

# **OCR Report to Centres**

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**June 2012**

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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.

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

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### OCR REPORT TO CENTRES

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# F883 Listening, Reading and Writing 1

## General Comments

Candidature for the paper has remained relatively stable.

It was good to see that once again more candidates managed to complete the paper than last year. Candidates for whom Gujarati is no longer a home language left some questions unanswered or wrote shorter essays. There was evidence of an increase in use of English words.

The marked difference between the quality of language of candidates who may have come recently from the subcontinent or those using Gujarati as their home language and those learning the language as a modern foreign language could still be seen clearly, but it was encouraging to see that many MFL candidates managed to produce a high level of vocabulary and complex structures.

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

## Comments on Individual Questions

### SECTION A: Listening and Writing

#### Task 1: Travelling in India (Aspects of Daily Life – transport)

This was a listening exercise on the subject of different modes of transport used when travelling to different places in Gujarat.

Many of the candidates were familiar with the topic and understood most of the Gujarati vocabulary in the text. However, some candidates were not able to differentiate the correct answer from the distractors.

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 1 or 2 marks but the majority scored either 3 or 4 marks. Some did not understand the synonyms used in the questions and options.

The majority of the candidates followed the rubric correctly with only one candidate writing the text instead of the numbers ૧, ૨, ૩, ૪, ૫ as instructed.

Question 1b There were 8 multiple choice questions. Almost all the candidates scored marks for e, f, h and i. The rest caused some difficulty for the weaker candidates as the options were not directly lifted from the text. However, many scored high marks for this exercise.

A couple of candidates left all three boxes in the answers blank instead of ticking any one of the boxes.

### **Task 2: Navratri (Leisure and entertainment – Leisure activities)**

This was a listening exercise on the topic of celebrating the festival of Navratri. 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. Some candidates scored very low marks but it was encouraging to see a further improvement in performance.

### **Task 3: Applicant from India (Education and Training – work and training)**

This listening passage was a young Indian person applying for a job and then being interviewed. 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 wrote very short answers without the relevant detail and so lost marks.

Candidates needed a good level of detail in their answers in order to access the highest marks.

Question 3a Many candidates scored 2 marks. Some lost a mark for

- not stating science or scientific in their answer
- missing school / students in the second answer
- for saying that they installed the programmes on computers.

Question 3b Most candidates managed to say that school children could participate or that the programmes were interactive and so scored a mark.

Question 3c This question was correctly answered by the majority.

Question 3d The majority of the candidates understood the question and answered correctly. Those who only said 'to select' could not score a mark

Question 3e (i) Some candidates did not understand the text or could not express the answer correctly and said that the applicants had to prepare for 30 minutes instead of had to prepare a 30 minute presentation. No marks were given.

(ii) Some candidates simply said 'present it' and lost a mark. Any answers which gave the meaning of discuss were awarded a mark eg talk about it.

Question 3f A few candidates did not score a mark as the idea of duty did not come through.

Question 3g Candidates gave a variety of answers and scored 2 marks if any 2 of the ideas given in the mark scheme were covered

Question 3h Many candidates lost a mark as the other parts of the face or the face itself was referred to and when eyes were referred to the adjective used was of a physical nature eg big eyes.

Question 3i Some candidates were not able to clearly differentiate the two types of greetings – one for other panel members and one for the Indian speaker.

Question 3j Most candidates scored a mark for 'knowledge of computers.' There was a wide variety of answers and as long as the 'quality of his presentation' was given ie interesting presentation, impressive presentation, a mark was awarded.

#### Task 4

##### Writing (Education and training – school to work preparation)

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

##### Communication:

Some candidates found this exercise quite difficult. Very few candidates, if any, scored full marks for communication. Phrases like 'studied science', 'interested', 'for your company', 'assistant', 'over a year', 'always been', 'effects of pollution on plant life', 'grateful' and 'consider my application' were challenging for a few candidates.

##### Quality of language:

Even those who scored high marks elsewhere, did not write in fluent Gujarati. Candidates were confused about use of ડું and ડું. There were problems of agreements and word order. Spelling was at times inaccurate.

#### SECTION B: Reading and Writing

##### Task 5: Sport in India and in the UK (Leisure and entertainment sub-topics – Sport)

The text consisted of the opinions of five people about sports facilities in India and in the UK, the need for exercise and finding time for that.

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 because of the amount of reading required both for the texts and the questions. The text in the question was not taken from the text word for word. Comprehension of the passage was important to understand the rephrased ideas.

Some candidates still gave only 9 or 8 ticks and unnecessarily hampered their performance. 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. Candidate performance was better than in Exercise 2. This may have been because it was a reading exercise.

##### Task 6: Parul and shopping 9 (Aspects of daily life – shopping)

The passage was a story about an Indian woman who was not very fond of shopping but never missed going to the Indian grocer and how the renovation of the shop changed its atmosphere.

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 who were weak in reading.

Although candidates were instructed to write in their own words without copying large chunks of text, many lifted the answers. In some cases the only changes candidates could make 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. Once again a couple of candidates wrote correct answers but in the wrong places eg answer for a in the space. Very few candidates wrote answers that were correct but in the wrong space eg answer to part a. in the space for answer to b.

Question 6a The majority of the candidates scored the 3 marks or at least 2.

Question 6b A few candidates did not understand the word ‘ધકેલતી’, and wrote answers like ‘સમીર સાથે જતી’ or ‘સુપરમાર્કેટમાં જતી’ ઠીક ઠીક ઠીક score any marks for part (i). Most candidates scored a mark for part (ii).

Question 6c Most of the candidates answered this correctly. A level of detail was required to access the top marks.

Question 6d Most candidates scored a mark.

Question 6e A few candidates scored all three marks but some gained only 2.

Question 6f Some candidates copied from the text and got a mark for communication. Some did not score a mark as their answer suggested that Maheshbhai bought a new house to make his shop bigger.

Question 6g This question was attempted well.

Question 6h Some candidates scored only 2 marks as they left out one of the three details or because their answer did not give sufficient detail.

Question 6i Except a couple of candidates all scored a mark here.

Question 6j Most candidates scored a mark for ‘તેને ત્યાં ગામની અને સમાજની ખબરો મળતી’, but some lost the second mark as they wrote ‘મિત્રોને મળવા આવતી’ instead of ‘ત્યાં આવીને મિત્રો બનાવતી’.

Question 6k A variety of answers were given to mean that ‘Parul made artistic displays’ and scored a mark

Question 6l Some candidates wrote all the festivals named in the passage or just festivals and scored a mark. If however only one festival was written no marks were given.

Question 6QL Candidates who lifted a great deal from the text scored lower marks than those who tried to produce own language but were not always successful.

### **Task 7: Internet (Communication and Media – Communication technology)**

The text was of the appropriate level and a subject which was familiar to AS level candidates. The text gave details of advantages of the Internet for the members of a family and also showed some concerns.

Task 7a Candidates were required to write in their own words the advantages and disadvantages of the Internet which were given in the text.

This is an exercise where the majority of candidates can score fairly high marks as all the points given in the text were to be reproduced in their own words. However some candidates did score lower marks because they did not understand the question or because they were short of time as they started giving their own ideas and opinions.

Teachers must impress upon their students that for this part of the question they are required to rewrite the given points in their own words and not write their own ideas or develop them.

Task 7b This question required candidates to give and justify their opinions on the statement ‘The Internet has some disadvantages but if used carefully its advantages are higher.’

Some candidates wrote very organized essays in which they stated the disadvantages (too much time wasted, sedentary life, too much dependence on information which may not be correct or not updated, undesirable sites, cyber bullying, blackmailing, security issues, terrorism, forgotten speaking skills, etc) and developed them well. They gave details of how one could overcome them if they use the internet carefully (proper security, controls on usage, etc) and then focused on the advantages (some from the text and some own ideas). They also concluded the essay very well.

Some candidates gave most of the advantages in the text with little additional information and very brief details of security packages available to reduce misuse.

Other candidates who had given own opinions in 7a produced short essays.

7QL Some candidates produced accurate language with idiomatic phrases, a variety of correct complex structures and good level of vocabulary. A marked difference was seen in the language produced by MFL candidates and candidates using the language at home. Some candidates tried to write longer complex sentences but their language often had errors of word order and noun – verb – adjective agreements. Some candidates produced only short, similar type of sentences.

## F884 Listening Reading and Writing 2

### General Comments

It was disappointing to see the small number of entries for this paper.

Most candidates seem to have managed their time well although it was apparent that a few had to rush through the paper and so either left some questions unanswered or wrote brief inadequate answers.

As in the AS examination, a marked difference between the quality of language of candidates who may have come recently from the subcontinent or those using the language as their home language and those learning the language as a modern foreign language could still be seen. The language of candidates who no longer speak the language at home was marked by common inaccuracies.

### Comments on Individual Questions

#### SECTION A: Listening and Writing

##### Task 1: Unemployment and Government incentive (Society – unemployment)

This was a listening exercise on the topic unemployment in the state of Gujarat and what incentives the Government of Gujarat are giving to unemployed graduates. Candidates had to answer in English the questions that were also in English. Most candidates seem to have understood the recording and attempted the questions well.

Question 1a Most candidates wrote the correct answer – it is not reducing / not going down etc. However, a few candidates may not have understood the phrase ‘ઘટતી નથી’ and either said it was increasing or decreasing and lost a mark.

Question 1b Most of the candidates scored a mark for this question.

Question 1c Most candidates scored a mark.

Question 1d Although many candidates gave a detailed correct answer a couple just said ‘loans’ without any details.

Question 1e All candidates scored at least 1 mark with many achieving 2 marks.

##### Task 2: Arun master – (Society – Integration and exclusion)

This was a listening exercise on a text which detailed the experiences of a newly qualified teacher who starts his job in a village in Gujarat where the people are still against their children learning together with the children of the lower castes.

Candidates seem to have understood the passage well but may have found some difficulty in understanding the inference in some questions and also answering in Gujarati giving sufficient detail. Some candidates produced all their own language that was of a good standard.

Question 2a Some candidates did not score a mark as they said ‘આઝાદી વખતે’ instead of ‘આઝાદીની લડત વખતે’.

- Question 2b Quite a few candidates lifted this answer from the listening text. Some said 'તેમના સહવાસથી રંગાઈ ગયા' which was not the correct answer.
- Question 2c A few scored only one mark as they said ' તેઓ ભાવથી શીખવતા' instead of giving the examples that showed his teaching was good. Some gave only one of the two details and lost the second mark
- Question 2d Most candidates wrote the correct answer and gained a mark.
- Question 2e This question was answered well by most candidates.
- Question 2f Many candidates simply lifted the answer from the recording and scored 2 marks if they gave two answers with the appropriate details.
- Question 2g This question was answered correctly by most candidates.
- Question 2h Most candidates gave the first answer. When writing the second answer they changed the details in the text and did not score a mark if the answer did not mean the same.
- Question 2i Some candidates lost a mark as both details were not given in full.
- Question 2j This question was answered correctly but own language was not often used.
- Question 2k Not all candidates could score both marks. Very few wrote the answer correctly in their own words.
- Question 2l A few candidates may have scored only 1 mark.
- Question 2m Most candidates scored 1 or 2 marks.
- Quality of Language: Most candidates scored between 5 and 8 marks.

## **SECTION B: Reading and Writing**

### **Task 3 to 7: Renewable energy sources (The environment – Energy management)**

This written text gave details about clean energy and pollution producing energy. It talked about the Indian culture of worshipping the natural elements and how Gujarat is trying to develop its solar, wind and wave energy programmes as well as the favourable weather conditions in India.

This topic in general would have been familiar to most A level candidates through their mainstream learning as well as current news. However, Gujarati terms for some phrases may not have been easily understood by the MFL candidates. Candidates do find it hard to read long passages and reading for pleasure the vast amount of stories, articles available in Gujarati on the internet needs to be encouraged.

Tasks 3 to 7 were based on this passage.

### Task 3

There were 6 questions based on the first paragraph. Candidates were required to match phrases in the question to a phrase in the box to make a grammatically correct sentence according to the first paragraph. Candidates had to write the letter of the correct phrase in the box provided. This exercise was attempted very well by most candidates.

### Task 4

This task was also based on the first paragraph. Nine words were given and Candidates were required to find synonyms from the passage. This exercise was also well attempted but not as well as Task 3. Some candidates found it hard to find synonyms for 'બીજી', 'વેદા' and 'વિશ્વના' and 'જાળ'.

### 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 sentence structure was changed so that candidates had to change the format of words or phrases used in the passage or write their own words.

This proved to be quite a challenging question but not as much as the previous year. Candidates scored between 3 and 5 marks.

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

### Task 6

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

Those candidates who understood the passage well and whose language was of a higher level often got full marks. Others found this task quite challenging. Marks were awarded for understandable communication.

### Task 7

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

Some candidates lost marks when they tried to manipulate the language and in doing so left out some key words. Some may not have understood the inference questions and so were not able to pick the correct information from the passage. As a result a few wrote answers in the wrong spaces. However, as there was not much redundant material this was not so common.

Question 7a Most candidates scored 1 mark for this question but a couple wrote the answer to 7b here and lost the mark.

Question 7b A few candidates lost this mark as they may not have understood the word 'વિનામૂલ્યે' in the passage.

- Question 7c A few candidates lost a mark as they did not write the specific details.
- Question 7d This question was answered well.
- Question 7e Some candidates did not say ‘જે લોકો હજુ વિજળી વગરના છે’ but instead said, ‘જે લોકો ઊર્જા વગરના છે’ and did not score any marks.
- Question 7f Some candidates only scored 1 mark for giving only one of the two details or missing some key words in their answers.
- Question 7g This question was answered well but marks were lost at times for missing key phrases.
- Question 7h Many candidates gave only one of the details ie by increasing the **production** and **use** of solar energy.

### **Tasks 8 to 11: The Young Gujarati people of the UK (Culture – Heritage and history)**

The text consisted of an article on the life of young Gujarati people in the UK. It discussed whether these youngsters had totally westernized in their ways or not. The article detailed areas in which they had adopted western ways and those where they had maintained their Indian or Gujarati culture.

Many candidates may have understood the ideas in the passage through experience but not all. The text was followed by a variety of questions in Gujarati. Candidates were awarded marks for the content of the answers as well as the language they produced.

#### **Task 8**

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

Phrases that proved to be difficult were ‘ઓતપ્રોત થઈ ગયા છે’, ‘સ્થાનિક યુવાનની હારોહાર બેસીને’, ‘છટાથી અંગ્રેજી બોલે છે’ and ‘પદવીઓ મેળવે છે’.

#### **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 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. A few candidates scored only 3 or 4 marks. Only a few candidates did not find this exercise difficult and it seems likely that was because they use Gujarati as their day to day home language and are familiar to many phrases.

Marks were given for understandable communication. No marks were given if the incorrect spelling used meant something different.

For 9a answers like ‘માનો’, ‘કહે’, ‘જાણો’ were accepted but not ‘શરમાવો’.

For 9b candidates wrote ‘ભૂલાવી છે’ instead of ‘છોડી છે’.

9c was attempted well.

Some candidates lost marks for 9d.

Most scored a mark for 9e.

9 f was not deemed to be difficult but candidates found it difficult to find a word for 'મંચ પરથી બોલાયેલા શબ્દો'.

### Task 10

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

Examiners felt that candidates found this exercise rather difficult. It was perhaps because they had to explain in Gujarati, which was quite challenging.

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

Question 10a Some candidates used the word 'ફેરફાર' and only gave the meaning of 'થોડાંધણા' or vice versa and no marks were scored.

Question 10b Not all candidates were able to answer this correctly.

Question 10c Some candidates wrote only part of the answer and so could not score.

Question 10d This was answered well.

Question 10e About half the candidates gave some form of the correct explanation.

Question 10f This was answered well.

### Task 11

This task was based on paragraphs 4 and 5. 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. There were a number of incomplete and incorrect answers and some questions were not attempted.

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. Other candidates managed to change a few words and phrases in their answers. A few produced their own language successfully.

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

Question 11a Of those who attempted this question most scored the mark.

Question 11b Candidates should have given an example of the eastern décor and one of Indian décor but some lost a mark for giving only one detail.

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

Question 11d Some candidates probably did not know the phrase 'માતૃભૂમિના જીવનને માણીને' and so did not score a mark for one of the two answers.

Question 11e Often only 1 mark was scored for part information.

Question 11f This was answered well.

### **SECTION C: Writing**

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

The essays that scored the best marks were those that began with a good introduction to the topic, led on to personal opinions / ideas that were well organized and well developed and ended with an independent conclusion. Many essays were written using a variety of structures and tenses, fairly high level of vocabulary and where the spelling and grammar were fairly accurate, but a deterioration in language quality overall was apparent.

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

It was encouraging to see that only a few candidates did not relate their ideas / arguments to either Gujarat / India or the Gujarati Community outside India. In order that candidates do not lose marks for relevance teachers must teach 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 and train candidates to target their essays to these communities.

### **Question 12: Society – Inclusion and Exclusion**

“The foreign companies which employ the children of poor families of India should also take the responsibility of these children’s education and health.”

Candidates were required state whether they agreed with this statement and give their reasons.

Three or four candidates attempted this question.

A couple of essays were very good and with well developed reasons for agreeing with the statement.

Candidates wrote:

Indian children are the future of India so why should they have unforgettable memories of a hard childhood once they grow up.

It is true that if the companies did not employ children in India, these children could go hungry and then they would turn to crime so it is good that the companies are providing some income, but it is their duty to look after their work force.

If children are fed well and their health is taken care of, they will grow up into strong Indian individuals who will be the credit of the nation.

The companies employ children as they have to pay less and some jobs are done better by little hands and these good will earn the companies a lot of money so it is only right that they look after the health of the children.

They should make the children work for only a few hours and then organize learning for them so the children will be able to take up better jobs when they are older.

Employers could provide good living, sports and learning facilities on the campus of their factories with a balance on work, play, learn ratio. If children are not so tired or stressed they will produce better goods which will benefit the companies.

Parents could be given training in child care which would benefit the children and in the long run the companies.

### **Task 13: Society – Law and order**

Explain why the criminals can target the Gujarati community and what the Gujarati families can do to secure their homes, belongings and identity.

No one attempted this question.

Candidates could have written:

The love of Gujarati women to show off their gold and jewels not only at weddings and celebrations but also while shopping or just going out.

Criminals often keep an eye on their target and know that he/she has things worth stealing.

Many Gujarati women visit the jewellers at Diwali or other celebrations and criminals get this information.

Criminals know that Gujarati people will have a lot of gold at home during family weddings and so the criminals target their homes at this time.

Many Gujarati people own shops and businesses so the criminals are aware that there may be a lot of cash in the homes.

Criminals can sell off the gold very quickly so they cannot be caught by the police very easily.

Gujarati people can have more secure locks put on their home doors and windows.

Alarms are a great deterrent.

They should wear minimum jewellery and try to cover it with long sleeves or a dupatta.

Should not show off their sparkling jewels.

When using cash / credit / debit cards they must ensure that their pin numbers are kept secure.

Must use the Internet facilities with great care.

These measures will not totally eradicate crime but will deter it / reduce it.

### **Task 14: Environment – pollution**

“People of Gujarat have got used to noise but it is necessary to reduce the noise pollution in Gujarat.”

Candidates had to say whether they agree with this statement and say what should be done.

Only one candidate attempted this essay.

The candidate mainly wrote about the noise pollution created by a lot of hooting of car, bus, rickshaw and lorry horns.

The candidate gave reasons for so much hooting – mainly that people try to get to their destination quicker but in fact they were delayed more because of hooting constantly. The candidate said that the Government must put restrictions on hooting so that people could have peace and could enjoy their television more. Their hearing will also not be affected as it does now.

In addition the candidate could have written about:

It is the habit of Gujarati people to speak loudly and to shout to people who are at a distance. The ever increasing high volume ring tones in mobiles which are carried by almost every adult.

The religious or work processions and marches organized always have either a band playing very loudly or people shouting / singing at the top of their voice and these are a common happening in Gujarat.

The very common wedding processions with Bollywood songs and bands blaring at a very high volume accompanied with noisy fireworks at any time of day or night.

Noise level at other festivities is also high.

Lorries, buses and other vehicles are also very noisy.

The constantly passing vendors shout aloud to advertise their goods although they do it in a very soothing tone.

When we first go to Gujarat the noise makes the atmosphere exciting but it does not feel healthy.

It is necessary to reduce the noise level as at present it the noise level makes it very stressful for anyone living in the area. Sick and elderly people cannot rest well. Early morning and late night noises disturb people's sleep routine which eventually affects their health. Constant high level noises – trucks, fireworks etc can damage hearing earlier.

What can be done to reduce the sound pollution in Gujarat.

They should run state wide programmes to make people aware of the problem and to make them appreciate peacefulness.

Government must regulate the noise levels and warn / fine / sentence offenders in a fair manner. People must educate themselves and each other and their children.

Schools should make this a part of their teaching system.

If everyone tries, the noise pollution will be a thing of the past for Gujarat and the whole of India will learn from it.

### **Task 15: Environment – The individual and the environment**

“Write an article related to the environment for your community magazine. In the article, give suggestions about what the Gujarati men and women can do to maintain plants and trees in their gardens and in community spaces and write about the advantages of this.”

Only one candidate attempted this question.

The candidate wrote a good essay stating what Gujarati people could do and what the gains would be.

The candidate introduced his essay with the cost of fresh vegetables and fruit these days and how people wonder if anything can be done to reduce the cost.

The solution was to grow your own. The candidate wrote about how seeds can be purchased quite easily in this country and that soon after planting the green shoots will appear. If the plants are nurtured well they will produce good fruit and vegetables that will be fresher and sweeter than any sold in a shop and it will cost nothing. It will also not contain any harmful pesticides.

The candidate also suggested ways in which people can get together, hire or purchase allotments and grow their own produce in larger quantities to sell. They could also have nurseries and sell plants. This can be turned into a profitable business.

The candidate stated that there will be advantages for the environment but did not develop on this point.

In addition to the above, candidates could have written about the pleasure obtained from gardening.

Sitting in a neat garden in bloom gives a lot of happiness and peace as well as a sense of achievement.

The work involved keeps one in good health.

The different scents will ease the stresses of everyday life.

The plants and trees will improve the environment, make the air cleaner and attract many birds and insects to the garden, which will be very pleasant.

If everyone does this it can have a positive effect on the greenhouse gases / global warming and the general weather system.

### **Task 16: Science and technology – Technological developments**

“The mobile phone is an useful tool for the Gujarati community but it can disturb the peace at the wrong time and some Gujarati people misuse the mobile phone.”

Candidates had to say to what extent they agreed with this statement and explain their reasons.

Two candidates answered this question.

One of the candidates made a couple of references to the Gujarati context but not the other. This may be because the Gujarati people use the mobile phone in the same way and for the same reasons as any person from anywhere else in the world.

Candidates developed on the usefulness of the mobile phone:

It is small and does not need a cable so it is easy to carry anywhere in the pocket.

If powered calls, texts, -mails can be sent from anywhere just to keep in touch or notify during an emergency.

The new versions have many functions and can be used as a computer.

Candidates said a little about the mobile disturbing the peace at the wrong time.

One candidate mentioned it ringing when you are in a meeting and embarrassing the owner and the other said it could interrupt a family spending quality time together on a holiday.

In addition, candidates could have written about it ringing during shows, at funerals and when it is not convenient at other times. Late at night it is often vendors trying to sell things.

Candidates gave some details about how some Gujarati people misuse the phone.

They referred to rude messages left on the phone, use of the mobile to terrorize people or to organize and activate terrorism / bomb blasts. Some people are robbed because they use their latest phones outdoors and may face slapping or other physical injury.

### **Task 17: Science and technology – Scientific advances**

You are giving a speech in your Community on the subject of “Effects of scientific development in the village life of Gujarat.” For your speech describe the changes that have happened and explain if they were good or bad.

Only one candidate attempted this question.

The candidate started his essay by saying how hard people had to work in order to clean and wash whereas now we have the vacuum cleaner and the dishwasher to do these jobs without much effort. Cars take us from one place to another in a short time. But all these changes have happened in the towns. People in some villages live without any electricity and so have no machines but they still live happily. They get together to do jobs and use horse carts for transport.

Candidates choosing this essay could have written about:

The changes that electricity brought to village life; most changes brought good effects but with the hard work gone women’s health deteriorated.

The introduction of communication systems made the village people aware of what was going on around the world.

Hygiene awareness improved the health of people and introduction of vaccination reduced the mortality rate in children.

With the introduction of water systems, women no longer had to travel far to fetch water.

They did not have to bear the effects of smoke once gas was introduced for cooking.

The introduction of the transport systems, the mobile phone and other media also meant more running around for the people and this resulted in the end of peaceful village life.

Changes in agriculture were very welcome as more crops could be produced but use of pesticides was not welcome.

With more and more awareness of the rest of the world, the expectations of village people are also increasing and vices like greed and deceit will pollute the clean minds of simple village folk.

### **Task 18: Culture – Literature and Arts**

“The religious and cultural channels of India shown in the UK promote the Indian culture in Gujarati homes.”

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

Only one candidate attempted this question.

The candidate introduced their essay by saying that nowadays many of our young people are not aware of their customs and traditions and some parents teach their children but watching Indian channels with parents or grandparents is a good way of learning the language and religion. The candidate then gave percentages of people who are aware of their culture and those that are not. The Indian channels will teach them a lot about many new things including games and entertainment but the plays can give bad influence.

Candidates could have written about:

The family relationships shown on these channels will increase family values in their life.

They will learn traditional cooking watching the cookery programmes.

Historic films will increase patriotism in the children.

The house and home programmes will help young Gujarati people to decorate their homes well.

They will learn a lot about the right type of dressing for different occasions.

The food programmes will promote healthy eating in an Indian way.

The religious programmes will increase their knowledge of various religions of India and they will respect the ways of other people. These will also promote moral values in their life and they will influence their children.

### **Task 19: Culture – History and heritage**

You have been asked to write an article on ‘Festivals of Gujarat’ for the of a local newspaper. Candidates had to explain why the Gujarati community feel that these festivals are important.

Six candidates attempted this essay.

Like the previous year, it seemed that four candidates read the words ‘Diwali Issue’ in the question paper and without reading further they started writing about Diwali. Some just narrated the story of Diwali without writing about the importance of Diwali to the Gujarati community. Of the other three, one wrote about what people do at Diwali and the other two gave some ideas about the importance of Diwali.

One candidate wrote as required by the question but may have run out of time so produced a good but very short essay. One candidate wrote about all the festivals celebrated by the Gujarati Community throughout the year, the way they are celebrated and covered why some were important, but could have developed this point further.

Candidates could have written about how the nature festivals like Vasant Panchmi make people grow and respect trees and bring a great awareness of the need to waste less, reuse and save more and given examples like tree planting activities in schools in Gujarat on this day.

Festivals like Diwali, Navratri make the people aware of their scriptures, increase their faith and also increase charity not only to humans but also to animals and other forms of life, and promote a moral way of life.

Festivals like Paryushan increase people's spirituality and teach them to go inwards to find peace and strength to deal with challenges, and adopt simple lives with very few desires.

The national festivals like the Independence Day increase patriotism in people and teach them to think of the country before thinking about themselves. This brings unity among people which can prove to be very healthy for Gujarat and India.

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1 Hills Road  
Cambridge  
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