

# Examiners' Report Summer 2009

GCE

GCE Gujarati (7616)

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## **7616 Gujarati Examiner's report**

The syllabus for 7616 is devised of one paper of 3 hours, consisting of 4 questions, which would enable the examiner to make a fair assessment of the candidates' knowledge, understanding and response. The 2009 paper for Gujarati was set on the same basis as previous years. The aim was to test the linguistic ability of the candidates: fluency, correct usage, free flowing expressions, creativity and grammatical structures, especially certain features like spelling and gender - which may give the wrong application and distort the meaning in Gujarati language, if wrongly applied.

The marking scheme for all the four questions is very well set and takes into consideration every aspect of the candidates' response which is to be rewarded. Every correct item and the item of merits are rewarded to offer a fair and positive testing and marking. The grade boundaries were applied as in the previous year i.e. 2008.

On the whole the standard is maintained. Candidates from various centres have shown a good understanding, ability and potential of Gujarati. Quality is better this year with a high proportion of candidates showing a good response to the question paper, especially for Q2 and Q4. This is reflected in the overall result. It seems that most of the centres concentrate on giving exercises/training in personal experiences, especially for 'letter-writing'. This is reflected in the choice of topics for Q4 - Essay writing.

For example, candidates selected the topic (b) (Describe an incident you will never forget), where personal and other relevant experiences were well documented. There are few examples of average performance, especially for Q1 and Q2, distorting the meaning because of the wrong reading of a word.

On the other hand, it is quite pleasing to note that one of the salient features: the agreement of the verb with the relevant nouns, adverbs, adjectives etc... again reflects in the overall scoring and acquiring of Grade A.

### **Question 1**

Candidates seemed to be quite at ease with the passage, especially with the 2<sup>nd</sup> paragraph. A number of candidates showed a good command of the language. However some were not quite comfortable with certain vocabulary items in the passage. This was because they either did not recognise or could not read the alphabets in the particular word/words e.g.

### **Question 2**

Candidates were quite comfortable with the passage and many did well, in fact they even enjoyed translating it. The flow of expression was quite noticeable and pleasing. The word 'uncle' in the passage was very appropriately interpreted, showing their knowledge of 'relation words'. In Gujarati every 'relation' is named by a specific word and using the terminology one would definitely know the identity of that person, e.g. 'uncle' - words for maternal uncle (mama), paternal uncle (kaka), aunt's husband (masa, fua) and so on. This, the word 'uncle' in Q2 was interpreted variously. This showed that the candidates had a good knowledge of 'family words' in Gujarati.

The translation passages are set to assess the flexibility of both languages and response to language in certain contexts. The skill of translation is not to transfer word to word interpretation from one language to another i.e. literal translation of one language to another, but to apply aptly the salient features of both languages, thereby to convey the flavour of the relevant languages without distorting the meaning.

### Question 3

Candidates did well on this question. These sentences are there to test the grammatical features and ability.

### Question 4

A variety of topics and choices are offered to candidates, from subjective to imaginative, from thought provoking to raising awareness topics. The intention is to give an opportunity for free response and to test their knowledge from their personal experience to the wider issues - global issues, to react, ponder and express. This allows the candidates to show creativity, a grasp of the wholeness of a topic, the depth and scope of their knowledge and organise their thoughts. The mark scheme allows the candidates to score marks if the salient features are applied adequately. As usual, (d) - letter writing was a popular choice, but equally popular was topic (b) 'describe an incident you will never forget' (66 candidates) and (60 candidates) for (d).

It was expected that those who did well through all the questions would have had selected the other two topics (a/c) but that did not happen. It seems that the majority opted out for an easy route of recounting their personal experiences. However, a number of candidates gave varied and interesting personal experiences! Topic (a) 'books open the magic door to knowledge' was attempted by 11 candidates who went into the depth of how and what books can do as the key to open the magic door. Topic (c) - 'what must we do to preserve peace in the world?' attracted 9 well deserved candidates. They tackled this topic extremely well and were concerned about the 'global peace' issue. They knew exactly what they wanted to say: excellent presentation with well planned content and thoughtful, original ideas. This topic gave them an open invitation to air their concerns about the present day situation in the world. Fluent flow of expression could be seen in the writing of topics (a) and (c), with well planned contents, highlighting awareness and understanding. These were high scoring topics.

It may be interesting to note that certain centres concentrated entirely on topics (b), (d) e.g. from one centre with 41 candidates: 4 attempted (b) and 37 candidates attempted letter writing, and 12 wrote the letter. With another centre, out of 61 candidates, 9 attempted (a), 42 attempted (b), 8 attempted (c) and 2 attempted (d).

Demand for the 2009 paper was similar to previous years. The overall result may be higher, especially at grade A. There is evidence of better performance by the candidates this year. At B grade, performance by the candidates was improved. There were fewer scripts for grade C and none for grade E. Entry numbers have also gone up this year, which is quite encouraging - 146 compared to 126 in 2008. The quality of the candidates is definitely improving this year which is reflected in the overall grading and results, especially at grade A.

The scripts were re-examined to justify the standard - candidates performance is improved and quality is better than last year, especially in the essay writing.

It is a very pleasing result and the performance of the candidates is commendable.

## Statistics

Grade	A	B	C	D	E
Lowest Mark for award of grade	60	45	31	26	20



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