

Examiners' Reports

June 2011

HX94/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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F883 Listening, Reading and Writing 1

General Comments

Examiners were pleased to note the small increase in candidates this year.

In comparison to previous years, more candidates managed to complete the paper. However, it was evident that candidates for whom Gujarati is no longer a first language left some questions unanswered or wrote shorter essays. Only one candidate did not score enough marks to achieve a grade E. Of the rest about 80% managed to score a higher grade C to A.

There is a marked difference between the quality of language of candidates learning the language as a modern foreign language and those who may have come recently from the subcontinent or who use the language as their home language. Nevertheless, it was encouraging to see that MFL candidates managed to produce a high level of vocabulary and complex structures.

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. Being specific in answering will also ensure control of time for the examination. It seems that at least 75% of the candidates have practiced this paper and followed rubrics correctly.

Comments on Individual Questions

SECTION A: Listening and Writing

Task 1: A day during Ashu's vacation

This was a listening exercise on the subject of a day during the school holidays. Many of the candidates would have been familiar with the topic and understood the Gujarati vocabulary in the text. However, some candidates were not able to differentiate the correct answer from the distractors. Most of the vocabulary in the listening piece was accessible.

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 either 3 or 4 marks. The synonyms used in the questions posed some difficulty. More candidates scored all four marks compared to previous years. Three candidates did not follow the rubric correctly. They wrote either ડ, ઘ, ઙ, ઙ next to ૧, ૨, ૩, ૪, ૫ or squeezed the whole answer in the boxes.

Question 1b There were 8 multiple choice questions. Candidates scored between 3 and 8 marks. Some candidates did not extract the correct detail from the distractors in the 2nd question or did not understand the inference in the 4th, 6th, 7th or the 8th question. They thus lost 1 or 2 marks.

Task 2: Communication – Letter writing

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

Candidates seem to have understood the passage but found it difficult to understand the synonyms and distractors used in the list. However, it is encouraging to see an improvement in performance since 2009.

Some of the weaker candidates left many parts of this exercise blank in order to save time. A small number managed to score full marks.

Task 3: Changes in Tourism

This listening passage was about changes in tourism since the childhood days of the speaker. Candidates were required to listen and answer questions in English.

The passage was of the appropriate standard and many candidates were able to answer most questions. Some candidates did not write sufficient information and so lost marks.

Candidates who were weak in English often did not give sufficient detail and so lost marks.

Question 3a Many candidates scored a mark for this question. Those who could not give some indication about the ownership of the lorry / goods failed to score a mark

Question 3b (i), (ii), (iii) – The majority of the candidates attempted this question and scored all 3 marks.

Question 3c Many candidates including those who scored well overall, simply said, 'it was the same' without stating 'Business Class' and so lost a mark.

Question 3d Some candidates wrote 'watching wild life' or 'nature' and lost a mark.

Question 3e Many candidates gave the correct answers. Credit was given even if both answers were combined and given at either (i) or (ii).

Question 3f A mark was awarded if at least two of 'quiet life', 'clean air/water' and 'fresh water' with an appropriate verb like 'enjoyed' or an alternative answer meaning 'detoxified their mind and bodies'. Some candidates lost a mark for not putting in the verb.

Question 3g Many could not translate 'ગામના સંબંધીઓની મહેમાનગીરી માણતી' appropriately and so lost a mark. Instead they said met villagers. A few could not score a mark for the second answer as they translated 'નદી' as sea.

Question 3h More than 80% answered this question correctly. Answers like 'visited places in the village' were not credited with a mark.

Question 3i About half the candidates answered this question correctly.

Question 3j This question was not answered correctly by many. Arguments / disagreements between family members were the cause of stress. Many wrote expense was the cause and so did not score a mark.

Question 3k Some candidates incorrectly stated that the expense makes the speaker sad. Most gave pollution as the correct answer.

Task 4

Writing

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

Communication:

Most candidates scored well for transferring the meaning into Gujarati. Phrases like 'spend time', 'relaxing in the forecourt', 'as you did when I was young', 'additional work' and 'cooking and cleaning' were challenging for some candidates.

Quality of language:

Many candidates wrote in fluent Gujarati using good vocabulary and complex structures. Others had difficulty in using the correct agreements and word order. Spelling could have been better.

SECTION B: Reading and Writing

Task 5: Leisure and Entertainment

The text consisted of the opinions of five people on their choice of leisure activity. Each person stated which leisure activity – reading a book, watching a film in a cinema, watching a film at home on a DVD or watching a play in a theatre was their preferred activity. 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 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 to word, so it was even more challenging for the weaker candidates. Comprehension of the passage was important to understand the rephrased ideas.

Overall the exercise was done well.

Some candidates still made only 9 or 8 ticks and unnecessarily lost a mark or 2. However such cases were fewer than in 2010.

Task 5b This exercise was also based on the above 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. Candidates did not perform quite as well in this exercise as they did in Exercise 2.

Task 6: Nikunj's new mother

The passage was a story about a schoolboy whose father wanted to remarry. The story narrated the fears of the student and had a happy ending.

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

The length of the passage made it quite challenging for the candidates weaker at 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. However it was good to see that some candidates wrote specific answers and did not lift large chunks of text in the hope that the answer would lie somewhere within. A very few candidates wrote answers that were correct but in the wrong places and so gained no marks.

Question 6a This was mostly answered correctly.

Question 6b The majority of candidates answered the question correctly and scored 3 marks. Some candidates did not include the verb e.g. ભૂખ –તરસ instead of ભૂખ – તરસ ભાંગતલ so did not score marks.

Question 6c Most of the candidates answered this correctly. However some candidates lost marks because they did not write enough detail.

Question 6d At least 1 mark was scored by all those who attempted this question. Some candidates wrote વાત બદલી કાઢતલ instead of શાંત થઈ જતલ, which was not a correct answer.

Question 6e Only a few candidates did not score all 3 marks. No marks were awarded for answers like 'તારે નવી મા આવશે' and 'તારે કમાવા જવું પડશે.'

Question 6f Most candidates were able to answer part (i) correctly but most lost a mark for (ii) as they did not understand the inference.

Question 6g This question was attempted well.

Question 6h The majority of the candidates answered this question correctly.

Question 6i At least two marks were scored by most candidates.

Question 6j Most candidates gained this mark.

Question 6k A few candidates could not answer this question correctly. Most copied the relevant text to score a mark.

Task 7: Shopping

The text was of the appropriate level and a subject which was familiar to AS level candidates. The text gave details of shopping in the UK and in India and compared the goods arrangement and prices in the two countries.

Task 7a Candidates were required to write in their own words the details given in the text.

The majority of candidates scored higher marks for comprehension of the text. Some candidates wrote a lot of their own ideas that were not in the text and so wasted valuable time, sometimes to such an extent that examiners suspected that some candidates may have not understood the questions at all.

Task 7b This question was slightly different from the ones in the past. In the past we asked candidates to give their opinion about ideas presented in the text. This year candidates had to give their opinion on whether we spend too much time in shopping.

Those who did not read the question carefully or did not understand it gave their own opinions about the ideas in the text.

Some others gave their opinion on whether we spend too much money (and not time) in shopping.

There were some relevant essays where candidates gave their opinion and illustrated it with examples of why and where we spend too much time in shopping. They compared time taken in shopping in the UK in supermarkets, dress shops, shoes shops etc with time spent in India, as well as in returning and changing goods purchased.

Some essays were a little rushed as candidates were running out of time.

Quality of Language:

A few candidates produced poor language with many errors of grammar. Most produced generally accurate or mostly accurate language using a good range of vocabulary and structures. It was here that the difference referred to in the General Comments was at its most marked.

F884 Listening, Reading and Writing 2

General Comments

Examiners were pleased to note the small increase in candidates this year.

Most candidates seem to have managed their time well although some candidates had to rush through the paper and so left some questions unanswered.

Candidates scored a range of marks and it was encouraging to note that most had scored enough marks to achieve one of the grades E to A.

As in the AS examination, there is a marked difference between the quality of language of candidates learning the language as a modern foreign language and those who may have come recently from the subcontinent or who use the language as their home language. It was encouraging to see a fair number of MFL candidates learning Gujarati.

Comments on Individual Questions

SECTION A: Listening and Writing

Task 1: Village art of India – Pottery

This was a listening exercise on the topic of the Arts and gave details about the art of pottery in Indian villages. Questions were in English and answers were also required in English. Most candidates seemed to understand the passage and the inferences in it.

- Question 1a Most candidates chose 'wall art / drawings / paintings' and scored a mark. No mark was given if the word 'wall' was omitted. It was interesting to note that only a small number wrote the alternative answer 'embroidery'.
- Question 1b Those candidates who wrote just 'pots of varying sizes' lost a mark, as the location was omitted.
- Question 1c Most candidates scored only 1 mark for 'making pots'. Very few were able to understand the second answer – turning / rotating the wheel. The word 'ઘૂંટણી' was not familiar to them.
- Question 1d Most answered 'flowers and birds correctly' although some wrote 'lines and dots' and did not score.
- Question 1e Only a few candidates scored a mark. Most gave the information given in the text but could not extract the inference.

Task 2: Settlement of Gujarati people in Britain

This was a listening exercise on the topic of Heritage which gave details of the migration of Gujarati people to East Africa and then to the UK. Questions and answers were in Gujarati. Marks were awarded for communication as well as language.

Candidates seem to have understood the passage well but may have found some difficulty in understanding the inference in some questions and also in answering in Gujarati giving sufficient detail. At least one candidate wrote the correct answers in the wrong answer space. Some candidates produced their own language that was of a good standard.

- Question 2a This was quite a straightforward question. Almost all candidates managed to score a mark.
- Question 2b About half the candidates did not extract the correct information to score a mark.
- Question 2c A minority of candidates repeated the information already in the question and lost either one or both marks.
- Question 2d Most candidates wrote the correct answers but those who did not give enough detail lost a mark.
- Question 2e This question was answered well but some candidates stated 'तेओ आणसु न हत्त' which did not score a mark.
- Question 2f Most candidates answered this correctly. Marks were lost because of insufficient detail in some cases.
- Question 2g This question was answered correctly by most candidates.
- Question 2h Some candidates omitted the word 'नोकरीमां' in their answer and lost a mark. The second mark was scored by most.
- Question 2i Marks were unnecessarily lost when not enough detail was given.
- Question 2j At least one mark was scored by all candidates and many scored the second mark as well.
- Question 2k Not all candidates could score both marks.
- Question 2l Some candidates could not extract the correct detail.
- Question 2m The word 'ओत्प्रेत्' was probably unfamiliar and so there were some incorrect answers.

Quality of Language: Most candidates scored between 5 and 10 marks.

SECTION B: Reading and Writing

Task 3 to 7: Disease and medicine

The text consisted of an article on the topic of Medical Progress. The passage started with details of how our bodies get weaker and then diseased for which medication is required. There was a brief detail about the history of medicines including antibiotics. The third paragraph detailed the types of treatments available and how they are used. The final paragraph detailed the popularity of allopathic treatments.

Although the topic would have been familiar to most A level candidates, some phrases and vocabulary was challenging to MFL candidates.

Tasks 3 to 7 were based on this passage.

Task 3

There were 6 questions based on the first paragraph. Candidates were required to place a tick in the box next to the correct answer. Many scored between 5 and 6 marks. Most candidates seemed to understand the adapted phrases used as options in each question.

Task 4

This question was also based on the first paragraph and was answered better than last year. Nine words were given and Candidates were required to find synonyms from the passage. There were more incorrect answers for 'અંગને', 'નબળી' and 'જમાનથી' than any other words.

Task 5

This question was based on the second paragraph. Candidates were required to fill in five 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 put them in their own words.

This proved to be quite a challenging question and many candidates lost marks, scoring between 1 and 5. Marks were available for imperfect communication, provided it was understandable.

Sometimes Candidates seemed to find it difficult to find a word of their own or to change the original word in the passage to a form that would fit in the space. Students would benefit from more practice of this type of exercise in class.

Task 6

This question was also based on paragraph 2. 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 slightly higher level often got full marks. Others found this question quite challenging. Marks were available for imperfect communication, provided it was understandable.

Task 7

This question was based on Paragraph 3 and 4. Candidates were required to answer comprehension question in Gujarati using their own words.

When producing their own language, some candidates missed the key words and lost marks.

Question 7a Most candidates scored 2 marks for this question.

Question 7c Candidates who did not understand the inference just wrote 'આયુર્વેદ અને હોમિયોપેથીના દવાખાના દર્દીઓથી છલકાતાં હોય છે' and lost a mark.

Question 7d A few candidates wrote either 'પ્રમાણમાં સસ્તી હોય છે' or 'કુદરતી સામગ્રીમાંથી બને છે' instead of the correct answer 'બંનેમાં દર્દી અમુક જાતનો જ ખોરાક લઈ શકે છે' and lost a mark.

Question 7e Here some candidates put 'food restriction' as the answer instead of 'the long duration of the treatment'.

Question 7f Several candidates missed the key words 'જેઓ' (those) in their sentence, without which the answer did not convey the meaning. Others were not able to manipulate the details in the text successfully.

Question 7g Most candidates scored 2 or 3 marks but a few scored no marks or only 1 mark.

Task 8 to 11: Nature's conservation and destruction:

The text consisted of an article on the topic of Environment – Conservation and destruction of Nature. The passage started with the story of the Jain Tirthankar (leader), Lord Mahavir and his message about non-violence, not just towards humans and animals but also towards elements of nature – earth, water, energy, air and vegetation. The second and the third paragraphs detailed how the air, earth and water are polluted and the effects of this as well as the effect of deforestation on life on earth.

The last paragraph provided advice on what should be done to save the Earth, and concluded with a rephrase of Lord Mahavir's message.

This was a topic that is familiar to A level candidates. They should have understood the gist of the passage even if they were not familiar to the vocabulary used, though the length of the passage made it quite challenging for candidates with weaker reading skills.

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 three and a half lines (about 50 words) of the first paragraph into English. Marks were awarded for accurate transfer of meaning, Though Candidates with weaker English language skills scored very low marks if they could not produce grammatically comprehensible English or if they missed out key phrases.

Phrases that proved to be difficult were 'આ જગતમાં થઈ ગયા', 'અહિંસાનું પાલન કરવાનો સંદેશો', 'ફક્ત મનુષ્યો કે પ્રાણીઓ પ્રત્યે જ નહિ' and 'આસપાસની કુદરત પ્રત્યે'.

Task 9

This question was based on the second paragraph. It consisted of 6 sentences with blanks. 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.

This was a challenging exercise for the students learning this as a second language but the performance was slightly better than that in similar exercises at Task 5 and 6. It may be because it was a topic the candidates understood better.

Some candidates wrote 'ધુમડો' instead of 'ગંદકી / પ્રદૂષણ' for Question 9a and 'ભયંકર' instead of 'શ્વાસની' for question 9b.

Questions 9c and 9d required manipulation of words in the text and this was rather challenging for many non-native speaking candidates.

Questions 9e and 9f were answered well.

No marks were given if the incorrect spelling used meant something different e.g. in question 9f no mark was awarded if the candidate wrote 'મળે છે (meet)', instead of 'મરે છે (die)'

Task 10

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

Examiners felt that candidates found this exercise rather difficult, perhaps because they had to explain in Gujarati which can be quite challenging for A level candidates.

It was encouraging to see that all candidates understood the rubric well this year. Only one candidate gave the meaning and wrote a sentence using the phrase, rather than just giving an explanation.

Question 10a Some candidates used the word 'ચિત્ત' instead of 'ફિકર' or 'ચ્યાલિ' and so did not score a mark.

Question 10b This was answered well.

Question 10c A few candidates did not know the meaning of 'જાલ' and so could not give a correct answer.

Question 10d Weaker candidates did not answer correctly.

Question 10e This was poorly answered.

Question 10f There were a variety of answers which were credited as correct.

Task 11

This task was based on the paragraphs 3 and 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 clearly rushed this section in order to get on to the essay writing. There were a number of incomplete and incorrect answers and some questions were not attempted.

Although some answers were lifted from the passage, competent candidates selected only the relevant details, showing 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 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 A few candidates did not give both answers.

Question 11b Some candidates gave answers like 'coal has finished'. Marks could not be awarded for insufficient detail.

Question 11c A good number of candidates answered this question correctly.

Question 11d This was a direct question but the words used in the question were not the same as those used in the text and this caused some difficulty.

Question 11e The majority of the candidates lifted the answer.

Question 11f Most candidates scored at least 1 mark.

Question 11g This was answered fairly well.

Question 11h Some candidates may not have understood the word 'બલિય' in the question.

SECTION C: Writing

Candidates had to write one essay and were given a choice of an imaginative or a discursive title on each of the four A2 topics. 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 and ideas that were well organized and well developed, and which ended with a valid conclusion. Most candidates aimed to use a variety of structures and tenses, a high level of vocabulary and accurate spelling and grammar.

Very short or badly organized essays without a strong argument did not score well.

It was encouraging to see that only a few candidates failed to relate their ideas and arguments to a Gujarati community in Gujarat/India or elsewhere in the world e.g. in the UK, East Africa or America To ensure that their candidates do not lose marks for irrelevance, teachers must teach all topics – and train their candidates to target their essays – with reference to these communities.

Question 12: Inclusion and Exclusion

“Even though equal rights have been given to men and women in the constitution of India, injustice is done towards women.”

Candidates were required to give their opinion on the extent to which this is true with reference to modern times e.g. at birth, regarding education and in married life.

There were some very good essays with strong arguments.

Candidates wrote about the position of women in India, in the old times and gave examples as below.

- New-born female babies were sometimes drowned in milk in India.
- Indian girls were not allowed to go to school.
- They had to marry whoever was chosen for them.
- Large amounts were demanded by Indian men in dowries.
- In married life an Indian women had to do all household chores and look after children and the elderly.
- While the man was free to do anything he liked the wife often had to be inside her home all the time.
- Some Indian men treat their wives as toys.
- This did not reflect the culture of the nation where Goddesses are worshipped as a great source of strength.
- A man who is himself born of a woman should treat women with respect.

Candidates compared the situation in modern India where there are still many women who are mistreated and abused daily. However, for the majority of Indian women there is more freedom.

- The birth of a baby girl in an Indian family is now taken as an auspicious occasion, as the baby girl represents the Goddess Lakshmi.
- Indian families celebrate equally at the birth of a girl.
- Indian parents know that even if their son will not look after them in their old age, they know that their daughter will.

- Education given to Indian boys and girls is very comparable and many Indian women are allowed to go out to work and hold responsible positions in firms.
- An Indian girl is allowed to choose her partner or marry for love and the tradition of demanding dowries is diminishing in many communities.
- After marriage an Indian women is able to share responsibilities with her husband and enjoy some freedom herself.

There were good conclusions to the essay. One essay concluded, 'Although India has been independent since 1947, true independence will come when every Indian man starts treating every woman with respect.'

Task 13: Unemployment

"Write an article for your college magazine. In the article, write about the thoughts regarding the home and expenses of a person in the Gujarati community who has become unemployed suddenly. Give suggestions as to what that person can do to stand on his feet again financially and give their benefits."

Candidates started their essay with how important a job is to a Gujarati person not just to maintain his household but also to earn the respect of his family and members of his community.

They wrote about the current job market in UK and how often a Gujarati person finds out that he/she is losing his/her job in a matter of days.

The Gujarati person thinks about how he will make mortgage payments because the last thing he wants is to become homeless. He may be able to make some cuts in his housekeeping, shopping, entertainment and holiday expenses. He may have to move his children from private schools to state schools. Get support from his wife so she can start work if anything is available. He would try his utmost to keep his head above water. If need be he would enlist help from his parents and siblings.

Candidates gave their suggestions as to what the unemployed Gujarati person could do to become financially stable.

- He should sign on at the job centre so he could look for jobs available as well as get any financial help he is entitled to.
- He should also register with recruitment agencies so he has access to more vacant situations.
- He should look through newspaper and internet advertisements so his chances of finding a suitable job are increased.
- If he cannot get anything in his field he should look elsewhere and he may find a job that may not be as well paid.
- He could approach Gujarati friends and relatives who own businesses to check if they can employ him for a short term.
- He should not be too choosy and take what is available so he can then progress from there.
- If he has some savings he could start a small business / cottage industry – selling homemade food snacks (very popular in the Gujarati Community).
- If he has a large home he could provide professional services from home if qualified.
- He could obtain further training or qualification while he is looking for a job so his chances improve.

Candidates concluded that the unemployed Gujarati person should never lose heart and maintain his faith. If he is prepared to work hard he will find something and will be rewarded.

Task 14: Conservation of the natural World

“The natural landscape is being destroyed to provide resources for man.”

To what extent is this true for Gujarat or a Gujarati community and what action is necessary?

Candidates wrote about the following:

- Most Gujarati families live economically but modern Gujarati families do over do things and waste resources.
- The vast amount of paper used by them in education and for various publications.
- Gujarati people follow trends in attractive Western packaging systems and following the same when shopping or giving presents.
- The trees that are cut to meet their ever increasing demands.
- The effect deforestation has on the world and individuals.
- How important it is to replant trees at a greater pace.
- Huge areas of land that are cleared for housing, holiday resorts and commerce in Gujarat.
- The rare plants and animals – insects and birds that are destroyed or are endangered because of this.
- Government should look at its green belt policies again and refuse some developments that are purely for private profit.
- Sea shores are re-claimed for sea spots and housing. This damages the ecology of the sea shores.

- Vast amounts of energy is used to make items for consumption / use by humans.
- The energy used often comes from the ore, coal, oil stored beneath the surface of the earth.
- There is a limited amount of minerals in the earth so the usage should be drastically reduced and alternative renewable sources should be looked at.

Relevance to the Gujarati people was brought in by writing about religious teachings of the scriptures (Vedas and other sutras) which preach about living simple lives, using less and wasting nothing.

Task 15: Energy management

“Write an article for your community magazine. In the article, give suggestions about ways in which the members of your community can reduce the usage of electricity and gas in their homes and write about the benefits of doing this.”

There were some very good essays with good tips for saving gas and electricity in the home.

- Older Gujarati people ensure that they use gas and electricity very economically but the younger generation has become a little careless.
- Gujarati people cook a variety of dishes for meals at home so they would use more cooking fuel. However savings could be made by cooking their daal and rice in the same pressure cooker in separate vessels.
- Gujarati people do not use the oven often. If they did they could cook several things on different levels in the oven at the same time.
- This will not only save energy but also valuable time of the housewife and she can attend to other family matters or just relax.
- It is traditional to eat food cooked on the same day and not store any but Gujarati families should ensure not too much is cooked. This will ensure good health for the family.

- If any is left over it should be put in the fridge / freezer for later consumption rather than binned.
- Cleanliness is very important to a Gujarati woman. She will probably scrub her kitchen and vacuum clean the carpets every day. This is not necessary. Reducing these activities to twice a week or when necessary, will ensure cleanliness, save energy and give her more time for herself and her children.
- Ensuring that the washing machine and dishwasher are full before turning it on will reduce the number of washes and again save on water, energy and effort.
- It is a cultural thing for many Gujarati people to have a shower each morning but not necessary to use all the hot water. If less water is used less fuel is used and the next person will not have to wait for the water to heat up before having his/her shower.
- Making sure that electrical appliances are turned off and not on standby behind us will save energy. The fuel bill will be smaller and this will mean less burden for the bread winner of the family. Money saved can be used more effectively.
- Rather than watching television in their own room, a Gujarati family should watch it in one room. Family values and unity are very important to Gujarati people and this would be the time to build on them.

One very well expressed opinion was “Put on additional layers of clothing instead of turning on the heating at the slightest drop in temperature. This will save energy and heating costs. It will also not dry out the air in the home and you will sleep better.”

Task 16: Medical Progress

“The Gujarati community in the UK is more fortunate in their health care than Gujarati communities elsewhere in the world.”

To what extent do you agree with this statement?

Relevant issues were:

- The medical services available to Gujarati people in Gujarat / India, East Africa, America and the costs involved.
- The vast number of services for prevention, treatment and cure available under the NHS for Gujarati children, adults and the elderly.
- The extent to which the NHS tries to provide services for non – English speaking Gujarati people, the presentations they organize for the Gujarati Communities and for schools, exercise and fitness clubs they run.
- More Gujarati people should take advantage of the various programmes organized by the NHS.

Task 17: Technological advances

You are giving a speech in your Gujarati School on the subject – “My Gujarati school and technology.” For your speech describe the changes that can be made in your school by making use of the advances in technology and give your opinions on the benefit of the changes.

Relevant issues were:

- Electronic records of all students will reduce paper storage and records will be found readily
- Easy contact with parents by e-mail
- Home work facility using internet – scanning and sending and returning.
- Browsing through articles in Gujarati on the Internet to improve knowledge about India and also own reading skills.
- Facilities in a language lab and how this will improve speaking and listening skills.
- Availability of a Gujarati font on the Internet and how its use can improve writing skills.

- Power point in class will save writing time and any problems of handwriting will be diminished.
- Interactive boards make learning interesting.

Task 18: History and heritage

“Emperor Akbar was a great Mogul king and had a significant impact on the culture of India.” To what extent do you agree with this statement?

Relevant issues were:

- The years under Akbar rule compared with the time during other Mogul Kings – Babar, Humayu, Shahjahan, Jehangir etc.
- Ministers in his court were all from different religion and had different expertise.
- His Hindu queen Jodibai.
- His tolerance of all religions and that he promoted all faiths.
- His love for Art and the legacy of Mogul art he left behind.

Task 19: Art

You have been asked to write an article on the Gujarati clap and stick dance for a ‘Navratri Issue’ of a local newspaper. What are the important features of the dance and why is it relevant to today’s Gujarati society?

The essay required candidates to write for a *Navratri* issue but about the two dances performed using palms (*garba*) and sticks (*dandia*).

Answers contained a background of *Navratri* but concentrated on the dances as well and gave details about the dances and why they are relevant in today’s Gujarati Society.

- Candidates wrote about the Goddess Shakti / Durga and her struggle with the demon Mahisasur. It was essentially a story about the victory of good over evil.
- Brief details of the different types of worship, penance and rejoicing done during the festival, of which the garba and raas dances were important features.
- Details of the dressing, the dance steps, the music and the songs for the dances and also the feelings of people performing the dances.
- They gave the benefits of getting together, enriching one’s faith and the fitness achieved – all important to today’s Gujarati people.
- *Raas – garba* bring people together.
- *Raas – Garba* has become a part of our life for we perform them at birthdays, engagements, weddings and any happy occasion when one expresses his / her joy by taking the jumping dance steps. *Raas – garba* have remained traditional but the songs have become very modern – similar to Bollywood culture.

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