher/examiners are expected to take part in this role play and may help a candidate by asking questions, asking for opinions and encouraging candidates to expand on parts of the role play which have received scant coverage. The mark scheme is designed so that Candidates who give a monologue cannot score as highly as those who have interacted with the teacher/examiner.

In the Discussion and Conversation Topics some of the candidates were not given the opportunity to give detailed answers with opinions and justification and to use a variety of structure, tenses and vocabulary. It is important that candidates are encouraged to do so through the conversation with the teacher/examiner.

In the role-plays teacher/examiners must be careful not to mistake parts of candidate tasks as their own role. They may NOT change the wording used in the answer booklet for role plays 1 and 2, as this often provides candidates with the answers, which in turn means that the candidates cannot be awarded the marks.

Comments on Individual Questions

Section 1

Role Plays - Only the Foundation Tier Candidates attempted these Role Plays.

Card 1: *Buying present in Toyshop*

Tasks 1, 2 & 4 were completed satisfactorily. In task 3 some teacher/examiners did not stick to their part of conversation and give away the key vocabulary 'like it'.

Card 2: *Part-time work*

All tasks were answered well.

Card 3: *Leisure time*

All tasks were answered well.

Card 4: *At the Post Office*

Not many candidates attempted this card. All tasks were answered well.

Section 2

Role Plays – The Foundation and Higher tier candidates attempted these Role Plays.

Card 1: *Buying Clothes*

Some candidates said trousers (English for *patloon*) or *Shaati* (Swahili for *Khamis*). After the teacher/examiner's role in Task 3 some candidates were waiting for a question from teacher/examiner before completing their 4th task. This was one area where teacher/examiners sometimes gave away key vocabulary while trying to get the candidate to continue the role play, although many managed to prompt candidates without depriving the candidate of marks.

Card 2: *Computer Repair*

Tasks 1, 2 and 3 were done well. In Task 4 a similar problem arose as in Card 1. Some teacher/examiners fed key parts of vocabulary.

Card 3: *A Job Interview*

Mostly well answered. Some teacher/examiners stopped after Task 3 'Good' and did not nudge candidates to continue.

Card 4: *Holiday In India*

In task 1 the majority of candidates gave different reasons in their answers instead of saying 'I like the People' as prompted on the card. Task 3 - Many candidates did not realise that the answer was expected to be in the future tense.

Section 3

Narrative Role Play - Only the Higher Tier Candidates attempted these Role Plays.

All four situations were narrated very well. Most of the candidates were able to convey all the main points suggested by the 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 showed off their language skills using imaginative ideas and justifying their opinions. The candidates were encouraged to expand their ability of using imagination even more when the teacher/examiner made interjections and asked questions. In some cases the examiners did not interject or took a very little part. On the other hand some teacher/examiners did not let the candidate narrate the

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event but used the notes and pictures given on the card as questions for this section. Very few candidates failed to use correct tenses.

Card 1: *At a Camp-site*

The most frequently used card. Performance varied from a short narration to very imaginative stories. Everyone coped well with the story and vocabulary. All candidates used the correct tense.

Card 2: *Wedding Party*

Mostly narrated well. Some excellent narration came out when the candidates mentioned their own experience of a genuine celebration for a relative's or friend's wedding.

Card 3: *Lost Luggage*

There were some excellent narrations with good responses to teacher/examiner interjections. Some of the candidates did not realise the bags were exchanged and the teacher/examiner trying to make them understand this caused confusion. Some candidates after starting well switched to narrating the story as if they had lost their own bag.

Card 4: *Local Sports Club*

Almost all the candidates who attempted this card showed their feeling and excitement for playing with friends and winning or losing.

Presentation and Discussion

As topics were prepared in advance, they were well presented. Some of the presentations were excellent and very well organised including their own ideas, opinions and justifications as well as factual points on the subject.

The titles varied from simple topics such as Holidays, Myself, Family etc. to quite sophisticated topics such as National Disasters, India Today, Pollution, World Events, 7 July Bomb Blast, *Swaminarayan Bhagvan*, *স্ত্রী-জীবন* (woman's life), Environment and Recycling, Importance of Healthy Eating and Healthy Living, etc. Some simple topics scored full marks because the presentations were well presented and included a wide range of opinions and justifications. Some adventurous topics did not score as highly because candidates only gave facts without a single opinion or justification. Most candidates managed to include some opinions and justifications in the 60 seconds. It is very important that the teacher/examiners controls the length of the presentation and gives the candidate ample opportunity to elaborate their points using variety of language.

Some teacher/examiners did not let the candidates finish their topic in the allocated one minute time for the presentation and interrupted after only twenty seconds or half a minute.

Discussion of Presentation

Many candidates with good teacher/examiners responded very well to examiner's questions. On the other hand in some cases very little discussion took place as teacher/examiners did not give candidates the opportunity to express their opinions and justify them. As a result even able candidates could not access the marks they were capable of achieving. In some cases only a couple of questions were asked or the questions were about something the candidate had already said in their presentation. Most examiners did an excellent job bringing out lengthy responses with opinions and justifications but some teacher/examiners did not discuss the topic at all, with the result that the candidates suffered.

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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.

General Conversation

Most of the teacher/examiners followed the teachers' booklet and chose the correct General Conversation topics. Some candidates were not given the opportunity to discuss all three topics. Most candidates used their initiative in this part of the test. They were able to use a variety of tenses, good vocabulary and fairly complex structures with few errors. Where teacher/examiners asked the right questions, candidates gave a range of opinions and justified them. However, there were a few problems with ending of future tenses and this seems to cause the most difficulty for a number of candidates..

Able candidates were able to handle the conversation with maturity, confidence and fluency using initiative and imagination. Weaker candidates were able to respond well to questions, which sometimes had to be rephrased.

Linguistic Quality

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

2373 Reading

General Comments

This year about 20% of the candidates entered the foundation tier and 80% entered the higher tier. Generally candidates from both the tiers performed very well and managed to attempt all the questions in the allocated time.

The question paper consisted of a range of familiar and authentic situations and the wide range of texts were set at an appropriate level of content, interest and differentiation in both the tiers. It was felt by the examiners that candidates scored well in understanding text and interpreting views and opinions. Most candidates seem to like objective questions, particularly the multiple choice type questions, as opposed to the ones requiring short answers in either English or Gujarati. However, those with knowledge and skills in both the languages achieved high marks.

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

A large number of foundation tier candidates scored well above 75% of the marks. At the same time a large number of higher tier candidates also scored good marks, showing an understanding of a higher level of vocabulary and complex sentences, coping with unfamiliar language and demonstrating an ability to draw inferences and conclusions. Quite a few candidates who got the highest marks were also able to understand views and pick out specific details, especially in the last two exercises in Section 3.

Overall, the response of the candidates was pleasing and teachers and Centres deserve congratulations for preparing candidates to a high standard.

Comments on Individual Questions

Section 1 (Foundation Tier)

Exercise 1: Questions 1-5

Gujarati numbers were tested and most candidates scored full marks. A few candidates lost marks as they wrote the numbers in Gujarati, perhaps because they could copy them but not translate them.

Exercise 2: Questions 6-10

Almost all the candidates identified individual items in a list for a picnic and wrote the correct letter against each visual.

Exercise 3: Questions 11-15

Vocabulary for different parts of the body and ailments were tested in this exercise where short simple sentences described people's illnesses. Most candidates got full marks here as they were able to give the correct names of people against each visual about their ailments.

Exercise 4: Questions 16-20

Here candidates had to read a short text in the form of a postcard from a pen friend giving details about herself. It was followed by a visual multiple choice exercise where a great majority of the candidates did very well but quite a few candidates found question 16 difficult, as they could not differentiate between a village, a town and a city.

Exercise 5: Questions 21-25

This exercise comprised of different notices found in different places. Candidates had to read the notices and match them against the places where the notices might be seen. The places were displayed verbally. Again a great majority of the candidates did this exercise very well.

Exercise 6: Questions 26- 30

A short text in the form of an e-mail followed by questions in Gujarati and visual multiple choice answers was presented to candidates to identify the main points and extract some information.

Section 2 (Foundation/Higher Tier)

On the whole this section was done well by a majority of the candidates.

Exercise 1

This exercise with questions/answers in English had a slightly longer text which was an extract from a letter from a friend. The friend had a mishap in the garden while playing with a ball with his brother and had to suffer some punishment. Candidates had to identify and extract details and points of view from the text.

Question 1 Many candidates gave names of different garments for “ખમ્ભીસ” meaning shirt. T-shirt was accepted but words like ‘top’, ‘coat’ and ‘clothes’ were not accepted as the correct answer. At this level candidates are expected to know basic names of some garments.

Question 2 The majority got this correct. Answers like ‘put it in the wash’, ‘put it in the washing machine’, ‘washed it’ were accepted.

Question 3 Here, the correct answer was ‘glass door’. However, ‘window door’ was accepted but candidates did not get marks for ‘window’ on its own.

Question 4 Some candidates did not give ‘they had to clean all other windows as well as the glass door’. Instead there were all kinds of different answers, such as, ‘clean windows’, ‘clean doors’ ‘clean glass door’ and so on. Quite a few candidates lost marks here.

Question 5 Most of the candidates got this correct, though many could not express the answer correctly in English. Examiners were not testing correct English or accuracy of either English or Gujarati. It was the comprehension of Gujarati that was being tested.

Exercise 2: Questions 6-13

An extended text in the form of an e-mail in which Paresh is inviting Sujay for a day out in London where he is showing places of interest to his cousin from Ahmedabad. There is also a reply from Sujay. Candidates were expected to understand these e-mails and extract details from the text which was followed by sentences with blanks and verbal multiple choice answers. Some of the foundation level candidates found it difficult, especially questions 9, 12 and 13. In question 9 candidates had to understand that Sujay was getting an invitation and not news or instructions. Some higher level candidates also got some of the questions wrong but many candidates managed to get full or nearly full marks in this exercise.

Exercise 3: Questions 14-20

This exercise with different pupils talking to a career teacher was very well received by most of the candidates. Higher tier candidates did very well in this exercise but foundation tier candidates got a few questions wrong.

Section 3 (Higher Tier)

Exercise 1: Questions 1-8

This exercise presented candidates with an extended text with complex language giving points of view and justifications. The context was about lifestyle in three different countries. Candidates had an opportunity to draw inferences and conclusions.

About four candidates misunderstood the rubrics and instead of giving the names of towns in their answers they gave the names of people.

It was felt by the examiners that most of the candidates understood the text and answered well. A large number of candidates managed to get full or nearly full marks but for quite a few candidates it was a big challenge and some got only 1-4 marks. There appeared to be very little guess work.

Some candidates had difficulties in drawing inferences so they got a few questions wrong in this exercise, for example, in question 2, some candidates failed to understand that 'બારે મહિના' would be the same as 'ઈમેશી' and therefore they gave 'Mumbai' as their answer instead of 'Nairobi.' Another example was question 6 where candidates did not understand 'લોકો ડર વગર ફરતાં હોય' is the same as 'રાતના બહાર ફરવાનું સલામત લાગે.'

Exercise 2: Questions 9-15

This text was an extract from a letter about travel problems which had complex language and a high level of vocabulary. The test type used in this exercise was verbal multiple choice. Candidates were tested on the language of emotions and attitudes. Many candidates found it difficult to depict Kamal's attitude in question 9. However quite a few candidates managed to work out that the correct answer was 'બેદરકાર.' Some candidates seemed to have resorted to guess work. On the whole this exercise was done well and many candidates obtained full or nearly full marks.

Exercise 3A and 3B: Questions 16-25

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The context in this exercise was school life. It is presented as an article by Seema in a school magazine. Candidates had an opportunity to demonstrate an understanding of higher level of vocabulary and depict feelings and attitudes in the first part and draw comparisons and inferences in the second part of the exercise.

This exercise was targeted at grade A candidates.

Exercise 3A – candidates were given statements where an incorrect word/phrase had to be substituted with a correct word/phrase. A great majority of the candidates did not realise that ‘તે દોસ્તોને યાદ આવતી હતી’ has a different meaning from ‘તે દોસ્તોને યાદ કરતી હતી.’ Many candidates wrote the former and lost a mark. Most able candidates did fairly well with the rest of the questions in 3A.

Exercise 3B – candidates had to fill in the blanks from a given list of words. Only the most able candidates answered these correctly. Some got only the last two questions correct as they seemed to be guessing the answers and it appeared that they had not understood the text well. For example, in question 22 many candidates answered ‘સીમાને થોડુંચે ધ્યાન ન મળતું’ instead of ‘સીમાને પૂરતું ધ્યાન ન મળતું.’ Generally in this part the performance was poor.

Exercise 4: Questions 26-30

The text about R. K. Narayan was in the form of an article and was followed by question / answers in English. This was the last exercise in the paper and was targeted at A* candidates. Candidates had to understand the gist and identify the main points and detail. They had to recognise points of view, attitudes and emotions and had to show an ability to draw conclusions. They also had to understand unfamiliar language and had to extract meaning from more complex language. Some candidates were not able to express correct answers in English as they were perhaps new learners in English.

Generally this paper seems to have been done well by most of the candidates. Examiners feel Centres seem to have prepared candidates well in this paper.

2374 Writing

General Comments

It was felt by the team of examiners that the papers were appropriate and discriminated well. The 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. 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 structures required, especially in Section 3.

Most candidates at both tiers seemed to have understood the rubrics and responded effectively to the tasks. Questions in Sections 1 and 2 were set in English, and in Section 3, although the tasks were in Gujarati, there was a scene setting sentence in English which probably made it more accessible for some candidates. However, quite a few candidates who had difficulties in understanding tasks in English performed less well in Section 2 but did better in Section 3. A few candidates just looked at the scene setting in English in section 3 instead of referring to the tasks and so wrote essays about school or the local area that did not in fact answer the question.

There were also other instances where the precise details of the tasks were overlooked and as a result marks were lost. For example in both Sections 2 and 3, even some able candidates missed an opportunity to demonstrate the use of tenses and to give opinions. Many candidates are losing marks for 'quality of language' by missing agreements in nouns, adjectives and verbs. On a positive note many candidates demonstrated the correct use of past and future tenses well at both Foundation and Higher level. The teachers who prepared the candidates well are to be congratulated, and likewise candidates who performed well should be congratulated for their hard work in learning the language and preparing for the examination.

Comments on Individual Questions

Section 1

About 170 candidates sat for Foundation tier and attempted Section 1.

Question 1 – Local area

Candidates had to make a list of 8 different places in their area.

On the whole this question was answered well with a high proportion scoring full or nearly full marks. Most of the candidates made good use of the visuals as prompts but a few candidates lost marks for using English words such as 'કાસલ, માઉન્ટન, પેલેસ, મ્યુઝિયમ, સીસાઇડ' and 'પાર્ક'.

Question 2 – Festivals

This question was done quite well in that candidates managed to write the appropriate nouns and verbs. However, good spelling is needed to gain the accuracy marks.

Question 3 – Holidays

Candidates had to write simple sentences about their holidays. They wrote good sentences with basic structures. There were good descriptions of some interesting activities such as walks, playing different games and visiting temple where a range of vocabulary was demonstrated; but spelling was poor.

Section 2

In this section, both the questions were equally chosen and answered well by candidates of all ability. Tasks were given in English.

Question 1 – A letter about jobs at home

Most candidates gave a detailed account of different jobs they do and some gave a fair account of their opinions about the jobs. However the last two tasks in many cases and in some cases the last 3 tasks were given in a sentence each. Candidates will not score highly with such short responses.

Task 1: This was well answered by most of the candidates giving some interesting details about the jobs they do at and around home thus displaying a good range of vocabulary. For example, 'રસોડામાં મદદ કરું, વાસણ ધોઉં, વાસણ માંજુ, ઇચ્છી કરું, ગાડી સાફ કરું, વાસીદુ કરું, સફાઈ કરું.'

However, many candidates used some English or Swahili words like 'ફ્રિજ વાળું, પાસી કરું, ગાડી ક્લીન કરું, વોશિંગ કરું.' Obviously marks are not awarded for material in other languages.

Task 2: Again, this was considerably well done by most of the candidates. It was pleasing to read some good and interesting words and phrases like 'આનંદ મળે છે, મને કંટાળો આવે, હું થાકી જાઉં,' to describe opinions.

Task 3: Although most candidates gave good descriptions about how they earned pocket money, many candidates lost marks because they failed to demonstrate past and future tenses. Candidates should be alerted to the need to respond in the correct tense, for example here the third task about pocket money was in the past tense.

Task 4: Similarly, the response to the fourth task about how they are going to spend the money was to be in future tense. Instead, a number of candidates wrote about how much money they get every week and how they spend it generally. In these cases Quality of Language marks are lost.

Question 2: A letter about a barbecue party

The majority of the candidates performed well in this question as the barbecue party is popular with most families.

Report on the Units taken in June 2008

It was mostly well answered. However, like Question 1 it was unbalanced as the candidates wrote the last two tasks in a single sentence each while making the first two tasks very lengthy.

Task 1: Candidates gave a true and imaginary experience, giving detail of party and weather.

Task 2: Candidates responded very well to this task by giving good description of food they had prepared, games they played and giving justification for helping around.

Task 3: Overall most candidates wrote a good sentence about likes and dislikes of games played, food they ate, weather and so on. A few candidates gave a good account. Most of the candidates managed to express the task in the past tense.

Task 4: A great majority just gave a single sentence about what they 'are doing next week-end.' But a few candidates gave any real detail of how they would spend the following weekend. This task should have been in future tense but some candidates wrote it in past tense and lost the quality marks.

Section 3

In this section both questions were equally popular. Generally most candidates performed well, though some candidates found it difficult to express higher level opinions with complex sentences using a variety of clauses. However, many candidates showed a good ability to express some high quality language which included subordinate clauses.

Candidates tended to lose marks in this question because they mixed their time-frames, sometimes writing in the past tense and suddenly changing to the future or the present and so the account became confusing.

Question 1: Last 3 months of the school

Task 1: Many candidates wrote a good description of the subjects they study and gave good opinions of higher level. For example it was pleasing to read sentences such as 'મોટા મત પ્રમાણે વિજ્ઞાન ભણવું સારું છે કારણ કે.' There were similar sentences with subordinate clauses and verbal constructions thus demonstrating richness of language as well as making the task interesting. On the other hand some candidates lost marks by writing very little for this task or by missing it out altogether.

Task 2: Almost all the candidates wrote an interesting account of the exam preparation and gave good opinions and justification. However, many of them got their tenses mixed up.

Task 3: Many candidates gave a good detailed description of what sort of trouble they had around examination time but some missed the task completely or again wrote very little. Again there were mixed up tenses.

Task 4: The task about feelings and celebrations after the examination required the future tense but many candidates wrote in the past tense or wrote in a mixture of past, present and future tenses, thus creating a confusing response.

Question 2: Local Area

Task 1: Most candidates answered this task well as it is within their own experience and interest, giving an interesting account of their local area, and their opinions.

Task 2: Many candidates gave a good description of what they did in their area but some ignored this task or wrote in the present, so losing marks. Many missed out the opinion. Some only wrote one or two simple sentences.

Task 3: Some candidates described well what needs to be done to improve the area, but again some candidates failed to give the reasons for the improvement. Many missed the opportunity to show their skill in using future tense here. Some candidates wrote the task in brief and some missed out the task completely.

Task 4: Most of the candidates compared their own area with another area very well but again many candidates missed out which area they preferred and why.

Some interesting sentences candidates wrote in Section 3.

- પિયાનો ઉપર બેસતા જ જાણે બીજી દુનિયામા ખોવાઈ જવાય છે.
- ગુજરાતી એ મારી માતૃભાષા છે જેથી મને તે ભાષાનુ પૂરેપૂરું જ્ઞાન છે.
- પરીક્ષા પૂરી થશે એટલે મને અને ઘરનાને બધાંને "હાશ" થશે જાણેકે માથેથી મોટો ભાર ઉતરશે અને હું અને મારું પરિવાર ખૂબ ખૂબ હળવાશ અનુભવીશુ.
- ઘણા માબાપ પોતાના બાળકોને ઘરનું કામ ના શીખવાડે પણ જો તેઓ બાળકોને કામ કરતા શીખવાડે તો બાળકોને ખબર પડે કે કામની દુનિયા કેવી હોય.

Some suggestions for candidates are...

- read the tasks carefully
- try to understand what is being asked
- think which tense is required for the task.
- try to use one paragraph per task
- try to give each one equal attention,
- be sure not to miss a task.

2376 Writing Coursework

Introduction

The full details and conditions applying to Writing Coursework are set in the Coursework Guidance of the current Specification. All teachers should expect to 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 a good understanding of what is required by them and how to interpret 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 a wider variety of 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.

Candidates must successfully cover all three tenses – past, present and future, within the overall submission as a whole. Otherwise they are not allowed to score more than 6 for Communication in any of the three pieces.

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.

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

Each candidate's work should be properly collated. Treasury-tagged (or, if necessary, stapled) work is greatly preferred because it is easier to work with..

Details of tasks 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 19 candidates from 5 Centres entered for this unit. Most Centres followed the procedures well but 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.

Report on the Units taken in June 2008

Coursework is teacher-assessed and therefore it is essential that teachers study and apply the mark scheme according to the criteria and the standard set. One of the advantages of coursework is that all grades are available as there is no tiering, with a single spine of marks for communication and another one for Quality. However, teachers should be able to differentiate between those candidates who write high quality of language with all the features of complex sentences and those who write simple short sentences. Candidates who write simple sentences cannot reach the higher marks. Candidates should be reminded that a range of clause types is expected in order to reach higher marks and unless opinions and points of view of higher level are expressed, candidates may not be awarded 9-10 marks for communication

Overall, a good variety of tasks were set and candidates were able to demonstrate their abilities well.

It was pleasing that some teachers used bullet points to set tasks. This helps to cue different time frames and opinions, serves as an aid to differentiation, enables candidates to organise their ideas and helps them write at appropriate length. also It also helps moderators to assess the communication more fairly.

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. .

Grade Thresholds

General Certificate of Secondary Education
GCSE Gujarati (Specification Code 1927)
June 2008 Examination Series

Component Threshold Marks

Component		Max Mark	A*	A	B	C	D	E	F	G	U
2371/01	Raw	50	N/A	N/A	N/A	41	35	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	20	10	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	20	10	0
2373/01	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
2373/02	Raw	50	47	44	38	33	21	15	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	20	10	0
2374/01	Raw	50	N/A	N/A	N/A	45	38	31	25	19	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2374/02	Raw	50	45	42	34	27	19	15	N/A	N/A	0
	UMS	90	80	70	60	50	40	30	20	10	0
2374/01	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
2375/01	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	20	10	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 (ie after conversion of raw marks to uniform marks)

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

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	10.1	28.5	32.1	21	5.9	1.7	0.6	0.1
Cumulative Percentage in Grade	10.1	38.6	70.7	91.7	97.6	99.3	99.9	100

The total entry for the examination was 929

Statistics are correct at the time of publication.

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