

Examiners' Reports

June 2011

J034/J134/J734/R/11

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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 specification 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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Chief Examiner's Report

General Introduction

This was the first full year of the new specification for GCSE Gujarati. Now that candidates have a choice of taking half or full course GCSEs it is hoped that more candidates will take the opportunity to study this new modular specification and make use of the short courses, Listening and Speaking to make a Spoken Language short course and Reading and Writing to make a Written short course. Also there is a facility for candidates to re-take the examination for a single or multiple skills to enhance their previous performance.

This year we saw evidence that some candidates are taking advantage of this approach, with 85 candidates entering for short course qualifications and 646 entering for the full GCSE, though only one candidate took advantage of the ability to re-sit individual papers.

The new specification has worked well across all the papers and candidates seem to have enjoyed the freedom of choice given in speaking and writing skills. In addition, questions and answers in English seem to have made it much easier for those candidates who can understand the spoken and written language but find it hard to express themselves in Gujarati.

It is hoped that this new approach to language assessment will be popular with the candidates and that Centres will feel encouraged to enter candidates for Gujarati, as the full course GCSE counts as the Modern Foreign Language subject reported under the English Baccalaureate performance measure along with English, Maths, Science and Humanities.

A811 Listening

General Comments

Although this is the second listening paper available under the new specification, this is the first year when the majority of candidates sat the paper, as there was a very small entry last year.

This paper contains a similar style of questions to the legacy Listening paper but it is now single-tier with exercises getting more difficult throughout the test and targeting specific grades.

As a result of a change in the subject requirements for Modern Foreign Languages, this test now has instructions and questions in English; therefore candidates with a good command of English language achieved higher marks. All questions must be answered in English and candidates who answered the questions in Gujarati did not gain marks.

The multiple choice and matching questions proved to be very accessible and the majority of candidates scored high marks on these exercises.

The exercises requiring a short response in English proved a little more challenging. As in previous years, candidates lost marks due to lack of precision or detail in the answers provided.

Comments on Individual Questions

Exercise 1: Reya's Saturday routine

Questions 1-5

Multiple choice tick box exercise with icons. Nearly all the candidates achieved full marks for this exercise. A few candidates got Question 2 wrong and lost marks.

Exercise 2: About school

Questions 6-12

Identifying the correct activity icon for the answer and putting the appropriate English letter against a name allowed most candidates to gain full marks.

Exercise 3: Priyen's holidays

Questions 13-18

This exercise is similar to Exercise 2 but this time words have to be selected, instead of the icons. As the word list was in English most candidates did well and achieved good marks. Some candidates got the answers to Question 13 and Question 16 mixed up and therefore did not achieve full marks.

Exercise 4: Roopa's grandfather's village

Questions 19-24

This exercise required the candidates to complete the sentences briefly in English.

Question 19 – Good responses. Most candidates got the gist of the question. A variety of answers were given by candidates. e.g. water supply/well/facilities.

Question 20 – Good responses from most candidates. Some candidates gave lessons, languages, qualifications instead of subjects and lost marks.

Question 21 – Good overall answers. Some candidates wrote 'afternoon' or 'evening', and lost marks.

Question 22 – Many candidates gave incorrect responses based on the previous question or on supposition. Incorrect answers included 'in the morning', 'young', 'old', and 'lazy'.

Question 23 – Most answered correctly.

Question 24 – Many candidates got this question wrong by referring to different bodies of water such as 'seaside', 'beach', and 'lake' instead of 'river'.

Exercise 5: Geeta talks about working abroad

Questions 25-30

Short answers in English were expected. Most candidates provided good responses but those who wrote half answers or did not give specific details lost marks.

Exercise 6: Environment and society

Questions 31-36

Matching the statement to the name proved to be an accessible exercise despite the more demanding listening material. Most candidates provided the correct answers.

Exercise 7: Leisure and entertainment

Questions 37-40

As this exercise was quite stretching, a variety of answers were given by candidates. The difficulties encountered seem to be either a misinterpretation of the Gujarati or a lack of precision in the answers.

Question 37a – Generally well answered.

Question 37b – Some candidates answered 'getting rid of the tiredness' and 'resting' instead of 'relaxing'.

Question 38a – Candidates who associated the heat with the weather lost a mark.

Question 38b – Some candidates wrote wind/breeze instead of fresh/cool air and lost a mark.

Question 39a – Some candidates wrote 'takes all day' instead of 'slow/boring' and lost a mark.

Question 39b – A variety of answers were given. Some candidates provided answers relating to cricket instead of football.

Question 40b – A variety of answers were provided by candidates. Marks were lost when candidates mentioned places rather than activities.

Exercise 8: Visiting a centre for healthy living

Questions 41-46

This exercise was targeted at the very best candidates and required short answers in English. Examiners are looking for precision and detail in the answers and candidates who either did not understand what was being asked or provided ambiguous or imprecise answers lost marks on this exercise.

Question 41 – Many candidates gave incorrect responses by writing 'looking for flowers/plants/trees' and some even wrote 'climbing trees'.

Question 42 – Most candidates gained one mark. Some wrote 'no electricity/power' and lost a mark.

Question 43 – Candidates who did not mention parents or family in the answer, lost a mark.

Question 44 – Several candidates lost a mark as they did not relate the answer to being relaxed and finding it soothing/peaceful listening to the songs.

Question 45 – Most candidates got the gist of the question and responded appropriately.

Question 46 – Most candidates scored a mark, although some wrote 'one or two years', 'twice a year', 'come back again to relax' and lost a mark.

A812 Speaking

General Comments

The paper was considered a suitable and fair examination and an appropriate test for the whole ability range. Most candidates made effective use of their time, especially where the tests were conducted in such a way that they were able to demonstrate their full linguistic ability. There was evidence of some excellent preparatory work on the part of the teachers and candidates, exploited to good effect by skilful questioning in the test, which elicited in some cases a high standard of Gujarati with some candidates producing a mature exposition of their opinions and ideas.

This test is quite different from the test in the legacy specification and now consists of only two parts: a Presentation by the candidate followed by a Discussion of the same topic and a General Conversation on a topic chosen by the candidate from a list of three given on the random order sheet in the confidential instructions for teachers. It is hoped that this simplified test will allow candidates of all abilities to show what they can do by choosing topics they are confident with.

The simplified structure has resulted in fewer rubric infringements than in previous years and it was very rare for a part of the test to be omitted by accident, although Part 2 was omitted in a very small number of cases. Almost all the teachers followed the criteria for the time limit of one minute for the presentation topic and a total of ten minutes for the whole of the examination. Examiners would nevertheless like to remind teachers that only 10 minutes of the test will be assessed and if the test is longer than 10 minutes they will only assess the first 5 minutes of each part. Examiners would also like to encourage teachers to offer candidates the choice of topics for Part 2 during the recording. Candidates should not be informed of the three topics for General Conversation before the start of the test but, if the topic was simply stated by the conducting teacher, Examiners marking the tests were often unsure when candidates had made the choice. Indeed, some teachers clearly did not give the students a choice and discussed all three topics.

The overall performance of the candidates was of a good standard and demonstrated secure knowledge of the language and enjoyment of the subject. Some of the presentation topics were not only well prepared but also interesting and imaginative, with a good range of factual information and justified individual ideas and points of views.

Many teachers encouraged the candidates to show their linguistic ability. However, some of the candidates were not encouraged to give detailed answers with opinions and justifications, using a variety of structures, tenses and vocabulary. While some candidates may need encouragement with simple closed questions, the more able should be given the opportunity to expand their answers to open questions and teachers should give candidates the opportunity to use a variety of tenses.

In this new specification the three strands of assessment, Content and Communication, Quality of Language and Pronunciation and Intonation are assessed separately in each Part. This means that the conducting teachers should encourage candidates to use features which will gain access to the higher bands of the marking grid in both the Presentation and Discussion and in the General Conversation. Unlike the legacy specification, where Quality of Language was assessed over the whole test, the use of different structures and tenses in one part of the test will only count towards the quality mark in that part. To gain access to the highest marks throughout the test candidates must be encouraged to use different structures, tenses and clauses in both the Discussion of the Presentation and the General Conversation.

Some of the teachers asked questions that included English words and did not encourage the candidates to keep to only Gujarati vocabulary.

Examiners reported that some tests are still being submitted on cassette. Centres should note that OCR will only accept recordings on CD in future and the recording must be submitted in MP3 format.

PART 1

Presentation and Discussion

Many topics were well presented and demonstrated good preparation in advance of the test. Some of the presentations were well organised with facts, as well as candidates' own ideas, opinions and justifications. However, a few candidates had not prepared their presentation topic well and so the presentation did not contribute much to their mark for Part 1.

The titles varied from familiar topics such as Home Life, Local Area, School Life, Education and Work Experience, Special Occasions and Festivals, to more individual and challenging topics such as Gandhiji, Smoking, How important it is to know English in India, Life in India etc. Most candidates managed to develop and justify their own ideas and points of views.

Discussion of Presentation

For the discussion of the presentation some of the candidates were not given the opportunity to respond to unprepared questions on their presentation topic.

Where a full discussion of the topic took place, many candidates were able to respond well to teachers' questions. Some teachers did an excellent job, bringing out lengthy responses with opinions and justifications. 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. Candidates should be given opportunity to respond to unprepared questions on their presentation topic. Examiners reported some instances where the questions asked during the discussion covered the same basic information that the candidate had used in their presentation, which allowed limited scope to score highly for Content and Communication.

Some candidates were not given ample opportunity to display their knowledge and use of different tenses during discussion of their presentation topic. If a candidate has presented mainly factual information in their presentation, the questions should be used to get the candidate to express opinions and justifications and, if they have stuck to the present tense, the questions should encourage the candidate to use a greater variety of structures and tenses during the discussion.

With this new specification the majority of discussions were of an appropriate length, which allowed the candidates to develop ideas they had suggested in the Presentation. In a few cases where this section was longer, it was clear that the candidates grew tired and did not perform at their best. Some candidates were not given the opportunity to discuss the topic with the teacher for the full 4 minutes allocated time.

PART 2

General Conversation

As the candidates were given a choice of topic most used their initiative in this part of the test. Where teachers asked open-ended questions, candidates gave a range of opinions and justified them. The most able candidates demonstrated extensive vocabulary, good application of tenses, and a range of language structures, thereby accessing the top marks in both Content and Communication and Quality of Language. Some candidates were not given ample opportunity to display their knowledge and use of different tenses during the discussion of the topic.

There was evidence of some excellent preparatory work on the part of the teachers and candidates, exploited to good effect by natural questioning in the test, which elicited a high standard of Gujarati, with some candidates producing a mature exposition of their opinions and ideas. Many teachers conducted this part of the test very skilfully and their excellent preparation was the key to high performance from candidates.

Pronunciation and Intonation

For non-native language speakers the Pronunciation and Intonation was mostly accurate though there were some minor errors. Most of the candidates earned high marks in this area.

Administration

The majority of the Centres are to be congratulated on the efficiency of their administration, the quality of the recordings and the sympathetic manner in which the speaking tests were conducted. The completion of the mark sheets was mostly handled efficiently. However the few poor quality recordings present a major problem for examiners. Centres are encouraged to check the quality of the recording before sending it out to examiners.

A813 Reading

General Comments

Despite this being the second year that this paper has been available, this is the first time most candidates sat this paper. As a second language paper this unit seems to be set at the right level for the candidates, with engaging reading texts and questions targeting comprehension of written Gujarati.

This paper contains a similar style of questions to the legacy Reading paper but it is now single-tier with exercises getting more difficult throughout the test and targeting specific grades.

This test now has instructions and questions in English, except for the questions in exercise 8, so candidates with a good command of both Gujarati and English language achieved higher marks. The use of English instructions and questions seems to have made the paper quite accessible. However, there are still a few candidates who find it hard to understand and respond to questions in English.

Multiple-choice questions and matching exercises seemed very popular and almost all candidates have performed well in exercises 1 to 4. Candidates seemed to be good at reading statements, studying pictures and then choosing the correct response. Exercises 6, 7 and 8, aimed at candidates with higher ability, were also tackled fairly well. On the whole examiners are pleased with the outcomes.

Comments on Individual Questions

Exercise 1: Places in a town

Questions 1-5

This exercise had simple sentences with familiar context, 'Places in a town', and had to be matched with appropriate visuals. This was answered well by almost all the candidates.

Exercise 2: Amar's interest in television

Questions 6-12

Again the text was presented in simple statements about a familiar context. The multiple-choice questions were all answered well by most candidates.

Exercise 3: My house

Questions 13-18

Statements about 'My house' were presented by different people and candidates matched appropriate visuals with the names.

Exercise 4: Holiday Plans

Questions 19-24

The text about 'Holiday Plans', with the slightly longer text about students' activities during their holidays, was received well by a great majority of the candidates. A tiny minority missed a mark in different places, perhaps not being able to understand individual words. For example, a few candidates did not associate shopping (Question 23) with 'buying different clothes' in the statement F.

Exercise 5: Seema's new school

Questions 25-31

A longer text about Seema moving from a village to a city school was aimed at grade C. It was a challenge for weaker candidates, as they were expected to extract details and points of view from an extended text. However, many candidates tackled the inference questions well. As always a few candidates did try to guess the answers and often got them wrong, although vocabulary used was simple and easy to understand.

Question 25 – answers like 'follow on study', 'study ahead', 'continue after first school', were accepted but 'university or college study' was not awarded a mark.

Question 26 – candidates gave a variety of acceptable answers but quite a few who wrote, 'She was lost because she moved to big school' or 'she was sad/worried/upset' were not given a mark.

Question 27 – candidates expressed the answer to why Seema found learning in her new school difficult in many different ways. Any answer which showed that a candidate understood the text was given the mark. For example, answers such as 'Before she did everything in Gujarati and now she has to do it in English', 'not used to subjects in English' conveyed the correct message and so were given the mark. Some alternative answers were clearly guesses, such as 'it was different/hard' or 'new people/subjects' and 'fresh start', and did not gain credit.

Question 28 – there were many variations on answers expressing the idea that no one tried to be her friend and all correct answers were awarded a mark. However, a few candidates either did not respond at all or gave wrong answers.

Question 29 – candidates were only awarded the marks for an answer conveying the idea of 'a good result in Maths'. If it was just 'good results' or 'Maths results', it was not sufficiently detailed to be accepted as a correct answer.

Question 30 – was answered well by most candidates.

Question 31 – candidates were tested on their ability to extract the appropriate details from the text. Many were confused and gave the answer 'friends helping her' instead of 'improvement in English'. As a result relatively few candidates were awarded a mark.

Exercise 6: Leena writes about celebrations

Questions 32-37

This extended text about celebrations, with longer and more complex sentences, was targeted at higher GCSE grades. The task required each sentence in English to be completed with the correct ending from a choice of three and proved to be accessible for most candidates, with a majority scoring full or almost full marks. It appeared that the answer to Question 36 was guessed incorrectly by a few candidates as they probably struggled to understand, 'હેડીમાં મિજબાની' (party on a boat).

Exercise 7: Weather in Gujarat

Questions 38-44

This exercise was aimed at Grade A candidates. The extended text with complex sentences was about the rainy season in Gujarat and how the newspapers report the situation to the public there. Candidates were expected to understand the text, identify main points, recognise points of view, attitudes and emotions and draw conclusions. They were also expected to understand unfamiliar language from the context. Candidates with poor ability in reading skills either ran out of time or could not cope with this exercise and left the answers blank. However, questions and answers in English helped and the most able candidates managed to get about 80% to 90% of the marks for this exercise.

Question 38 – candidates had to understand the word 'ઝંઘળી ગયા હોય', which meant 'fed up' or 'tired' in this context, but many candidates wrote the answer 'bored', which did not fit in this context and therefore were not awarded a mark. However, other words like 'frustrated', 'annoyed' and 'upset' were acceptable answers. Many candidates did not score a mark for this question.

Question 39 – the details 'news or information about rainfall' were important to get a mark. If candidates wrote just 'news about weather' they were not awarded a mark but a mark was awarded for 'information about monsoon'. In effect there were two elements which were needed for a mark: 1. Information which could be expressed as news/article or anything similar and 2. Rainfall, which could be expressed as monsoon or rain, or anything similar was acceptable.

Question 40 – there were some good answers like 'tornado', 'very strong wind' and even 'hurricane'. About 30% of the candidates got it right.

Question 41 – over half the candidates got this right. Some others, who gave answers like 'high sea level' or 'high water level', were not awarded a mark.

Question 42 – many candidates were able to understand that farmers were in danger of losing money and the candidates expressed that in different ways. Over 70% managed to score a mark.

Question 43 – this was answered correctly by a tiny minority because the Gujarati word 'શુભિત્ત' had to be understood within the context of the whole paragraph. The correct answer was 'some', and words like 'tiny bit', 'a bit of rain', 'not much rain' were all considered incorrect.

Question 44 – this, being the last question for Grade A, was very demanding and only a few candidates understood the inference question, where the correct answer was 'there was famine'. The few candidates who managed to get the mark expressed the idea in different ways, like 'people went hungry' or 'there was a shortage of food' or 'lack of food'.

Exercise 8: The Olympic Games: past, present and future

Questions 45-49

This was the last exercise aimed at A* candidates. It was about the Olympic Games, which is a hot topic both in schools and in the media and therefore candidates are familiar with the subject matter. This is the only exercise where candidates have to understand the questions and write the answers in Gujarati. About 10% of the candidates made no response to the questions in this exercise. A few candidates tried to answer by copying whole sentences, though unfortunately not always the correct sentences. This also would have taken them a long time, thus leaving little time for them to think about the correct answers. It is recommended that candidates are trained to write answers in a few of their own words which would show their understanding of the text.

Question 45 – this was answered correctly by about one third of the candidates.

Question 46 – this had two parts, how athletes can show respect for themselves and for each other. This question was one where the majority of candidates copied out the wrong sentence and many failed to provide an answer to both parts of the question.

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Question 47 – this was answered well by about 30% of the candidates. Many wrongly copied out the first sentence of the 4th paragraph and missed out the correct answer in the following sentence.

Question 48 – many candidates missed out part or all of the key words, 'ભારતના ગરીબ યુવાનોને'. If half the information was given from these three words, it was not awarded a mark.

Question 49 – was answered correctly by nearly half the candidates, as they were able to pick the inference correctly.

A814 Writing

General Comments

This new specification paper is different from the legacy specification. This single-tier paper has a new format and all the questions are in English. All five topic areas were covered, with one question per topic, and candidates had to answer two questions, each one for a different purpose. Most of the candidates understood the rubrics and managed to respond very well using different purposes such as an email, letter, blog, magazine article and a small number of candidates even used the format of a conversation. The most popular formats were letters and emails. However, about 5% of the candidates wrote both their answers for the same purpose. Candidates should be strongly discouraged from using the same format/purpose for both tasks, as it is a requirement of the specification that candidates show they can write for different purposes using appropriate language. It is hoped that Centres will train candidates to write for different purposes and, when preparing them for the examination, will instruct them to do so.

Examiners felt that candidates used their own experiences in life successfully when answering the questions of their choice. However, Question 1 and Question 4 were most popular, followed by Question 3, Question 2 and Question 5, in descending order of popularity. There were a handful of candidates who attempted all the questions instead of only two. They therefore did not spend enough time on each question, were not able to write at sufficient length and obviously were not able to show their full potential.

This year for the first time candidates were not required to fulfil specific tasks when writing their response but could choose either to follow the suggested points provided for guidance or to use their own ideas. However, they still had to follow the instructions given and it was not sufficient to write generally about the over arching topic areas. It was felt that more able candidates preferred to use their own ideas and the majority of these candidates did that well but a few candidates did not read the rubric and failed to address the task given.

On the whole, candidate responses were pleasing. However, sometimes poor handwriting combined with poor grammar made understanding the response difficult. It is important that grammar is well taught and candidates should be encouraged to give their own points of view about the topic rather than just give general facts and information. It was felt that most of the candidates covered only factual information with some simple opinions and points of view with simple justifications. Unfortunately only a small proportion of the candidates fully developed their points of view and provided detailed or developed justifications. To obtain maximum marks for Communication, candidates need to develop the points in depth by stating their points of view with justifications.

Similarly, to obtain high marks for Quality of Language they need to use complex sentence structures, clauses, and varied range of vocabulary, time references, and idioms. A few candidates wrote in an organised manner and it was noticed particularly that they wrote some good idiomatic language. For example 'મારા મોઢામાં પાણા આવી ગયું', 'પૈસાનો ધુમાડો થઈ જાય', 'પહેલું સુખ તે જાતે નર્યા', 'સ્વાદ દાઢમાં રહી ગયો'. There were also examples of some good phraseology and lexical items which gave a richness to the writing, for example some candidates used words and phrases such as, મદદ કરવા, તેમ છતાંયે, વધારામાં, પૈસા ન હોવાથી, તે કારણસર, તો પણ, આમ તો મારા, તલપાપડ, વિવિધ પ્રકારની, કઠપુતલીઓના ખેલ, મંજૂરી, અદ્દહાસ્ય, સામાન્ય રીતે, ભરણપોષણ, આદર, સુખદુખની વાતો, ભવ્ય, and obtained the high marks they deserved for Quality of Language. Some good language which helped to express higher level viewpoints

for Communication included, 'મારા મત પ્રમાણે, માનું છું કે, મારા ખ્યાલથી, મારા વિચાર પ્રમાણે, મારી માન્યતા છે કે.'

There was evidence of dictionaries being used, which was pleasing, but unfortunately a minority of the candidates sometimes used the Gujarati word for a homonym of the English word they were looking for. For example, 'એક પગદાની દીવાસળી જોવા ગયો હતો', which in English would translate as 'he went to see a football matchstick', conveyed an inaccurate message. It is hoped that candidates will be taught dictionary skills if they are encouraged to use them in an examination environment.

Candidates must be reminded that should they wish to write more than an A4 sheet, additional sheets are available. This year a few candidates used the space provided for the next questions in order to continue the previous question. This could create confusion for marking and wasted Examiners' valuable time.

It would be appropriate to say that most able candidates used the time well, gave well developed points of views and opinions with justifications and had a good command of the Gujarati language and vocabulary. However, the vast majority of the candidates seemed to have a sound grasp of grammar and sentence constructions but either did not give developed ideas, opinions and viewpoints with justifications, or did not attempt to write complex sentences with clauses. A few candidates did not plan their essays well and ended up repeating information and drifting off task, consequently losing marks. It is therefore important to spend a few minutes to understand the task well and plan a little before answering.

It is hoped that teachers teaching this specification will take up the opportunity of attending the training organised annually by OCR and become more aware of all the teaching points and what is expected of the candidates taking this examination.

Comments on Individual Questions

Question 1 – Home and local area – Write about your best friend

Many candidates attempted and answered this question fairly well, as it is within their own experience and was a familiar context. Most candidates used a wide range of vocabulary and gave an interesting account of their best friend's physical description and his/her nature. They also stated opinions about their likes and dislikes and their own feelings when they are with their friends. The future profession of their friend was handled well. Some stated how proud they will be of their friends when they achieve their ambitions of becoming dentists, doctors, teachers or computer engineers.

Examples of well expressed idiomatic language for this question included – 'મારી મિત્ર મારા જીવનની ખાસ સુગંધ છે,' 'સાચી મિત્રતા જીવનની સાચી કળી છે,' 'સાચી મિત્ર એજ હોય કે જે સુખમાં પાછળ ને દુખમાં આગળ'.

Question 2 – Health and sports – Write about sports and sports facilities in our area

Some candidates attempted and answered this question fairly well. They were able to recount fairly well the sports and games they play and the facilities in their area and the improvement they would like. Cricket was very popular – India winning the World Cup and its celebration and also IPL games in India being watched on TV. However some were very conscious about their

health and so mentioned how regular exercise and healthy food are both essential in one's life for good health. Some also wrote about Olympics in 2012.

Question 3 – Leisure and entertainment – Write about a celebration

This was a fairly popular question. Celebrations included festivals such as Diwali, Navratri and Eid and birthdays. Candidates described the preparations and the variety of different dishes made and clothes they went to buy. For Diwali some mentioned why Hindus celebrate Diwali all over the world and the history behind it and some excellent language was used to express this. For example, 'રામજીએ અયોધ્યામાં પગ મૂક્યો.' The vocabulary used by candidates for preparation –decoration, food prepared, and arranging party celebration included: 'ભવ્ય ફેવાથી મારો શ્વાસ થંભી ગયો,' 'મારા મોઢામાં પાણી આવી ગયું'. They were also successful in justifying why celebrations are important, such as 'they are different from everyday life', 'gets families and friends together and 'the enjoyment of the events'.

Question 4 – Travel and the wider world – Write about travel abroad

Many candidates answered this question fairly well, as it is within their own experience. Most candidates used a wide range of vocabulary and gave an interesting account of their holiday. Candidates mentioned holidays with their family/friends and having gone to India, France, America, Africa etc. or that future holidays will be in similar places. They described their feelings about meeting their relatives, seeing different sites and places and experiencing the food and culture in different countries. It was felt that overall it was tackled well and candidates were confident in explaining their points of view and opinions and also justifying why they should go on holidays – to relax and meet new people came across in many scripts.

Question 5 – Education and work – Write about planning some work experience

Only a few candidates attempted this question but they generally answered it fairly well. Current job plans for some were as dentists, doctors, teachers, etc. These were described well by the candidates. The details of work experiences that they may have had from schools were also used and from this the importance of future jobs/careers that they wish to do. It seemed apparent that they were keen to study at university and enter good professions to become, for example, accountants, doctors, computer engineers and other similar professions.

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