

GCE

Gujarati

Advanced GCE **H594**

Advanced Subsidiary GCE **H194**

OCR Report to Centres June 2014

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this report.

© OCR 2014

CONTENTS

Advanced GCE Gujarati (H594)

Advanced Subsidiary GCE Gujarati (H194)

OCR REPORT TO CENTRES

Content	Page
F883 Listening, Reading and Writing 1	1
F884 Listening, Reading and Writing 2	7

F883 Listening, Reading and Writing 1

General Comments

It is once again rather disappointing that in spite of the paper now running for five years, there were only 37 entries for this unit. It will be very welcome if GCSE teachers encourage their students to study further after passing GCSE in Gujarati. The subject is mainly taught in Community Saturday schools and most schools do not cover the GCE specification as there is a lack of experienced teachers.

Many of the candidates managed to complete the paper but answers to Question 7a were rather incomplete. In answering Question 7b some candidates used information given in the passage for Question 7a and so may have lost valuable time.

Most candidates were able to answer straight forward questions, but a few failed to include full details. Some candidates did not seem to understand inference questions. Question 7b showed evidence of use of accurate Gujarati word order but lacked in range of vocabulary and complex structures.

It was good to see that many candidates scored sufficient marks to achieve a C – A grade. Only one or two candidates scored marks below grade E.

The marked difference between the quality of language of candidates who may have come recently from the subcontinent or those using Gujarati as their home language and those learning the language as a modern foreign language could still be seen clearly but it was encouraging to see that more MFL candidates had entered for the exam and managed to produce a fairly high level of vocabulary and complex structures even though there were some errors.

It is important that candidates are trained to interpret spoken and written language in order to answer inference questions. They must also be able to produce specific information to answer comprehension questions without writing irrelevant information. Candidates will be able to control their examination time if they are more specific and do not waste time on giving irrelevant details. On the other hand they must include all the details that answer the question in full. It was pleasing to see that more of the candidates were familiar with the style of the question paper and followed rubrics correctly.

Comments on Individual Questions

SECTION A: Listening and Writing

Task 1: Sunrise radio – (Communication and media - media - radio)

This was a listening exercise on the subject of uses of and listening to a radio by members of a family.

Many of the candidates were familiar with the topic and understood most of the Gujarati vocabulary in the text. However, a few candidates did not understand words and phrases like, ટુચકાઓ. ધાર્મિક વ્યાખ્યાનો, દુનિયાની નવાજૂની and રમૂજ કહાણીઓ. Some candidates were not able to differentiate the correct answer from the distracters because of the synonyms used.

- Question 1a There were 4 questions in this task requiring the candidate to choose a correct answer from the list. A small number of candidates scored only 2 marks but the majority scored all 4 marks. Some candidates did not understand the synonyms used in the questions and options. All the candidates followed the rubric correctly.
- Question 1b There were 8 multiple choice questions. Almost all the candidates scored marks for h, j and k. A few weaker candidates did not score any marks for the other parts. This was possibly because the options were not directly lifted from the text. Overall, most candidates scored high marks, between 10 and 12, for this exercise.

Task 2: Changes in tourism (Leisure and entertainment - Tourism and related themes)

This was a listening exercise on the topic of tourism. Candidates were required to choose the correct word from a list of answers and plausible distracters and fill gaps in a passage based on the listening script.

This exercise was done well compared to the past, but still there were candidates who found it difficult to understand the synonyms and distracters on the list and so scored rather low marks.

Weaker candidates left many parts of this exercise blank so as not to waste their time. More candidates scored very good marks than in the previous years.

Many candidates scored marks for b, c, d, k and l but were confused about the other options.

Task 3: Hema's train journey (Aspects of daily life - transport)

This listening passage was about Hema travelling by train in India for the first time. Candidates were required to listen to and answer questions in English.

The passage was of the appropriate standard and many candidates were able to answer most questions. Some candidates wrote very short answers leaving out important details and so lost marks.

Candidates who were weak in English lost marks as they could not express themselves in detail.

- Question 3a All candidates scored a mark for this question.
- Question 3b Most candidates scored a mark for the first part of the question – by train. Those who gave the reason as comfortable or relaxing scored a mark, but not those who gave the reason as fast, peaceful etc.
- Question 3c This question asked for a comparison between the two journeys and if there was no comparison, i.e. details about both journeys, no marks were given. .
- Question 3d Most candidates scored both marks but those who gave similar answers to both parts could only score 1 mark.
- Question 3e Many candidates did not know the English word for *ਮੜ੍ਹੜ*, and those with difficulty of expression in English could not translate correctly thus losing one or both marks.

- Question 3f Most candidates scored a mark for this answer although there were many different correct ways of writing it.
- Question 3g Most candidates scored a mark for this answer although it was written in many different, correct, ways.
- Question 3h As the question asked for the sound, those who wrote tea seller or tea shop did not get a mark. A mark was given for the calling or shouting of the tea seller.
- Question 3i Most candidates scored 3 marks for this answer; even though some did not know the word shepherd they wrote two answers for the second part and so scored 3 marks. Some scored only 1 or 2 marks.

Task 4: Writing – travel by plane and train (Aspects of daily life - transport)

Candidates were required to put 5 sentences into Gujarati that were given in an e-mail in English.

Communication:

This exercise was better attempted than last year. Although full marks were not scored often, overall performance was a little better. Words and phrases like ‘airport – હવાઈમથક’, ‘in the morning of – ની સવારે’, ‘is it possible – શક્ય છે’, ‘Independence Day Programme – સ્વાતંત્ર્ય દિનના કાર્યક્રમમાં’, ‘day train- દિવસની આગાડીમાં’, ‘enjoy the scenery- દૃશ્યો માણી શકું’ can you book our meals- તમે આપણું ભોજન નોંધાવી શકશો’ and ‘reserve the train tickets – રેલગાડીની ટિકિટો નોંધાવો’ caused some challenge for some candidates. A couple of transfers of meaning were excellent.

Quality of language:

Even those who scored high marks for the communication did not write in fluent Gujarati, except for a couple of candidates who wrote beautifully. Although word order was mostly correct, there were problems of agreements and spelling. Teachers could give better education in grammar in earlier years and also try to widen candidates’ vocabulary.

SECTION B: Reading and Writing

Task 5: Gujarati food (Aspects of daily life – Food and health)

The text consisted of the opinions of five people about Gujarati food. Candidates seemed to understand the text well so scored around 8 marks. Few candidates scored full marks.

There were two exercises based on this text.

- Task 5a This exercise was given in a tabular form. A list of ideas was given in one column and the names of the five people were written in a row at the top. Candidates were required to read the idea in the column and put a tick in the same row under the correct name.

The exercise was not as well attempted as the previous year but may have proved to be quite challenging for slow readers because of the amount of reading required both for the texts and the questions. The text in the question was not taken from the text word for word, so it was more challenging for the weaker candidates. Comprehension of the passage was important to understand the rephrased ideas. Only a few candidates scored full marks.

Some candidates still made only 9 or 8 ticks and unnecessarily lost a mark or 2. However such cases were fewer than in the past. Only one candidate put more than 10 ticks.

Task 5b This exercise was also based on the same text. Candidates were required to select the correct word from a list to fit in the blanks given in the passage.

This exercise was similar to the Listening exercise 2. Candidate performance was better than in Exercise 2. This may have been because it was a reading exercise.

Task 6: Memories of Gujarati School (Education and training - School and school life – Individual experiences)

The passage was a story about a Gujarati young person at a school show talking about his time at the school and what he gained from it.

The text was followed by questions in Gujarati requiring answers in Gujarati. Marks were awarded for the content of the answers as well as own language produced.

The length of the passage made it quite challenging for the candidates who were weak in reading.

Although candidates were instructed to write in their own words without copying large chunks of text, many candidates lifted the answers. In some cases the only changes candidates could make were to use alternative words or grammar format. However it was good to see that candidates wrote only specific answers and did not lift large chunks of text in the hope that the answer would lie somewhere within. Once again a couple of candidates wrote correct answers but in the wrong places.

Question 6a Although most candidates scored 2 marks for the content, some candidates were not able to change the grammatical format as required by the question..

Question 6b There were two answers, and each one had to be written in the correct place. Those who omitted writing બાબતોને for the first answer could not be credited with a mark. Most candidates gave all the details for the second answer and scored a mark.

Question 6c Most of the candidates answered this question correctly and scored 2 marks.

Question 6d There were three answers for this question and the order of answering did not matter. However some candidates did not write રજાના દિવસે પણfor the first answer and so lost a mark.

Question 6e Quite a few candidates did not score a mark as they just wrote તેણે મિત્રો બનાવ્યા without તેમને મળવા માટે and so lost a mark.

Question 6f Many candidates lifted words from the text and marks were given for comprehension. Some candidates said their lunch boxes were the similar without saying the contents of their lunch boxes. No mark was credited.

Question 6g This question required 3 answers and the order of writing did not matter. Some candidates produced their own language but most copied from the text.

Question 6h There were two answers to this question and the order did not matter. Most candidates got a mark for 'no computer facilities'. The meaning of the second answer changed when a small number of candidates tried to write in own words.

Question 6i More than half the candidates simply wrote 'તેને નિશાળમાંથી ઘણું મળ્યું છે without saying 'તેને કોઈ વાંધો ન હતો; in this case no mark was given.

Question 6j Most candidates scored at least one mark out of the two but most found it challenging to put the answer in own words.

Question 6QL Candidates who lifted a great deal from the text scored lower marks than those who tried to produce own language but were not always successful. However, it was evident that more candidates had tried to produce own language in answering the questions. Teachers must continue to teach candidates the skill of writing answers in their own words where possible.

Task 7: Joint and nuclear families - (Aspects of daily life – The family – different structures and relationships)

The text was of the appropriate level and a subject which was partly familiar to AS level candidates. The text gave details of advantages in a joint family and in a small family.

Task 7a Candidates were required to write in their own words the advantages of living in a joint as well as a small – nuclear – family

This is an exercise where the majority of candidates can score fairly high marks as all the points given in the text were to be reproduced in their own words.

Fewer candidates scored full marks compared to last year. Many candidates did not score very high marks because instead of re-writing the points in the text in their own words they introduced their own ideas or developed the points in the text. Thus they lost valuable time and did not manage to score well.

Task 7b This question required candidates to give their opinions on the statement 'Whether our family is a joint family or a small one, there are advantages and disadvantages in both.' What do you think?

Some candidates wrote very organized essays in which they stated the advantages of joint families as:

- Children are well looked after when they return from school, so children are stress free, well fed and relaxed
- Other family members help them with their school work, thus promoting their education
- They play with them to provide the physical exercise
- House work and home expenses are shared
- There is no feeling of loneliness or helplessness
- There is support during sickness and unemployment

They gave the disadvantages of the same as:

- Too noisy and full of activity so lack of concentration
- If only one earner not enough income
- Too much burden of housework may fall upon one person or a few of them
- Home may be cluttered
- There may be arguments between members of the household

- Bad feelings among the members
- No one is really happy
- There is no freedom to do what one likes
- Joint holidays may not be relaxing

The advantages of a small family were given as:

- Can live as they choose to
- Not having to ask many people of their approval
- Smaller homes mean less house-work
- Less mess in the house so less cleaning
- Freedom of space and use of time
- More time to use the media as one wishes
- Less expensive to run a small household so less stress
- Can afford luxury holidays and expensive items

The disadvantages were given as:

- May feel lonely
- No support in time of need
- Children left on their own if both adults work
- Children can take the wrong decisions
- Too much time on hand so children can surf sites that are not suitable

Although some of the advantages were taken from the text, good candidates developed well each point they wrote about. Some candidates just wrote a couple of points and may or may not have developed them. Others wrote quite a few points but did not develop their ideas much.

Some candidates did not write much more than what was in the text.

Those candidates who had given own opinions in Question 7a could only write short essays.

It seemed that some of the essays were a little rushed, as candidates were running out of time.

Overall, the standard of answers to Question 7b were a little disappointing.

7QL

Some candidates produced accurate language with idiomatic phrases, a variety of correct complex structures and a good level of vocabulary. A marked difference was seen in the language produced by MFL candidates and candidates using the language at home, but more MFL candidates seemed to have taken the exam. Some candidates tried to write longer complex sentences but their language often had errors of noun – verb – adjective agreements. It was good to see that the word order was mostly correct. Some candidates produced only short, similar type of sentences or language with many errors including spelling.

F884 Listening, Reading and Writing 2

General Comments

There were 20 entries this year which was a small increase on last year.

Most candidates seemed to have managed their time well but a few left questions unanswered. This could be because of lack of time or knowledge.

Candidates scored a range of marks and it was again encouraging to note that most had scored enough marks to achieve one of the grades E to A. However there were fewer candidates who scored very high marks and one candidate scored only 1 mark.

As in the AS examination, a marked difference between the quality of language of candidates who may have come recently from the subcontinent or those using the language as their home language and those learning the language as a modern foreign language could still be seen. However most of the candidates had good language skills. Compared to AS there seemed to be fewer candidates who were learning the language as a modern foreign language. The language of candidates who no longer speak the language at home was readable but had many inaccuracies.

Overall candidates found the comprehensions slightly more difficult and they may have scored fewer marks because of incomplete answers and lost marks in the grammar exercises.

Teachers of GCSE Gujarati language should encourage more students to study AS and A2 to increase their knowledge of the language.

Comments on Individual Questions

SECTION A: Listening and Writing

Task 1: Nuclear energy (The environment – energy management)

This was a listening exercise on the topic of nuclear power used in India for producing electricity. It gave details of where this power is used and why the people of India were concerned to use it. Candidates had to answer in English the questions that were also in English. Even though the text and the Gujarati vocabulary used may not be very familiar to candidates, most seem to have understood the recording and attempted the questions well. Some candidates lost marks as they missed out key details in their answers.

Question 1a Most candidates wrote the correct answer. However, a few candidates may not have understood the word ખનિજ or કોલસા – mineral or coal. Candidates who wrote crude oil or coal were awarded a mark.

Question 1b Most of the candidates gave only one use and a mark was awarded. More seemed to understand તબીબી ક્ષેત્રે than ઉદ્યોગો.

Question 1c Many candidates lost this mark because of an incomplete answer. They just wrote – because of the nuclear disaster in Japan without saying that the people of India were scared due to this.

Question 1d This question required two answers and the order of answers did not matter. Most candidates scored a mark for – their homes would be destroyed. For the second part some candidates wrote – their health would be affected, without showing that it would be harmed, diseased etc. and so a mark was not awarded. A mark was awarded if the candidate said health would be damaged or negatively affected.

Question 1e Most candidates gave one of the two answers and scored a mark.

Task 2: Sudhabahen – (Society – integration and exclusion)

This was a listening exercise on a text which informed candidates of a retired teacher, Sudhabahen, and her migration to the UK.

Candidates seemed to have understood the passage well but may have found some difficulty in understanding the inference in some questions and also answering in Gujarati giving sufficient detail. Candidates had to pick the correct information without writing great chunks of the listening passage. Even though this was a listening exercise it was good to see good language produced by most candidates. Some candidates produced language that was mostly their own.

Question 2a All candidates achieved a mark for this first question.

Question 2b Candidates had to derive the correct information from the text to answer the three parts of this question. Order of answers did not matter. Marks were given as long as the answer showed the sense of people going to Sudhabahen, so she did not feel lonely.

Question 2c There were two answers and the order of answer did not matter. Instead of saying how the village people helped Sudhabahen, some candidates picked the incorrect detail from the text, eg they visited her instead of they helped with her shopping.

Question 2d There were 2 answers to this question and the order did not matter. Some candidates picked the wrong detail from the text and lost 1 or 2 marks. Instead of saying she helped the students with their questions they may have said they shopped for her as the answer to this question.

Question 2e Most candidates understood the synonym / inference and answered correctly. Some lost a mark here for the wrong detail.

Question 2f Most candidates scored both marks. Answers were mostly correct but no marks could be given for incomplete detail.

Question 2g Most candidates scored a mark here.

Question 2h Candidates were often not changing the grammatical form but most scored 3 marks for comprehension.

Question 2i If candidates did not show that Sanjay had put facilities in the house, in view of her age, no mark was given.

Question 2j Only a small number of candidates did not score any marks because their grammatical format changed the meaning of the answer.

Question 2k Although often copied from the text, most candidates got this answer correct.

Question 2l This mark was scored by most candidates but if they put both languages – English and Gujarati – no marks were given.

Question 2m This mark was scored by most candidates.

Question 2n Like 2j some grammatical changes changed the meaning of the sentence so no marks were scored by a few candidates.

Quality of Language: Most candidates scored between 4 and 8 marks. As this was a listening exercise own language was not asked for. However, many candidates produced their own synonyms or phrases.

SECTION B: Reading and Writing

Task 3 to 7: Bharat Desh – Country of India (Culture – heritage and history)

This written text started with details about ancient India during the time of Lord Raam and Lord Krishna. It talked about the country during the time of Mahavir and Buddha. The text progressed to the interest shown in its wealth and natural resources by neighbouring countries and the rule of the Moguls and the British. It gave very brief details about the 100 years' war for independence. The passage ended with some facts about modern India.

This topic in general would not have been familiar to most A level candidates through their home life. However, they would know about some details. Some Gujarati words and phrases may not have been easily understood by the MFL candidates. But the information provided in the text was sufficient to answer the questions asked.

It was apparent once again that candidates do find it hard to read long continuous writing. Teachers must stress the importance of reading for pleasure the vast amount of stories and articles available in Gujarati in the press as well as on the internet. As the speed of reading with understanding improves, performance will improve.

Questions 3 to 7 were based on this passage.

Task 3

There were 6 questions based on the first paragraph. Candidates were required to match phrases in the question to a phrase in the box to make a grammatically correct sentence according to the first paragraph. Candidates had to write the letter of the correct phrase in the box provided. This exercise was attempted very well by most candidates but a few candidates achieved only 3 or 4 marks. A small number guessed the answers.

Task 4

Nine words were given and candidates were required to find synonyms from paragraph 1 of the text. Once again candidates performed well and copied words correctly. As this was a copying exercise, no marks were awarded for incorrect copying or leaving out the case ending. However, quite a few candidates scored all of the 9 marks available.

Task 5

This question was based on the second paragraph. Candidates were required to fill in 5 blanks in a short passage which was based on the text but where sentence structure was changed so that candidates had to change the format of words or phrases used in the passage or write own words.

Once again this exercise proved to be quite challenging to most candidates who scored between 1 and 5 marks.

Candidates seemed to find it difficult to find a word of their own or change the original word in the passage to a form that would agree grammatically and also give the same sense as the passage. Students would benefit from more practice of this type of exercises in class.

Task 6

This question was based on paragraph 3. Candidates were required to complete sentences according to the information in the text.

Those candidates who understood the passage well and whose language was of a higher level often got full marks. Others found this question quite challenging. Marks were awarded for understandable communication. MFL candidates seemed to find this exercise quite difficult because of non-familiarity of the language in their day to day life at home. However, it was better attempted than Task 5.

Task 7

This question was based on Paragraph 4. Candidates were required to answer comprehension questions in Gujarati using their own language as far as possible.

Some candidates lost marks when they tried to manipulate the language and in doing so left out some key words or changed the meaning of the phrase / sentence. Some may not have understood the inference questions and so were not able to pick the correct information from the passage. It was encouraging to see that even if lifted the answers were very precise. As there was not a lot of redundant material in the text candidates could pick the right information.

Question 7a Many candidates said they fought for 100 years and scored a mark. No mark was given if a candidate wrote – they were ruled for a 100 years.

Question 7b Most candidates got 1 mark for this answer.

Question 7c There were two marks for two answers and it did not matter in which order the answers were written. Most candidates scored a mark for saying – it is the biggest democracy in the world. The second answer was – it was doing very well economically. A few candidates lost a mark for saying that it had a lot of 'જાહેજલાલો'.

Question 7d A small number of candidates lost a mark because they did not relate their answer to religion.

Question 7e There were two answers to this question and they had to be written in the appropriate space provided. No marks could be given if the answers were in the wrong space. Many candidates got the first part of the question correct but some candidates failed to pick the correct detail in order to answer the second part.

Question 7f Very few candidates got this answer correct and scored marks. Even if one part of the answer was given and the opposite feeling is not shown no marks were awarded.

Question 7g some candidates wrote the answer to 7f here. Some others may not have understood the inference. About half the candidates got a mark for this answer.

Task 8 to 11: UK's National Health Service (Science and Technology – advances in medicine)

The text consisted of an article on the National Health Service of the UK. It gave details of when the service started, conditions before then, cuts in the service due to poor economic situation, what patients of NHS hospitals think and compared services in other countries. It also talked about services provided for Gujarati people, the opinion of Gujarati youth, some discrimination and hard working nurses and doctors and what the private sector think about this free service.

Many candidates may have understood some of the ideas in the passage through experience but not all. The length of the passage made it quite challenging for the candidates with weaker reading skills and some words may not have been understood by the MFL candidates because of their limited vocabulary.

The text was followed by a variety of questions in Gujarati. Candidates were awarded marks for the content of the answers as well as the language they produced.

Task 8

Candidates were required to transfer the meaning of the first paragraph (about 50 words) into English. Marks were awarded for accurate transfer of meaning as well as the English language.

Candidates with weaker English language skills scored lower marks as they could not produce grammatically correct English or missed out key phrases. Only a couple of candidates scored 9 or 10 marks. Most scored between 5 and 8 marks.

Phrases that proved to be difficult were 'હેલ્થ સર્વિસ તરીકે ઓળખીએ છીએ', 'ડોક્ટરો પાસે જવાનું ટાળતા', 'એક છત્ર નીચે કામ કરવા લાગ્યા,' and 'જરૂર પ્રમાણે' and 'મફત સેવા મળવા લાગી.'

Candidates also lost marks for not writing accurate English.

Task 9

This question was based on the second paragraph. This was the second year when this exercise was changed from completion of sentences to a passage with blanks to fill. Candidates were required to use their own words / phrases or the correct form of word used in the passage to complete the sentence / fill the blank space. In effect it was very similar to exercise 5 on the first Reading passage.

This exercise proved to be quite challenging, particularly for the students learning Gujarati as a MF language. Marks scored were between 0 and 6 with more candidates scoring lower marks. This may have been because some candidates use Gujarati as their day to day home language and are familiar with many phrases and forms of words whereas others are not.

Marks were given for understandable communication but not if incorrect according to the passage. No marks were given if the incorrect spelling used meant something different.

Task 10

This exercise was based on paragraph 3 of the passage. The 6 words / phrases that were listed in this question were underlined in the paragraph. Candidates were required to explain the meaning of these phrases in their own words in Gujarati.

This exercise was attempted well compared to the previous year. It was perhaps because candidates were familiar with the use of some phrases, especially if they were native speakers.

It was encouraging to see that all candidates understood the rubric well this year. All of them wrote the meaning and not a sentence using the phrase.

Question 10a Many candidates scored a mark.

Question 10b This phrase was not so difficult but still candidates found it hard to explain in their own words.

Question 10c A few more candidates scored a mark.

Question 10d Only a few could answer this correctly even though this is a phrase that is often spoken at home, weddings etc.

Question 10e This was mostly correct.

Question 10f This was correctly answered by many.

Task 11

This task was based on paragraph 4. Candidates were given a series of questions in Gujarati and were required to answer them in their own words in Gujarati. This was the last reading and writing task before the essay writing. Many candidates were clearly rushing to complete this section and get on to the essay writing. There were a number of incomplete and incorrect answers and some questions were not attempted.

In addition, although the topic is well known to almost all the candidates, the question type was indirect and so many candidates did not give the correct answers.

Where answers were lifted from the passage, it was good to see that candidates were lifting only the relevant details which meant that they understood the gist of the passage. Other candidates managed to change a few words and phrases in their answers. A few produced their own language successfully.

Candidates must be trained to answer indirect questions, extract the specific detail asked for and put it in their own language. They should be careful not to omit key phrases in their answer.

Question 11a This question required three details in any order. Most candidates got a mark for visiting Indian associations and explain about common diseases (a mark was awarded even if candidates failed to say – diseases common **to them** as most candidates missed it). Many candidates lost the third mark as they did not say in their own language. Their answer suggested in the language of the NHS workers.

Question 11b Most candidates were able to score the mark for this question.

Question 11c Candidates had to give three answers in any order. Only a few got all 3 marks.

Question 11d This question proved to be quite challenging and often only 1 mark was scored or none at all. Candidates had to give details about nurses and doctors separately. Some candidates stated the details without saying who did what. There were some incomplete answers as well.

Question 11e This was an inference question that may not have been understood by quite a few candidates. Many said that there was modern equipment, which was not the answer.

Section C: Writing

Candidates had to write one essay and were given a choice of two titles on each of the four A2 topics. Candidates could choose an imaginative or a discursive title. Candidates were advised to write a minimum of 250 and a maximum of 400 words.

The essays that scored the best marks were those that began with a good introduction to the topic, led on to personal opinions / ideas that were well organized and well developed and ended with an independent conclusion. Many essays were written using a variety of complex structures and tenses, fairly high level of vocabulary and where the spelling and grammar were fairly accurate. The language produced by candidates showed improvement from last year, which was not so in the AS paper.

Very short or badly organized essays without a strong argument did not score well but it was good to see a reduction in such writing pieces.

The essay titles were such that candidates had to relate their ideas / arguments to either Gujarat, India or the Gujarati Community outside India and so good marks were scored for relevance. However, teachers must continue to teach all topics with reference to the Gujarati community in Gujarat / India or elsewhere in the world e.g. Gujarati community in the UK or in East Africa, America etc and train candidates to target their essays to these communities.

Task 12: Society - Inclusion and Exclusion

“Even though Religion teaches us to live in peace, there are many problems among the people of India in the name of religion.”

Candidates were required to state whether they agreed with this statement and justify their answers by giving examples relating to the religious quarrels / riots that take place in India.

5 candidates attempted this question.

Most essays gave details of harmony between the followers of Hindu Religion and those who followed Islam.

Candidates wrote:

That it was the egoism about their own religion – the idea that only my religion is right and all others wrong that causes friction between two religious groups.

India belongs to all – Hindus, Muslims, Parsis, Jains, Sikhs and Christians and day to day life is peaceful as the followers of different religions know the true meaning of what their holy book and true Gurus teach. However some ordinary people, politicians and foreigners excite the local and normally calm people to riot. They accuse the Government of being partial to a certain group and cause problems. Others attack the basic human rights. In doing so they cause damage to properties and places of worship and soon the whole country is fighting. People forget that

everyone has the same God. Sometimes outside forces make two factions fight in order to gain power.

One candidate quoted Lord Krishna's word in the Gita – that in order for the greater truth to prevail, and to save persecution to the masses by a tyrant, violence if needed should be used.

Candidates gave very good examples of religious problems in India:

The attack on the golden temple of Amritsar

Babri Masjid and the Gujarat riots of 2002

Recent attacks – by terrorists

Killing of a Hindu / Muslim couple in Kolkata

Questions Narendra Modi was asked when he became the Prime Minister

Grants received by some communities and not the others

Candidates could have also written about the partition of India.

Task 13: Society (Law and order – policing)

Candidates were required to write an article for their community magazine and encourage more people to join the police force and explain the benefits of this to the society.

1 candidate attempted this question.

Candidate mostly wrote about the benefits received if members of the Gujarati community help the police, and provide information about crime and criminals. If this happens the area will become secure for children. Only in the last paragraph candidate advises Gujarati people to join the police force so questions about rubbish, cleanliness can be addressed..:

Candidate could have developed on benefits like:

The police force will have officers who have knowledge of the culture of the members of the community

They will be able to speak in the language of the community and this will relax members of the community.

Task 14: Environment – individual and the environment

People just talk about protecting nature. In fact if every person of India would discipline themselves in use of luxury items, the natural habitat would automatically be protected.”

No one attempted this question.

Candidates could have written about discipline one could place in consuming food, use of clothes and transport, decorations in the homes, going on holidays – especially by air, staying at posh hotels with a lot of wastage and spending a lot of time in enjoying.

Task 15: Environment – Energy management

Candidates had to write an article on management of energy for their community magazine. They had to write about the renewable energy used in India and what else could India as a country do regarding use of such energy and state their benefits.

2 candidates attempted this question.

They wrote about the use of oil, petrol, coal and kerosene for running of transport systems. This could be reduced to reduce the amount of pollution. More should be done to make electricity with nuclear power, solar energy and wind energy. Water waves may be used to create electricity. A recycle project should be organized so all recyclable products can be either reused or transformed.

Candidates could have written about where the wind and solar energy is used at present and why this type energy can be produced all the time.

Task 16: Science and technology – Technological advances

“Gujarati people like to meet each other very much, but because of the development of technology even they are becoming aloof.”

Candidates had to say whether they agreed with the statement and give their opinion with relation to television, internet, smart phone etc.

8 candidates answered this question.

Most candidates wrote about time spent by individuals on their own and thus away from friends and family because of the use of technology, but one candidate disagreed with the statement and said that in fact, internet, smart phone, social media have brought people more closer.

Candidates agreeing with the statement wrote:

The elders in the family who often do not know how to operate the gadgets are often left on their own and feel lonely. Ancient family traditions of group enjoyment are affected and when visitors arrive some members of the family will have their faces buried in the gadget. Young people seem to fly in the air and have no time for others. Too much use of technology can be dangerous too. Even the elderly who do know how to use this new technology will spend hours listening or watching discourses of religious Gurus and make their life sedentary and unhealthy. There is an increase in cyber bullying at school and this can affect someone's life immensely. Young people take too many photos and may misuse them later. Families may break up and children get further away from their parents. Concentrating on the smart phone while crossing a road can result in accidents. Children will forget interpersonal skills and feel threatened in groups.

Candidates who did not agree with the statement wrote:

Most women waste a lot of time chatting on the mobile phone but it does come in handy in emergency situations. People can chat with their relatives living abroad free of charge and can also see them on the web camera, face time etc. This actually increases mixing. People have also found perfect partners through internet. So overall technology has brought people closer and educed elderly loneliness.

If used sensibly the technology can be a real benefit for individuals and the society as a whole because of the information one can access.

Task 17: Science and technology - Scientific advances

You are writing an article for your school magazine on the subject of “Scientific advances in India.” In your article, write about advances in Mathematics, science or engineering in India since ancient times and write about the benefits to the world.

No one attempted this question

Candidates could have written about:

Aryabhata, Nagarjuna and other inventors in India; discovery of zero etc.

Task 18: Culture – Literature and Arts

“The Gujarati people of UK have western furniture in their homes but use items of Indian art to decorate their homes.”

Candidates had to say whether they agreed with this statement and give their reasons.

Only 1 candidate attempted this question.

Candidate did not agree with the statement and gave very good arguments to support their view.

Candidate wrote:

People who have recently come from India may have some furniture and art effects from India as it would be too expensive to buy everything soon after coming to this country. Also if they have items from home, they will not feel too far away from home. However, as people get settled and start earning more they start buying UK goods for their homes. Children who have grown up in this country will only know the UK items and will buy them so eventually most people will have western items in their homes.

Candidate could have written about idols of Gods and Goddesses, statues of Buddha and Meera which are often bought from India or Indian shops in the UK.

Task 19: Culture – history and heritage

Candidates were required to write a speech on “a person who inspired the Gujarati Community”. They had to say in what way the person was impressive and what heritage he has left for the Gujarati Community.

Three candidates attempted this question.

Candidates wrote about:

Mahatma Gandhi – Candidate wrote about the Mahatma’s background, his profession, and the ashram he formed on the banks of River Sabarmati. Candidate wrote about the Mahatma’s contribution to the freedom fight and the times he was sent to prison. The Mahatma taught the people to fight a war of non-violence. He was true inspiration for Gujarati people.

Narendra Modi – How he came up from being a humble son of a chaiwallah who helped in the tea shop of his father. The fact that he became the Prime Minister is a very inspirational matter on its own. Narendra Modi is an idealistic leader who is doing a lot for the unemployed. He will improve teaching in India as well as medical services. He has always tried to keep good relationships with all states of India. Soon he will make India a very prosperous country.

Neelkanth Swami– how he stopped some wrong traditions like killing a daughter and taught people to live a peaceful life. He showed others by example.

Argument, Development and Language

Teachers must impress upon candidates that their essay should relate to Gujarat, India or any other country where Gujarati people reside, and to Gujarati people.

Their argument must be well developed and relate to the question asked rather than writing about the whole topic learnt at school.

Candidates must read the text of the question carefully and not write an essay on the heading.

In their language candidates must demonstrate correct use of grammar, verb-noun – adjective agreements and complex structures with higher vocabulary.

Language should be idiomatic with use of idiom or proverbs if possible.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2014

