

## **OCR Report to Centres**

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**June 2012**

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, OCR Nationals, 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.

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## **EXAMINER'S REPORT**

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# A811 Listening

## 1 General Comments

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

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

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

The exercises requiring a short response in English proved a little more challenging. As in previous years, responses characterised by lack of precision or detail did not achieve the higher marks.

## 2 Comments on Individual Questions

### Exercise 1: Jobs done by Hemal's family

#### Questions 1–5

Multiple choice tick box exercise with icons. Nearly all the candidates achieved full marks for this exercise. Question 2 seemed to be the main differentiator.

### Exercise 2: Local Area

#### Questions 6–12

Identifying the correct icon for the answer and putting the appropriate English letter against a name. Most candidates gained full marks.

### Exercise 3: Sagar's lifestyle

#### Questions 13–18

This exercise was similar to Exercise 2 but this time words had to be selected instead of the icons. As the word list was in English most candidates could read and understand the meanings of the English words and they achieved good marks.

### Exercise 4: Pooja's holiday in Gujarat

#### Questions 19–24

This exercise required the candidates to listen to the conversation in Gujarati and complete the sentences briefly in English by using interpreting and translation skills.

**Question 19** – Good responses. Most candidates got the gist of the question. A variety of answers were given by candidates, eg olden days/old memories/old stories etc.

**Question 20** – Good responses from most candidates. Some candidates wrote ‘interesting’, ‘amusing’, ‘funny’ and ‘exciting’ instead of ‘enjoyable’.

**Question 21** – Good overall answers. Some candidates wrote ‘holiday’ instead of ‘week’, misunderstanding the requirements of the question.

**Question 22** – Many candidates gave incorrect responses, eg places of ‘worship’, ‘temples’ or ‘culture’ instead of ‘interest’ as required.

**Question 23** – Many candidates specified individual amenities such as ‘hotels’ or ‘food’ where the target was actually ‘facilities’.

**Question 24** – Most candidates got this question correct.

### **Exercise 5: Chirag talks about a celebration**

#### **Questions 25–30**

Short answers in English were expected. Most candidates provided good responses but candidates who did not give specific details were not as successful.

**Question 25** – Good responses. Most candidates gained marks. Some candidates misunderstood the response required, writing ‘cousins’ instead of ‘relatives’ or ‘family’.

**Question 26** – Good responses from some candidates. Many candidates wrote ‘200’ instead of ‘150’.

**Question 27** – Good overall answers.

**Question 28** – Many candidates gave incorrect responses, eg ‘her favourite music’, ‘musicians will play favourite music’ instead of ‘favourite songs’.

**Question 29** – Many candidates were unsuccessful, writing ‘playing dandiya raas’ instead of ‘(stick) dancing’.

**Question 30** – Most candidates got this question correct. Some candidates gave responses from personal experiences instead of the required response however.

### **Exercise 6: Future study and jobs**

#### **Questions 31–36 Personal plans**

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

### **Exercise 7: Cultural and social life**

#### **Questions 37–40**

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

**Question 37a** – Generally well answered.

**Question 37b** – Many interpretations of bad feelings were given as responses by candidates, and were credited appropriately.

**Question 38a** – Some candidates, who associated the response with personal experiences rather than the actual conversation, were not as successful.

**Question 38b** – Same as Question 38a.

**Question 39a** – Some candidates wrote ‘eating different foods’ instead of ‘foreign food’ which was not precise enough.

**Question 40a** – A variety of answers was given. Some candidates provided answers relating to ‘gender’ instead of ‘education’ suggesting some confusion.

**Question 40b** – A variety of answers was provided by candidates. Marks were not awarded when candidates did not mention ‘going out’.

**Exercise 8: A school in India**

**Questions 41–46**

This exercise was targeted at the very best candidates and required short answers in English. Examiners are looking for precision and detail in the answers and candidates who either did not understand what was being asked or provided ambiguous or imprecise answers tended not to do so well.

**Question 41** – Many candidates gave incorrect responses by writing ‘had no parents to look after’.

**Question 42** – Many candidates did not mention ‘experience’ in their response, and therefore could not get the mark.

**Question 43** – Candidates who did not mention ‘increase’ or ‘any comparison of numbers’ did not get the mark available.

**Question 44** – Candidates were often not specific enough here – responses such as ‘[they] did what they want’ rather than ‘going out to do activities they liked’ were not sufficient.

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

**Question 46** – Many variations in the answer and many candidates got a mark although some candidates missed out the ‘skills’ in the answer, limiting the amount of marks that could be credited.

## A812 Speaking

### General Comments

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

Almost all the teachers followed the criteria for the time limit of one minute for the presentation topic and a total of ten minutes for the whole of the examination. Examiners would nevertheless like to remind teachers that only 10 minutes of the test will be assessed and if the test is longer than 10 minutes they will only assess the first 5 minutes of each part. Examiners would also like to encourage teachers to offer candidates the choice of topics for Part 2 during the recording.

**Candidates should not be informed of the three topics for General Conversation before the start of the test but, if the topic was simply stated by the conducting teacher, Examiners marking the tests were often unsure when candidates had made the choice.** Some teachers clearly did not give the students a choice and discussed all three topics.

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

Most candidates were well prepared both in terms of the Gujarati language they could produce and also in their understanding of the format of the examination. Very competent performances were in evidence and some were indeed excellent.

The more able candidates demonstrated extensive vocabulary, good application of tenses and a range of language structures.

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

The conducting teachers should encourage candidates to use features which will gain access to the higher bands of the marking grid in both the Presentation and Discussion and in the General Conversation. The use of different structures and tenses in one part of the test will only count towards the quality mark in that part. To gain access to the highest marks throughout the test candidates must be encouraged to use different structures, tenses and clauses in **both** the Discussion of the Presentation and the General Conversation.

The conducting teachers' use of English words and phrases in the questioning and prompting had an effect on the candidates' answers and did not encourage them to keep to only Gujarati vocabulary.

Digital recordings on CDs have made a further improvement to the quality of the recordings received from Centres.

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

## **PART 1**

### **Presentation and Discussion**

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

Well prepared candidates were able to present the topic of their own choice with a degree of enthusiasm and accuracy. They offered a range of opinions, points of views and justifications and were able to access higher marks.

The timing of this part of the test was largely accurate.

The Presentation titles varied from familiar topics such as Home Life, Local Area, School Life, Education and Work Experience, Special Occasions and Festivals, to more individual and challenging topics such as The Media, The Olympics, Seasons, FaceBook, the Internet, Mobile Phones, Healthy Eating – Food and Diet, Royal Wedding, Fashion, Recycling, Holidays and Exchanges, Famous Personalities, The Environment, Dowry, Today's Woman, Bharat Natyam. Some centres appeared to have operated a 'template' approach with all presentations following the same format, which was formulaic, pre-learnt and often delivered too quickly. Subsequent discussions were based on the very same questions.

### **Discussion of Presentation**

Where a full discussion of the topic took place, many candidates were able to respond well to teachers' questions. Some teachers did an excellent job, bringing out lengthy responses with candidates' ideas, opinions and justifications. The most successful performances were from candidates who had chosen a topic in which they were genuinely interested and to which they could respond positively in the ensuing discussion. Candidates should be given the opportunity to respond to unprepared questions on their presentation topic. Examiners reported some instances where the questions asked during the discussion covered the same basic information that the candidate had used in their presentation, which gave limited scope to score highly for Content and Communication and some candidates were not given the opportunity to respond to unprepared questions on their presentation topic.

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

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

## PART 2

### General Conversation

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

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

### Pronunciation and Intonation

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

### Administration

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

Centres are encouraged to check the quality of the recording before sending it to OCR examiners. It is essential that Working Mark Sheets are completed appropriately and **recordings are checked prior to dispatching** and submitting to the OCR examiner. Centres are also to be reminded that the test **should not be marked by the teachers conducting it**.

In a speaking test, the candidates' responses depend on the teacher/examiners input, administration and conduct of the test, therefore preparation and forethought by the examiners is vital to enable the candidates to perform well. It is very important that teachers conducting the test read the Teachers Instructions Booklet in conjunction with the specification and familiarise themselves with the format of the examination.

# A813 Reading

## General Comments

Candidate performance in general was pleasing. One of the main contributors to this is thought to be that the requirement for questions and answers in English has made the paper very accessible to those candidates who have Gujarati reading skills at this level, and who have prepared well for this examination. However, there are still a few candidates who find it hard to understand and respond to questions in English due to their weakness in English rather than in Gujarati.

The assessment as a foreign language seemed at the right level for the candidates and most of the candidates did not seem to have any misunderstanding of the rubrics.

Multiple choice questions and matching exercises aimed at Grades G, F and E seemed very popular and candidates seemed to cope with the demands of these questions very well, gaining full marks, except where a handful of candidates got one or two questions wrong.

### Exercise 1: Questions 1–5

Candidates were able to read short sentences about what different people did in their jobs and were able to match the visuals, which were very clear, with the statements.

### Exercise 2: Questions 6–12

Slightly longer sentences than the first exercise were understood well and answered correctly by most candidates. The text here was about a school timetable, a very familiar context for most and candidates extracted the vocabulary for different subjects and matched with the correct visuals.

### Exercise 3: Questions 13–18

Here longer sentences about different pupils' leisure activities and clear visuals proved very successful and almost all the candidates seemed to have matched the appropriate pictures with the given names.

### Exercise 4: Questions 19–24

This exercise was targeted at Grade D candidates. Longer text in the form of emails about "A celebration in Gujarat" followed by questions with multiple verbal choices was presented to the candidates. They had to extract the appropriate details and generally this exercise was tackled well by most of the candidates. There seemed to be some confusion regarding question 22 and some candidates gave the answer as "medicine" instead of "a hat."

### Exercise 5: Questions 25–30

Exercise 5 aimed at grade C was a challenge for many of the candidates who were expected to extract details from an extended text. However many candidates tackled inference questions well. **Question 25:** Candidates needed to give short answers in English but key elements were "share accommodation with friends" and "live near university." Any similar answers were acceptable but just "live near" seemed vague and was not acceptable. Also "living in a hotel" would have made accommodation expensive and was not acceptable because the text says, "to save money, share the accommodation with friends."

**Question 26:** Candidates generally performed well on this task. Anything relating to “they could become ill” was acceptable but if the candidates said “food was unhealthy” or anything suggesting they will definitely fall ill was not acceptable. Also some responses which were not the facts in the text were not acceptable. **Question 27:** Again a large number of candidates managed to give the correct response of “as much as the students want/ask for” and anything similar was acceptable. However, any figure given, for example, “£8000” suggested an incomplete understanding and was not credited.

**Question 28:** The target response needed to be close to “their studies will be affected” but many candidates broadened this, talking about other issues such as debt problems, suggesting an incomplete understanding.

**Question 29:** The majority of the candidates were successful with this question. **Question 30:** Most of the candidates managed to give answer like “go out clubbing, go out with friends, and go to cinemas” and all these were appropriately credited.

### **Exercise 6: Questions 31–36**

This exercise, with an extended text, centred on “students’ opinions about films.” It had longer and more complex sentences which differentiated well. Statements in English of different opinions to be matched with the right students proved very favourable with candidates.

### **Exercise 7: Questions 37–43**

This exercise was aimed at Grade ‘A’ candidates and comprised a fairly long text about “Lila’s holiday”. Here candidates had to identify main points, recognise points of view, attitudes and emotions and draw conclusions. They also had to understand unfamiliar language and extract meaning from more complex language. Candidates were expected to give more precise answers. Some candidates did not attempt this exercise.

**Question 37:** The correct answer was, “ancient/years old/very old temples.” And some candidates suffered from a lack of precision in their answers. There was a mention of historical places in the text but the question was about the type of temples visited.

**Question 38:** Once again, the correct response, “The vendors were shouting” was provided by a number of candidates, but a lack of precision in responses suggested incomplete comprehension of the passage by a significant number of candidates. Some candidates assumed that sellers with food carts came on the train. No mark was awarded for that as they had not understood the concept of vendors selling tea and snacks on the platform at the railway station.

**Question 39:** Lila was looking forward to “bathing in the Ganges/river” was the correct answer and about half the candidates were successful in their answer. Many candidates gave just, “having a bath” which was not credited.

**Question 40:** The response required candidates to focus their answer on the problems of pollution of the river Ganges, with some candidates missing the rooting of the answer with the Ganges. If the candidates said, “look into dirt and rubbish,” this was not credited. Some candidates tried to translate the whole passage for the answer and wasted a lot of time and were not able to answer the last exercise because they were short of time. It also indicated that they had not understood the question.

**Question 41:** Candidates found this question difficult, with the response required being to “cross hills/mountains/Himalayas.” “Passing through the Himalayas” was accepted. Some candidates wrote, “climbing up the Himalayas,” “travelling around the Himalayas” and “climbing over the mountains.” These responses once again suggested incomplete / imprecise understanding of the text and could not be credited.

**Question 42:** Candidates tended to achieve well with this question.

**Question 43:** Candidates tended to achieve well with this question.

**Exercise 8: Questions 44–49**

This last exercise was aimed at Grade A\* candidates and the questions/answers were in Gujarati. The context was in relation to the recession situation everywhere. Candidates found it hard to answer the questions in Gujarati and some simply copied chunks of text from the passage. A significant number of candidates either left all or some questions blank in this exercise.

**Question 44:** Candidates tended to struggle with this question, with well under half being successful in their answer.

**Question 45:** This question was better answered than previous one, with candidates recognising that the labour was cheaper or saying it was cheaper to run the company.

**Question 46:** Candidates did not fare too badly with this question although a few left it blank.

**Question 47:** Here very few candidates gave the inferred answer that people were not buying new furniture every year. However, many of the candidates copied the whole sentence from the passage.

**Question 48:** In this question some candidates seemed to have understood the question and knew the answer but found it difficult to express their answer in Gujarati. If the response made some sense then a mark was awarded.

**Question 49:** This was the last question in the paper and the correct answer was “તંબુ વેચનારાઓને” but again many candidates decided to copy the text some of which did not provide the correct answer, for example, “તંબુઓના વેચાણ” did not give enough information and as this was targeted at ‘A\*’ candidates it was felt that answers needed to be precise.

## A814 Writing

In this single tier paper all the questions are set in English and all five topic areas of the specification are covered with one question each per topic. Candidates have to answer two questions, each one for a different purpose which the majority of candidates did. It was pleasing to note that no candidate tried to attempt more than two questions.

It is vital that the candidates address the given task, though they do not necessarily have to follow the bullet points given as guidance. However, this year a few candidates looked at only the topic area and ignored the task altogether. Therefore they did not access the higher marks for communication.

Compared to last year most of the candidates understood the rubrics and managed to respond to the task according to their ability using different purposes such as an email, letter, blog, magazine article and a small number of candidates even used the format of a conversation. The most popular formats were letters and emails.

Gujarati writing has always been a challenge for GCSE candidates but many candidates do perform fairly well. This year it seemed that around three quarters of the candidature demonstrated a good knowledge of basic structures and word order but in some instances there was too much inaccuracy. Some candidates wrote in an organised manner and it was particularly noticeable that they used some idiomatic language, but in a few cases some idioms or proverbs used were out of context. A vast majority of the candidates chose to write according to the given bullet points following the task but some did introduce their own ideas.

Very few candidates managed to give detailed information with fully developed and justified ideas and points of views using complex language ie higher levels of vocabulary, a variety of clause types, idioms and structures including verbal structures and tenses. This was necessary for candidates to obtain high marks. Some higher ability candidates used high level vocabulary, idiomatic language, clauses and a range of verb structures and tenses, and managed to obtain high marks in quality of language. However, they expressed simple opinions and points of views with simple justifications. Candidates need to produce fully developed and justified ideas and points of view to obtain higher marks in communication. Lower level responses were short pieces of information with very simple opinions without any justifications using straightforward vocabulary and structures.

It was noticed that in each question about half of the candidates chose to write much more on the first two bullet points which are about personal details where they gave factual information rather, than giving opinions and justifications. The development of points is an important skill and is required to access the higher marks. Where responses moved away from the suggested bullet points, offering their own thoughts, they tended to be successful.

It is important that candidates follow the rubric of the paper and the indicated word count. In a few cases repetitive ideas and opinions in these lengthy writings did not serve any purpose. For example some repetition observed when expressing opinions and justifications was “મને મજા આવી કારણ કે સારું ફર્ન.” Candidates would write this repeatedly about different things or places.

Similarly they would write for different food items, “મને ભાવે છે, કારણ કે સારું છે.” At the same time some of the content was difficult to comprehend because of very poor hand writing combined with a poor level of grammar. For example, grammatical features such as cases, genders and agreements were not used correctly and punctuation marks were either wrongly placed or missing altogether. Also word order was inconsistent.

There was evidence of dictionaries being used, which was pleasing, but unfortunately a minority of the candidates sometimes used the Gujarati word for a homonym of the English word they were looking for. For example, ‘વૈદનો વહેણ (course)’, which in English would translate as “Doctor’s current” (as water current in river) rather than the course to become a doctor and so they conveyed an inaccurate message. It is hoped that candidates will be taught dictionary skills if they are encouraged to use them in an examination situation.

Candidates need to be reminded that should they wish to write more than an A4 sheet, additional sheets are available. This year, when a few candidates ran out of space, they just used the space provided for the next question. This creates confusion for marking.

Question 1 was the most popular, followed by question 4 and question 2. A few candidates attempted question 3 and only a few attempted question 5. Out of those who did attempt question 5, some candidates did not mention about the study in Gujarat.

### **Comments on Individual Questions**

#### **Question 1**

##### **Home and local area – Write about how you spend your weekends.**

The majority of candidates attempted this question and answered it fairly well, as it is within their own experience. The majority of candidates provided a detailed response on general activities such as: helping in the house (washing dishes, vacuuming, cooking and washing car), school homework, attending Gujarati school and shopping. Many stated opinions with justifications about their likes and dislikes about housework. Some candidates did write about events such as birthdays and family reunions. It was pleasing to see that some good phrases and vocabulary were demonstrated by some candidates. For example “કામ ફટાફટ પતે,” “રસોડું ચલાવવું,” “અવારનવાર” and “મોઢામાં પાણી આવે” were some of the phrases candidates had used. Unfortunately, some of the candidates did not read the question, “Write about how you spend your weekends,” and wrote about their “Home and Local Area.” Candidates need to be aware that “Home and local area” covers many sub-topics and “home life” is one of them. Candidates could be asked to write on any aspect of “home life” and this year they were asked about their weekends which are part of their home life.

#### **Question 2**

##### **Health and sports – Write about healthy lifestyles.**

Just under half of the candidature attempted this question and most of them answered fairly well. They were able to mention the sports and games that they play and the facilities which are in their area combined with their healthy/unhealthy lifestyle, eating and drinking habits and sleeping patterns. Some mentioned how unhealthy their lifestyle was and how they changed their eating habits to become healthy by doing exercises and eating less fatty foods. Generally school dinners, burgers, chips, and other junk foods were considered unhealthy by the candidates and some mentioned that they followed the government advice of eating five fruits and vegetables daily. However some were very conscious about their health and wrote how they followed regular exercise and ate healthy food together with getting appropriate rest which also contributed to healthy lifestyle. A few candidates picked up a part of a bullet point and also stressed how essential it is in one’s life to follow all this as daily routine. Some also mentioned about how Olympics 2012 in Britain has made everyone more aware of the importance of sports.

However, some candidates described only about the sports they play rather than how the sports are related to healthy lifestyle. On the other hand some of the candidates just described about the food and confessed that they eat wrong food which is not good for health and how they would try to change it. Some good vocabulary demonstrated was, “शुद्ध शाकाहारी, चटाकेदार, and मसालाथी भरपूर.”

### Question 3

**Leisure and entertainment – Write about television or radio programmes you like or dislike.**

Few candidates answered this question and TV seemed to be more popular than the radio with them. They seemed to have enjoyed explaining their favourite programmes. Candidates wrote about news, dramas and documentaries and Hindi serials. Those who watch Hindi serials mentioned about increasing their knowledge about culture, religion and yoga postures. They also mentioned about fashionable clothes, food and some also mentioned competition programmes for all ages and stated their likes or dislikes about the acting/actors, their feelings and reasons.

They were also aware of the benefits and disadvantages of watching TV. Very few mentioned about radio or that they like listening to Indian music.

### Question 4

**Travel and wider world – Write about a holiday abroad to celebrate a special event**

This question was also very popular. It was felt that overall it was done well; candidates used a good range of vocabulary and gave an interesting account of their holidays with their family or friends to places like India, France, America, Kenya and many more. They also mentioned about future holidays in similar places. They wrote about their feelings when meeting their relatives, seeing different sites and places and also about food and culture in different countries and celebrating an event away from home. They mentioned that celebrations are important as they are different from everyday life. They described about getting families and friends together to enjoy the festivities. The event celebrated on their holiday, as described by a great majority of the candidates, was either a social one such as a wedding or a birthday or a religious festival such as Diwali or Navratri. However, some candidates wrote only about a holiday and did not pay any attention to the second part, of the question, about a special event. This led to a lower achievement in marks for communication.

Candidates were confident at a basic level in explaining their points of view and opinions and also justifying why they should go on holidays. However, a few candidates managed to give a higher level of opinions or viewpoints followed by some good justifications.

Some of the vocabulary expressed was “तशावमुक्त, वल्ललरुतु मंरुतुनल तुललकलत, तुततुतल”

### Question 5

**Education and work (Study course in India)**

Very few candidates attempted this question but generally it was answered well. Candidates mentioned details about various subjects they are learning at present and what they wish to learn in future. A few of the candidates omitted to mention the course being in Gujarat in the answer. Those who answered this question well did mention that they benefitted from it. For example, a Geography trip in Gujarat meant that they learnt a lot about Gujarat and what the lifestyle in a Gujarat village was like, and they recommended to others to try the same.

Most of the study courses that candidates mentioned were about dentists, doctors, teachers, computing and engineering. While recommending the course to a friend or a relative they also explained that education is very important for the future jobs/careers that they wish to take up. This study course was to be in India. Many candidates wrote only about the course without mentioning that it was in India so gained fewer marks than what they might have done. Also it is believed that a minority of the candidates looked at the main topic area “Education and work” and ignored the task – they wrote about work experience which was not the question asked. Some good vocabulary expressed was, “ભણીભણીને મારો તો દમ નીકળી જાય છે”, “પૈસાનું પાણી થઈ જાય છે, રસપ્રદ, પ્રત્યુત્તર,”

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