

Report on the Units

June 2010

HX94/R/10

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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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CONTENTS

Advanced GCE Gujarati (H594)

Advanced Subsidiary GCE Gujarati (H194)

REPORT ON THE UNITS

Unit/Content	Page
CE Report	1
F883 Listening, Reading and Writing 1	2
F884 Listening Reading and Writing 2	7

CE Report

This was the first year in which the full qualification is available for this new specification. It was rather disappointing to see the drop in candidates particularly at A2. It had been hoped that the Listening component would be attractive to candidates and make the exam more accessible and closer to the experience at GCSE. The introduction of the Listening component makes the examination more authentic and brings Gujarati closer to other Modern Foreign Languages.

The new style examination is working quite well. Candidates seem to like working through the variety of new question types and are managing their time quite well on the whole. Examiners have found that they understand the listening and reading texts but sometimes have difficulty expressing themselves in Gujarati when answering. Some of the grammatical exercises are proving quite challenging to those candidates whose vocabulary and knowledge of different forms of words is limited.

On the whole examiners are pleased with candidates' performance and it is good to see candidates using complex language with a variety of words and phrases in the essay section. They are able to express their views and also develop them to make interesting and lively pieces. It is always nice to find that all candidates manage to achieve a passing grade and also pleasing to find such a healthy percentage of candidates achieving an A grade and even A*.

Examiners would like to thank teachers for their hard work in preparing candidates as this has clearly improved performance this year and hope that they will take the opportunity to sign up for the GCE Gujarati Inset. This course will be available if there is sufficient interest so we encourage teachers to register their interest at the following link if they wish to benefit from the training offered by OCR.

https://www.ocreventbooker.org.uk/ocr/DesktopDefault.aspx?e=fjefcbdbhqnidcph&PROD_ID=13222

F883 Listening, Reading and Writing 1

General Comments

Examiners commented on the difference in the quality of language used by those learning the language as a modern foreign language and those who may have recently come from the subcontinent or are using the language as their home language.

Examiners were pleased with the improvement in performance on this new paper. Candidates scored a range of marks but each grade saw a rise in the number of candidates achieving it and everyone managed to score enough marks to achieve a grade E.

Compared to 2009 candidates seemed to have managed their time more wisely and most had attempted every question in the paper. A small number of candidates displayed evidence of rushing the final question.

Candidates had the specimen paper as well as the 2009 paper to use as practice and so most seemed to be prepared for the new type of paper. This paper represents a step up from GCSE and candidates are required to read a lot of text and use a higher level of language, however most handled the paper well.

Comments on Individual Questions

SECTION A

Listening and Writing

Task 1

Kishan's home

This was a listening exercise on Housing. Many of the candidates would have been familiar with the topic and most would have understood the Gujarati vocabulary in the text. However it seemed that several candidates did not understand the synonyms used in the exercises eg મૂલ્યવાન, આલેશન, કોતરકામ or they were looking for the words used in the recording, particularly Question 1a.

- 1 a) There were 4 questions in this task requiring the candidate to choose a correct answer from the list and most scored between 2 and 4 marks.
- 1 b) There were 8 multiple-choice questions. Candidates scored between 3 and 8 marks. Some candidates did not understand the inference and ticked the wrong answer.

Task 2

Cloth Business

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

Candidates seem to have understood the passage well but may have found some difficulty in understanding the meaning of synonyms and distracters used in the list. However, most candidates performed much better in this task this year compared with performance in 2009.

Task 3

Drinks

This listening passage was about drinking habits of Gujarati/Indian people in India, East Africa and the UK. 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.

- a) Many candidates scored a mark for this question.
- b) (i) Only a couple of candidates did not answer this question correctly.
(ii) Some candidates could not derive the information and could not score.
- c) Candidates were required to give two details and most did.
- d) (i), (ii) and (iii) Some candidates did not give three clearly distinctive reasons or gave the same detail twice and so lost a mark or two. They may not have understood the words – રોકડીવાળો or ફેરિયો.
- e) Many candidates gave one of the two answers – fresh/juicy fruit is available in abundance in Africa and scored a mark. However many did not express the information that they have home help/servants to help extract juice/wash up afterwards.
- f) Most candidates scored a mark.
- g) Most got a mark for fruit juices being healthier, or having more vitamins. Hardly any candidates connected the sugary drinks as an answer to this question.
- h) Many candidates scored either 1 or 0 marks for this.
 - (i) No marks could be given for answers like – it would upset their tummy – if tap water was not mentioned.
 - (ii) Many candidates could not translate the word જાહેરખબર. No marks were given if translated to news.

Task 4

Candidates were required to transfer the meaning of 5 statements from English into Gujarati for an e-mail.

Most candidates scored high marks for communicating the message reasonably well. Marks for language varied. Some candidates managed to score full marks for both the communication as well as language.

A few candidates omitted to translate the phrase 'looking forward to' in the first sentence.

SECTION B

Reading and Writing

Task 5

Exercise and Health

The text consisted of opinions of five people on types of exercises. Each person stated what type of exercise was suitable for him or her. There were some unfamiliar words like ડૉક્ટર, ઘરભેગો, આવશ્યક.

There were two exercises based on this text.

- a) This exercise was given in a tabular form. A list of opinions 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 opinion in the column and put a tick in the same row under the correct name.

The exercise was quite challenging for some because of the amount of reading required both for the text and the questions. Comprehension was also important as the opinions in the question table were rephrased. The challenge was increased slightly because more than one tick was required for some opinions.

Overall the exercise was done well with candidates scoring 5 or more marks.

Quite a few candidates failed to tick ડ – જીગર as they did not connect 'likes playing at school' with 'gets enjoyment playing with friends'. Most of the other answers were ticked correctly. Some candidates still made only 8 or 9 ticks and unnecessarily lost a mark or two.

- b) This exercise was also based on the above text. Candidates were required to select the correct word from a list to fill in the blanks given in a rephrased passage.

This exercise was similar in format to the Listening Task 2 but proved to be a little more challenging than Task 2.

Task 6

The school bully

The passage was a story about a school bully and the interaction between him and another student. The incidents included were realistic and the story should be familiar to school age candidates.

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

The length of the passage made it quite challenging for the some candidates. 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 made were to use alternative words. 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.

- a) This was mostly answered correctly and both details were given.
- b) Most candidates scored only one mark as they only gave one reason.
- c) The majority of candidates answered correctly and scored 2 marks.
- d) Just a couple of candidates did not answer this correctly.
- e) Some gave a detailed answer. Marks could not be given for insufficient information.
- f) Very often both answers were lifted from the text but it was good to see that candidates answered an indirect question correctly.
- g) This question asked for the physical abuse experienced by Ketan. Some candidates gave details of one physical and one non-physical abuse and lost a mark.
- h) Candidates were to give details of other abuses. Some gave details of physical abuse here. Marks were given provided that no marks were scored for the same answer in Question 6g.
- i) Most candidates scored at least one mark.
- j) Most candidates gained at least one mark.
- k) Some candidates just said that Ketan helped a young boy. Marks were given only if it was also mentioned that the young boy was the brother of Dennis.

Task 7

Telephone and mobile phone

The text was of the appropriate level and a subject that was familiar to AS level candidates. The text gave details of landline-corded telephones, cordless phones and mobile phones and stated their advantages and disadvantages.

It was good to see that most candidates understood the questions.

- a)** Based on the text, candidates were required to write about the usage of the three different types of telephones mentioned in the passage.

The majority of candidates scored excellent marks for comprehension of the text and good marks for language too. However a few candidates started giving their own opinions or wrote information that was not in the passage and lost marks.

- b)** Using the text as a starting point candidates had to give their own opinions about the advantages and disadvantages of mobile phones. A few candidates gave advantages and disadvantages of all three types of phones.

Some candidates repeated information from the passage and so could not give a good account of their own opinions.

Candidates who wrote full essays generally scored high marks for both response to the text and the language used.

Some essays finished abruptly and unfinished sentences suggested that candidates had run out of time.

F884 Listening Reading and Writing 2

General Comments

This was the first year this specification was tested at A2.

This paper is now quite different from the legacy specification A2 paper. A Listening component was introduced for the first time and the length of the text and near natural delivery represents a step up from GCSE and AS listening texts. Like the new AS paper there are many more exercises and much more to read for the new style A2 paper compared with the legacy paper. This is due to a reduction in the number of essays required in this paper so time management for each section is much more important. It did seem that some candidates rushed through the paper and may not have had chance to recheck their answers.

Despite this change the number of candidates achieving each grade compared well with the legacy specification and all candidates managed to achieve a grade E and above.

As in the AS examination, we had a range of abilities and a mix of different types of candidates. There was 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.

Comments on Individual Questions

SECTION A

Listening and Writing

Task 1

Indian Programmes on television

This was a listening exercise on the topic of Culture and Arts. Most candidates understood the recorded passage and were able to pick out the inferences.

- a) Other than a couple of candidates most answered this question correctly by comparing the speaker's life in India to that in the UK.
- b) Most candidates gave the correct answer. Answers like 'she liked cooking' did not score a mark unless accompanied with 'for her husband.'
- c) A few candidates did not score any marks for stating 'she did not understand the language' which was already in the question. Most others wrote a variety of answers like 'she did not understand the comedy/humour/jokes.'
- d) Answers like 'because it was in Hindi which she could understand' did not score any marks. A few candidates did not score a mark for this question.
- e) Most candidates answered this correctly.

Task 2

Recycling

This was a listening exercise on the topic of Environment - recycling. Candidates were required to answer a series of questions in Gujarati. Marks were awarded for comprehension of the text and quality of language.

Candidates seem to have understood the passage well but may have found some difficulty in understanding the inference in some questions and also occasionally had trouble giving enough information in Gujarati. There were instances of lifting answers from the text but some candidates used their own language very well.

- a) This was quite a straightforward question.
- b) The majority of candidates gave the correct answer.
- c) A few candidates did not give sufficient information.
- d) Two reasons were required for this question. A few candidates scored only one mark.
- e) Some of the candidates did not understand the inference and either said 'પસ્તીવાળો આવતો' or they wrote the answer for Question 2f here.
- f) Most of the candidates answered this correctly.
- g) Candidates lost marks if they did not compare shopping in London with that in grandmother's village.
- h) The majority of the students understood the question but some were not able to write enough information from the text and could not score a mark.
- i) A few candidates could not draw the inference – that the cattle ate up all green kitchen waste.
- j) This answer was often lifted from the text.
- k) Marks were given for answers like 'નોકરને આપે છે' and 'ગરીબ પાડોશીઓને આપે છે' but not for 'માગનારને કે ભીખારીને આપે છે'.
- l) Many candidates could correctly interpret this information.
- m) There were a variety of answers and candidates scored a mark if they gave enough information. Answers like 'બીજાને આપવામાં આવે છે' were not sufficient.
- n) Most of the candidates scored 2 of the 3 marks. Just 'પેટીમાં મૂકવામાં આવે છે' was not credited with a mark, unless accompanied with 'ફરીથી ઉપયોગમાં લેવા માટે.'

Language: Most candidates scored between 5 and 10 marks.

SECTION B

Reading and Writing

Tasks 3 to 7

DNA and humans

The text was an article on the topic of Science and Technology – Scientific Advances. The passage started with beliefs about Creation and went on to talk about Darwin's Theory and then about the discovery of DNA. The text goes on to give the benefits of DNA to medicine, farming and the police and the disadvantage of a holding a register of DNA.

Although the topic was one that would be familiar to most A level candidates, the Gujarati words for some terms which would be familiar in English proved to be difficult for candidates studying Gujarati as a modern foreign language.

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. Candidates scored between 2 and 6 marks. There was some evidence of ticking at random as the multiple choice options had synonyms and inferred information that were not understood by some candidates.

Task 4

This task was also based on the first paragraph. 9 words were given and candidates were required to find synonyms from the passage. Many candidates could not find synonyms for words like આસ્થા, પ્રસ્તાવ, નજરે જોનાર and જડ. The reason for this may be the limited range of Gujarati vocabulary of candidates learning this language as a modern foreign language.

Task 5

This task 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 the 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 task and many candidates lost marks, scoring 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 fit in the space.

Task 6

This task 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.

Task 7

The questions were based on information in Paragraphs 3 and 4. Candidates were required to answer in their own words in Gujarati.

- a) (i) Candidates had to give three benefits for the farmer. Many scored all three marks but some did not consider the advantage of not having to purchase medicines and thereby saving money as a benefit, and so scored only two marks. Sometimes the same benefit was repeated.
- (ii) Most candidates were able to derive the correct information for this question.
- b) (i) The majority of candidates answered this correctly.
- (ii) Candidates were required to give three reasons. Very often only 2 of the 3 reasons were given. This may have been an instance where candidates planned to come back and did not have time to do so.
- c) Many candidates only answered part of this question. Candidates seemed to have little trouble identifying the area of disagreement but did not state the reason why many people disagree with this development.

Tasks 8 to 11

Our Gujarat

The text consisted of an article on the topic of Culture – Heritage and History. The passage focused on the history of Gujarat starting with the story of the arrival of the Parsi community at Sanjan port and continuing with the coming of the British to India and an incident about the great Dandi march, an important episode in the Mahatma's fight for Freedom. The article talked about the different leaders in the society and their contribution to preserving and protecting the culture of the Gujarati community. In the last paragraph some details of Gujarat as it is today were given.

Candidates coming from Gujarat and those receiving formal teaching of the specification would be familiar with this topic. Other candidates would be able to pick up the details as they read the passage.

The length of the passage made it quite challenging for some candidates but each task related to only a small portion of the text.

The text was followed by a variety of questions in Gujarati. Candidates were awarded marks for comprehension of the text 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 as well as communication in English.

Most of the phrases in the passage were translated accurately. There were some errors or omissions. For example a few candidates could not translate words and phrases like પરદેશીઓ (foreigners), ઈરાનથી નાસીને (fled Iran) and પવિત્ર અગ્નિ (Holy fire). However, most candidates scored quite good marks.

Task 9

This task 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 the word used in the passage to complete the sentence by filling in the blank space.

This was a challenging exercise for the students learning this as a modern foreign language but the performance was slightly better than that in similar exercises at Task 5. Perhaps because it was a topic the candidates were more familiar with.

Task 10

This task was based on paragraph 3 of the passage. In this exercise 6 words or phrases were listed and candidates were required to explain the meaning of these phrases in their own words. To help candidates understand the context of these phrases they were also underlined in the paragraph.

Candidates seemed to find this exercise the most difficult in the paper. This may have been because all the words underlined were idiomatic and candidates with a narrower understanding of the language may not have been familiar with these phrases. Even where the phrases were understood they may have found it difficult to explain the phrase in Gujarati.

Some candidates misread the rubric, which is quite clear, and used the phrases in their own sentences.

Task 11

This task was based on the 3rd and 4th paragraphs. Candidates were given a series of questions 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 blank, incomplete and incorrect answers.

Although some 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.

(a) The majority of candidates were able to either lift or write in their own words, the correct answers.

Report on the Units taken in June 2010

- (b) For 3 marks candidates were required to state what the different groups of people did to maintain social order. Very few candidates scored full marks. Many candidates either named the groups of people or what they did but did not list both.
- (c) Only a very small number of candidates answered this inference question correctly.
- (d) Many candidates wrote incomplete answers and failed to score a mark.
- (e) Some candidates just stated that that Gujarat has the pappadom industry and the petroleum industry. A mark could not be given unless they said that Gujarat has industries varying from the small/cottage industries (pappadoms) to the large/international industries (petroleum).
- (f) Most candidates lifted this answer from the passage and scored 2 marks for communication.

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 of the topic requirement, led on to personal opinions/ideas that were well organized and well developed and ended with an independent conclusion. The essays were written using a variety of structures and tenses, a fairly high level of vocabulary and where the spelling and grammar were fairly accurate.

Special Note for teachers:

It is essential that candidates are taught all topics with reference to the Gujarati community in Gujarat/India or elsewhere in the world eg Gujarati community in the UK or in East Africa, America etc. The specification clearly states that for Section C candidates are required to study one or more A2 topic areas in the context of the country(ies) where the language is spoken and that preparation for this section should include extensive study of authentic materials on the sub topics.

Some candidates lost marks on Grid N in particular because the information they produced was not specifically relevant to India or the Gujarati community elsewhere.

Task 12

Society

Subtopic: Inclusion and Exclusion

'Religious tolerance is an important part of the Indian Constitution.'

Candidates were required to write with reference to where this tolerance can be seen in relations between different religious communities in India, and to what extent the expectations of the constitution are met.

Candidates could have written about the equal rights of people from all religions in India, some positive discrimination – eg grants for pilgrimages, The Ayodhya Mosque issue, Godhra incident, how neighbours live in harmony, political views, etc.

Task 13

Society

Subtopic: Law and Order

Candidates were required to write an article for a local paper, on the subject of Knife Crime in Britain giving their reasons for this type of crime and suggesting possible solutions.

This proved to be quite a popular title.

Candidates opened the essay well with the types of crime in the UK and the increase in it and went on to give details of crime where knives are involved ie people robbed, bullied, raped at knife point and murdered using a knife.

A variety of reasons were given, some of which were:

- Lack of guidance/morals in the home and lack of discipline at school;
- Peer-pressure, gang memberships and initiations;
- The desire to feel confident and be seen as a tough person or the need to assert authority;
- Unemployment, poverty and the desire to become rich without any hard work;
- Lack of youth facilities;
- Inability to separate right from wrong;
- Less policing and lenient sentencing;
- And so on....

Possible solutions were given as:

- Teaching of values at home and in school lessons;
- Fear of god/involvement with religion and promoting a respect for others;
- More facilities for young people so fewer delinquents;
- Jobs after education, more qualifications and training with rewards;
- More police on the streets, greater powers to deal with trouble makers and dealing more firmly with crime.

Candidates could have written about the fact there is very little knife crime within the Gujarati community in the UK, reasons for this and lessons to be learnt from the Gujarati community.

Task 14

The environment

Subtopic: energy management

'It is said that our stocks of oil, gas, coal etc will not last forever. For that reason efforts are being made to obtain electricity through other means.'

Candidates had to write about the efforts made to deal with the energy crisis and how effective they seem.

Candidates could have written about other methods eg nuclear energy, water turbines, bio waste etc. In conclusion they could have said that it is the responsibility of each and every human to ensure that our stocks of fossil fuel do not run out, the national agenda as well as discussions held at world summits and the roles of India/Gujarati people in finding alternative electricity and ways of saving the resources.

Task 15

The environment

Subtopic: Conservation of our natural habitat

Candidates had to write an article for their school magazine. They had to promote the idea that human beings are more responsible than anything else for the destruction of other life forms and vegetation.

Candidates wrote about the many ways in which humans pollute the air and water. This polluted air and water is no longer suitable for other life forms so they die. They also wrote about deforestation by humans and the dangerous rubbish humans leave littered on the ground, which could easily harm other animals.

Candidates could have written about the air quality in India, the waters of the Ganges and other rivers, litter on the roads (plastic bags being a nuisance for the grazing cattle) of most cities and villages in India. They could have written about the genuine effort being made in India to clean riverbeds, reduce air pollution and educational programmes to ensure that the Indian community cannot be blamed for the destruction of other life forms.

Task 16

Science and Technology

Subtopic: Advances in Technology

'The Internet has brought many benefits for people.'

Candidates had to analyse the effects of the Internet on modern living. They had to indicate its advantages and disadvantages and develop their arguments.

This was quite a popular title.

They wrote about its many advantages:

- To students – help for homework from Google and other sites, help with revision
- To business – e-mail systems, mail shots, e-bay etc
- Of e-mail – contact with friends and relatives etc
- Of facebook, twitter – meeting people with similar interests
- Entertainment – videos, music, games and other entertainment that could be available at the touch of a button.

Candidates wrote about similar things to demonstrate how it could be misused causing problems with one's progress at school, chatting with unknown people that could result in blackmail and in some cases death.

They wrote about the disadvantages it could bring to a person who sits on the computer all day long, damaging his eyes and general health. How it can lead a person to be a loner and not mix with others in society.

Most candidates concluded their essays well with advice about how it can be only beneficial if used with discipline.

Candidates could have written about the effect on the Gujarati community helping people to stay in touch with relatives abroad, gaining easy access to materials in Gujarati anywhere in the world and developing contacts and outlets for Indian businesses.

Task 17

Science and Technology

Subtopic: medical advances

Candidates had to contribute their thoughts for a website. They had to argue that the money spent on research for cosmetic surgery is really a waste of time and instead the money should be spent on a cure for cancer.

Task 18

Culture

Subtopic: History and heritage

'The Gujarati people of Britain have maintained their cultural heritage.'

Candidates had to say what they thought. They had to give their opinion and justify it with reference to the traditions, lifestyle and religion of the Gujarati people of Britain.

Candidates wrote essays that varied from being routine to excellent. The excellent essays made a good introduction, developed their opinions in detail and arrived at a conclusion.

Candidates wrote with reference to family values – care and respect for children and the elderly, language – community schools, food – traditional and Indianisation of foreign foods, clothes – normal office wear to those worn at special occasions, festivals and religious, art in the home, hospitality, contact with the subcontinent etc.

Candidates could have written about the birth, marriage and death traditions still being followed here, the spirituality of the Gujarati people, which make them fearful of wrong doings and their peace loving nature, which is still a common characteristic of a Gujarati person.

They could have referred to the progress made by Gujarati people in the public/business life where they may think in a very modern/western way but remain Gujarati at home and within their community.

Task 19

Culture

Subtopic: Politics

Candidates were required to write an article demanding that more Gujarati members are included in the politics at a local as well as national level. In their article candidates had to explain why this will be beneficial and justify their thoughts.

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