

Mark Schemes for the Units

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1927/MS/R/08J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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General Certificate of Secondary Education

GCSE Gujarati 1927

MARK SCHEMES FOR THE UNITS

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2371/01 & 02 Listening

Section 1

Exercise	Question	Answer	Reject	Marks
ONE	1 - 5	Meera's weekend routine		
	1	A – doing school work		1
	2	C – garba dance		1
	3	A – chat with friends		1
	4	B – clean own room		1
	5	C – watch a film		1
TWO	6 - 11	બાબકો માટેનું મેદાન		
	6	ગ - દુકાનોની પાછળ		1
	7	ખ - ફૂલો		1
	8	ક - ઊંચાણી માટે		1
	9	ક - ફૂટબોલ		1
	10	ખ - સંગીત		1
	11	ખ - સાયકલથી		1
Three	12 - 17	સાબુબાબુનો વિસ્તાર		
	12	ખ - ટપાલકચેરી		1
	13	ગ - પુસ્તકાલય		1
	14	ક - ચોપડીઓ		1
	15	ગ - કપડાં		1
	16	ખ - ૧૫ મિનિટ		1
	17	ક - દરિયાકિનારે ચાલવા		1
Four	18 - 23	તંદુરસ્તી		
	18	ક - તરવાનું		1
	19	ખ - શાકભાજી ખનાવવાનું		1
	20	ગ - ઇંડાં		1
	21	ખ - માંસ		1
	22	ક - ગાડી ધોવાનું		1
	23	ગ - ઊંઘ		1
Five	24 - 30	સમિતનું નવું ઘર		
	24	ખ - પડદા		1
	25	ગ - નિશાળનું કામ કરવા		1
	26	ગ - મેજ		1
	27	ક - ફળોની ટોપલી		1
	28	ક - સાફસૂકી		1
	29	ખ - બાગકામ		1
	30	ગ - નાવણી		1

Section 2

Exercise	Question	Answer	Reject	Marks
One	1 - 5	School Life		
	1	Difficult / hard	Frustrating	1
	2	Teacher uses different methods / style / ways, teaches in a simple way	Teaches simple work or teacher is different	1
	3	Plays word games / English games(BOD)	Plays games	1
	4	(She can write) new words / more words / more Vocabulary	Language or writing has improved	1
	5	Gives respect to everyone / treats people nicely	Is nice or good teacher,	1
Two	6 - 10	પ્રવાસ		
	6	તંબુમાં		1
	7	યા બનાવતા		1
	8	ઠંડીની		1
	9	સૂઈ ન શકતા		1
	10	ગીતો ગાતાં		1
Three	11 - 15	ખાવાનું અને પીવાનું		
	11	ચ - દૂધ		1
	12	છ - સેન્ડવીચ		1
	13	ક - રંગણ અને રોટલી		1
	14	જ - સમોસાં		1
	15	ટ - બટેટાંનાં ભજિયાં		1
Four	16 - 20	કમ્પ્યુટરની રમતો		
	16	2 - ભાઈના જન્મદિવસે		1
	17	3- બિલાડીનાં બચ્ચાંને બચાવવાની		1
	18	3 - એક ઠજારથી વધારે		1
	19	1 - ચિત્રો અને શબ્દો		1
	20	3 - ઘણા જણ		1

Section 3

Exercise	Question	Answer	Reject	Marks
ONE	1 - 6	કારકિર્દી		
	1	૫ - દાંતની ડોકટર		1
	2	૭ - માતાપિતાએ		1
	3	૨ - ગુણ		1
	4	૪ - જર્મન		1
	5	૩ - છ મહિના		1
	6	૧૦ - સંસ્કૃત		1
TWO	7 - 12	ભારતમાં મુસાફરી		
	7	ઉતાવળ		1
	8	અડસ્માત		1
	9	કેટલાક		1
	10	કાકાના કુટુંબ સાથે		1
	11	અનંદમય		1
	12	ઉદાર દિલના		1
THREE	13 - 18	સંજયના દાદાજી		
	13	(મુખ્ય) વિશાક હતા		1
	14	(સંજયના) કાકાના દીકરાઓ	પિતાજી અને કાકાના દીકરાઓ	1
	15	પ્રવાસ / પર્યટન / ફરવાનું / મુસાફરી		1
	16	ખટોટી કરે છે / શાકભાજી લાવે છે		1
	17	દાદાજી ઘેર હોય છે / સંજય દાદાજી પાસે હોય છે		1
	18	ગુજરાતી (બોલવામાં)		1
	19	સંતોષ છે / ગમે છે		1
FOUR	20 - 25	રજાઓ		
	20	2 - પિત્રાઈ બહેનના લગ્ન		1
	21	3 - જુદા જુદા દેશથી		1
	22	1 - સ્મિતા સાથે નજીકનો સંબંધ છે		1
	23	2 - હોટલમાં		1
	24	3 - મિત્રોને મળશે		1
	25	3 - તેના પિતાજી રહેતા હતા તે જગ્યાની મુલાકાત લેવી છે		1
FIVE	26 - 30	A day to remember		
	26	Glass pieces (would have gone everywhere)		1
	27	He hit his head / cupboard hit him		1
	28	The driver felt sorry for Tinu / was concerned	Was kind	1
	29	He did not attend / did not turn up / was late - for the meeting		1
	30	Lost her winning lottery / lottery ticket	Ticket on its own	1

2372/2375 Speaking

SCHEME OF ASSESSMENT

Foundation Tier		Marks
Section 1 Role Play	Communication	8
Section 2 Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
Total		50

Higher Tier		Marks
Section 2 Role Play	Communication	8
Section 3 Narrative Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
Total		50

Section 1 Role Play, 4 items, marked 2, 1, 0**[8 marks]**

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 2 Role Play, 4 items, marked 2, 1, 0**[8 marks]**

2	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.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
0	Candidate fails to communicate the message or is fed the answer by the examiner

Section 3 Narrative Role Play**[8 marks]**

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	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.
5/4	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.
3/2	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.
1/0	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]**

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

For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks.

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

10	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.
9/8	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.
7/6	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.
5/4	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.
3/2	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.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks.

Linguistic quality – covers the whole examination except the Presentation [20 marks]

20/19	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.
18/17/16	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.
15/14	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.
13/12/11	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.
10/9	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.
8/7	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.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	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.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks.

2373/01 & 02 Reading

Section 1

Accept

Do not accept

Exercise 1: Qs 1-5

1 37

1

2 16

1

3 8

1

4 20

1

5 14

1

5

Exercise 2: Qs 6-10

6 ३

1

7 ४

1

8 ५

1

9 ६

1

10 ७

1

5

Exercise 3: Qs 11 - 15

11 क२न

1

12 कवित।

1

13 सरिना

1

14 राम

1

15 राजेन

1

5

Exercise 4 : Qs 16 - 20

16	A	1
17	C	1
18	B	1
19	C	1
20	A	1
		5

Exercise 5 : Qs 21 - 25

21	ε	1
22	ϑ	1
23	υ	1
24	δ	1
25	ϣ	1
		5

Exercise 6: Qs 26 - 30

26	A	1
27	C	1
28	B	1
29	A	1
30	C	1
		5

		Section 2	
Exercise 1 : Qs 1 - 5			
1	(Dad's white) shirt	1	
2	(In the) washing machine.	1	
3	The glass door / door window / window door	1	window / door
4	Had to wash the door and the windows	1	
5	The house looked clean	1	
		5	
Exercise 2: Qs 6 - 13			
6	રજાઓ	1	
7	ગરમ	1	
8	રાહેરમાં	1	
9	આમંત્રણ	1	
10	ખુલ્લી હવામાં	1	
11	કંટાળો	1	
12	બહેનનો સાથ	1	
13	ખરીદી કેન્દ્ર	1	
		8	
Exercise 3: Qs 14- 20			
14	ખ	1	
15	ઘ	1	
16	જ	1	
17	ક	1	
18	ચ	1	
19	ટ	1	
20	ત	1	
		7	

SECTION 3

Exercise 1: Qs 1 - 8

- 1. $\frac{1}{2}x^2$
- 2. $\frac{1}{3}x^3$
- 3. $\frac{1}{4}x^4$
- 4. $\frac{1}{5}x^5$
- 5. $\frac{1}{6}x^6$
- 6. $\frac{1}{7}x^7$
- 7. $\frac{1}{8}x^8$
- 8. $\frac{1}{9}x^9$

Exercise 2: Questions 9 - 15

- 9. $\frac{1}{2}$
- 10. $\frac{1}{3}$
- 11. $\frac{1}{4}$
- 12. $\frac{1}{5}$
- 13. $\frac{1}{6}$
- 14. $\frac{1}{7}$
- 15. $\frac{1}{8}$

1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
<hr/>	
9	1
10	1
11	1
12	1
13	1
14	1
15	1
<hr/>	
	7

Exercise 3 : 16 - 25**Part A**

16	याद कस्ती	1	याद आवती / याद
17	नाराज	1	
18	उदार दिलना / सारा	1	
19	भेद / सहाय	1	
20	टेवाँ	1	

Part B

21	भोटो	1	
22	पुस्तं	1	
23	छूटपी	1	
24	बिचारी	1	
25	शिक्षकने	1	
		10	

Exercise 4 : Questions 26 - 30

26	About Indian culture / life (anything similar)	1	
27	simple and easy writing / style	1	
28	because it was an imaginary town	1	
29	ordinary people local people / town people / normal people / common people	1	
30	she told him (traditional) folktales / stories	1	
		5	

2374/01 & 02 Writing

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

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

Right hand margin (Section 2)

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

Right hand margin (Section 3)

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

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

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

READ EVERYTHING THE CANDIDATE HAS WRITTEN

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

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

T₁ (Task 1 communicated)

T₂ (Task 2 communicated)

T₃ (Task 3 communicated)

T₄ (Task 4 communicated)

(Task attempted with limited success)

T₁ - T₂ - T₃ - T₄ -

(Task attempted with no success)

T₁ O T₂ O T₃ O T₄ O

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

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

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

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

Section 2

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

Total for Foundation Tier **[50 marks]**

SECTION 2**Communication****[10 marks]**

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

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

Quality of Language**[6 marks]**

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

Accuracy**[4 marks]**

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

SECTION 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

Total for Section 2**[20 marks]**

Higher Tier Scheme of Assessment**Section 2**

Communication 10 marks

Quality of Language 6 marks

Accuracy 4 marks

Total for Section 2**[20 marks]****Section 3**

Communication 10 marks

Quality of Language 14 marks

Accuracy 6 marks

Total for Section 3**[30 marks]****Total for Higher Tier****[50 marks]**

SECTION 2**Communication****[10 marks]**

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

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

Quality of Language**[6 marks]**

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

Accuracy**[4 marks]**

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

SECTION 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

Total for Section 2**[20 marks]**

SECTION 3

Communication

[10 marks]

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

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

Quality of Language

[14 marks]

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

Accuracy**[6 marks]**

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

SECTION 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks

Total for Section 3**[30 marks]****Total for Higher Tier****[50 marks]**

2376 Written Coursework

Scheme of Assessment

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

NOTES

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

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

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

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

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

Communication 10 marks (per item)

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

OVERALL ASSESSMENT OF LINGUISTIC QUALITY**Quality of Language 20 marks (per item)**

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

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

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
2375/02	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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