

## **GCSE**

### **Gujarati**

General Certificate of Secondary Education **J734**

General Certificate of Secondary Education (Short Course) Spoken **J034**

General Certificate of Secondary Education (Short Course) Written **J134**

## **OCR Report to Centres June 2016**

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

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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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# A811 Listening

## General Comments

This is the seventh listening paper available under the new specification and the majority of candidates sat the paper.

This paper contains a similar style of questions to the legacy Listening paper but it is now a single tier paper 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 did not answer the questions in English 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 especially for candidates whose command of English language is weak. Also, candidates with a good command of English but who were weak in understanding Gujarati suffered. As in previous years candidates lost marks due to lack of precision or detail in the answers provided.

## Comments on Individual Questions

### Exercise 1: A family and their weekend activities.

Questions 1-5

Multiple choice tick box exercise with icons. Nearly all the candidates achieved full marks for this exercise.

### Exercise 2: Young people and work experience.

Questions 6-12

Identifying the correct work experience icon for the answer and putting the appropriate English letter against the correct name allowed most candidates to gain full marks.

### Exercise 3: Facilities in a new park.

Questions 13-18

This exercise is similar to Exercise 2 but here words have to be selected instead of the icons. As the word list was in English most candidates did well as they could read and understand the meanings of the English words and achieved good marks.

Some candidates got some answers incorrect.

Question 13 – instead of 'pond' selected 'fountain'.

**Exercise 4: Youth club’s special event.**

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 few wrote "days/weeks/Saturday" instead of "weekends" and lost a mark.

Question 20 – Good responses from most candidates. Some candidates wrote "place/last week/last competition" instead of "last year" and lost a mark.

Question 21 – Good overall answers. Some candidates wrote "swimming" instead of "running" and lost a mark.

Question 22 – Some candidates wrote "Adults/Parents/People from outside" instead of "spectators" and lost a mark.

Question 23 – Some candidates lost marks by writing "world/city/community" instead of "country".

Question 24 – Many candidates got this question correct. A few candidates wrote "facilities" only instead of "accommodation/living facilities".

**Exercise 5: University accommodation and activities.**

Questions 25-30

This exercise required the candidates to listen to the conversation in Gujarati and using interpreting and translation skills write short answers in English. Most candidates provided good responses but candidates who wrote half answers or did not give specific details lost marks.

Question 25 – Good responses. Most candidates gained marks.

Question 26 – Most candidates gave the correct response. Some candidates described "the statues and architecture around the campus" instead of "it is on the campus".

Question 27 – Most candidates gave the correct response.

Question 28 – Good overall answers. Some candidates wrote "good food/wedding food" instead of "simple food/dishes".

Question 29 – Good overall answers. Some candidates wrote "He will become more independent/responsible" instead of "Help in making decisions"

Question 30a– Most candidates gave the correct response of "Indian programmes/events". Some candidates omitted the key word "Indian" from the answer and lost a mark.

Question 30b– Most candidates gave the correct response. Some candidates were confused and instead of "keeping culture" wrote "keeping religion".

**Exercise 6: Leisure and entertainment.**

Questions 31-36.

Nearly all the candidates got full marks in this exercise. 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: Choosing somewhere to live.**

Questions 37-40

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

As this exercise was quite stretching, a variety of answers were 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 37b – Many candidates wrote "traffic noise/parking" instead of "peace/quietness".

Question 38a – Whilst many candidates attempted to give the expected answer there was an obvious confusion in the understanding of the use of word "bungalow" and used other descriptions like "house with one floor". Few candidates wrote "house with downstairs facilities" and lost a mark.

Question 38a – Most candidates wrote the correct response "care for/look after grandmother".

Question 39a & 39b – Most candidates got the correct responses.

Question 40a – Many candidates did not understand the word "furnished" in Gujarati and wrote only "flat" instead of "furnished flat" and lost a mark.

Question 40b – Many candidates gave the correct responses and gained marks.

**Exercise 8: Ajay's education and new career.**

Questions 41-45

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 lost marks in this exercise.

Question 41 – Some candidates missed out the key word "growing" from the answer and lost a mark.

Question 42 – Many candidates omitted the word "grandfather" from the answer "grandfather gave him a farm" and lost a mark.

Question 43a – Many candidates gave the correct response.

Question 43b – The word "quilt" was not understood by many candidates, who gave "blankets" as the answer.

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Question 44 – Some candidates wrote “find out how to farm” instead of “find out how they did farming” and lost a mark.

Question 45 – Most candidates who gave the correct response gained a mark. Candidates who omitted the word “more/increase” from the answer “more crops” lost a mark.

## A812 Speaking

### General Comments

This year the number of entries was a little higher than last year. The paper was considered a suitable and fair examination and an appropriate test for the whole ability range. An improvement was evident in the whole of the examination. 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 ten minutes of the test will be assessed and if the test is longer than ten minutes, they will only assess the first five 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.** Few teachers clearly did not give the students a choice and discussed all 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.

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 being submitted on USB memory sticks. Centres should note that the recording must be **submitted in MP3 format**.



## Comments on Individual Parts

### 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 - Environment, Recycling, World war II, clean India - स्वच्छ भारत, Save daughters and educate them, Water and life, Trees and vegetation, Narendra Modi, Pandurang Shashtri, Bollywood, Lord Ganesh, etc. Some Centres appeared to have operated a 'template' approach with all presentations following the same format, which was formulaic, pre-learned and often delivered too quickly. Subsequent discussions were based on the very same questions. Such an approach did not tend to facilitate the achievement of the highest marks and is therefore not recommended.

#### 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, viewpoints 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 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, to avoid sending **damaged** or **blank CDs**. 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

This paper was allocated a total of 50 marks and overall performance was very good. The majority of the candidates did not seem to have any misunderstanding of the rubrics.

It is believed that due to the questions and answers being in English the paper has been made very accessible to those candidates who have good Gujarati 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.

### Comments on Individual questions

#### Exercise 1: Questions 1 to 5

Candidates were able to read short sentences about where different people like to go for their favourite holiday and were able to match the visuals, which were very clear, with the key words from the statements. Almost all the candidates performed well in this exercise.

#### Exercise 2: Questions 6 to 12

This text was about spending pocket money. Slightly longer sentences than the first exercise which were understood well and the questions answered correctly by most candidates. Candidates extracted the key words and matched with the correct visuals. A very small number of candidates were confused with the following questions:

Q.No.6. For Rekha and her friend go to.... wrote 'C' instead of correct answer 'A' for going to see A film.

Q.No.7. A few candidates answered 'B' instead of 'C'.

Q.No.8. Some candidates did not recognise the word 'magazine' (A) and ticked the wrong answer.

#### Exercise 3: Questions 13 to 18

This exercise was targeted at Grade E and here candidates had to understand sentences about how young people help out and match them with the appropriate visuals of different tasks. Apart from a very small number of candidates, a great majority managed to get good marks.

Exercise 4: Questions 19 to 24

Here candidates proved very successful at exercises involving longer sentences about what activities young people do with their friends. The candidates had to understand, extract the appropriate details and match the short information on leisure activities. A very small number of candidates answered incorrectly as they were unable to identify the key elements being tested.

Exercise 5: Questions 25 to 29

This exercise was a challenge for many candidates who were expected to extract details from an extended text about the celebration of a festival in India. In general candidates' performance was good, producing a range of marks. Here candidates were required to give short answers in English and those who understood the text responded very well. Some candidates guessed with incorrect answers. Many candidates tackled the inference questions very well. Any similar answers to the mark scheme were accepted but some candidates gave vague answers and they were not accepted.

Q.No.25 Answers related to 'Joy', 'enjoyment', 'fun', 'celebrate Navratri', 'excited', 'meet people', were not accepted.

Q.No.26 The majority of the candidates tackled this question well. A few answered incorrectly. Many candidates wrote both answers for 'a' and 'b' together on one line.

Q.No.27 Most candidates performed well in this question. In the first part of the answer one of the key element was 'dandia' or 'stick dance'. 'Play music', 'modern dance/song/music', 'play drums' were some of the incorrect answers given. The target response needed to be close to 'competition' in the second part of the question. 'famous musician', and 'famous music group' were some of the incorrect answers.

Q.No.28 This question was understood well by majority of the candidates.

Q.No.29 This question was answered well without difficulty by most candidates. A few candidates were not able to identify the key element 'take or record a video'.

Exercise 6: Questions 30 to 35

This exercise, with an extended text, was based on 'memorable day'. It had more complex sentences which differentiated well. Candidates had to understand the text, and the multiple choices were structured in a way to test candidates of a higher ability. Most of the higher ability candidates managed to answer most questions correctly whereas candidates who struggled guessed the answers without reading and understanding the text.

Q.No. 30 Many candidates ticked 'A -Maulik's school', this was an incorrect answer.

Q.No. 31 Very few candidates got this wrong.

Q.No.32 Many candidates ticked 'B' their music teacher ' as their answer instead of 'C' all the students.

Q.No.33 This was answered well by most candidates.

Q.No.34 Here the correct answer was 'A – Sang songs'. A few candidates ticked 'C' helped sell the DVDs.

Q.No.35 Was answered well by the majority of candidates. A few chose option A –‘relieved’ which was incorrect.

Exercise 7: Questions 36 to 41

This exercise about ‘School clubs’ was a challenge for many candidates. 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. A few candidates did not respond to a few questions.

Q.No.36 Both parts a) and b) were answered well by most candidates. ‘ Sometimes’ was the key word to the answer about liking of food which was omitted by a few candidates.

Q.No.37 This question was answered well by the majority of candidates.

Q.No.38 Candidates found this question very challenging. Candidates who understood the text answered correctly. The answer required for this question about Shailen playing a challenging game was ‘develop mental strength’. Some candidates did not understand the text and wrote ‘he liked playing challenging games’, ‘He played at school’, ‘ He won two times’, which were wrong answers.

Q.No.39 For this question ‘play quietly’, or ‘play silently’ was the required answer. The majority of the candidates provided the correct answer and anything relating to it was accepted. Answers like ‘play slowly’, ‘Time consuming game’, ‘Long game’ were not accepted.

Q.No.40 Few candidates answered this question correctly. For the answer ‘Modern dancing’, the word ‘Modern’ was omitted by many candidates.

Q.No. 41 This question was answered well by many candidates. Quick/fast/rapid learner or anything similar was accepted. A few candidates missed the root of the answer and responses like ‘She is clever’, ‘Bright student’, ‘ability to go far’ and ‘learning with a lot of enthusiasm’ were given, which were incorrect.

Exercise 8: Questions 42 to 47

This last exercise about ‘Crime and facts’ was aimed at Grade A\* candidates. The questions and answers were in Gujarati. The text was longer and a high level of vocabulary was used to give candidates the opportunity to demonstrate their skill and understanding of Gujarati reading at a higher level. Some candidates found it difficult to answer the questions in Gujarati and quite a number of them simply copied chunks of text from the passage. A significant number of candidates either left all or some questions blank in this exercise.

Q.No.42 Candidates tended to struggle with this question. Very few were successful in their answers.

Q.No. 43 Many candidates did not understand this question. As there appeared to be a full-stop at the end of the word ‘ રાખતલ’, ( meaning ‘keep’) many candidates did not read the last word ‘નશી’ (meaning ‘do not’)

Therefore, some candidates gave ‘બેદરકારી’ ( meaning not care) as the answer instead of ‘દરકાર’ (meaning ‘care’)

Q.No.44 This question was well answered by many candidates. However, the key word required for the answer was ‘Jail’ or ‘prison’. Which was omitted by few candidates.

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Q.no.45 This question was answered well by the candidates who understood the text. Many just copied a chunk of relevant text from the passage.

Q.No.46 Many candidates did not understand the question and provided an incorrect answer or extracted a phrase from the passage.

Q.No. 47 The majority of candidates answered this question well.

## A814 Writing

### General Comments

Congratulations are due to Centres and candidates: to Centres for preparing candidates well and to candidates for following the instructions very well in the whole examination. Most of the candidates understood the rubrics and managed to respond very well using different formats 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. A few candidates used similar formats for answering both the questions and some did not use any format.

Question 1 was the most popular, followed by Question 5. Questions 2 and 3 portrayed equal strength in choice. Question 4 was the least popular. Most of the candidates attempted two questions but a few attempted all five of them. It is to be stressed that candidates must read the tasks under each topic area and address the task and not write about anything they like under that topic. Many candidates looked at only the topic area and ignored the specified task altogether. Therefore they could not earn good marks for communication. It is vital that the candidates address the given task, though they do not necessarily have to follow the bullet points given as guidance.

Most of the candidates followed the bullet points given for suggestions and some used their own ideas. It was noticeable that many candidates managed to give detailed information with fully developed and justified ideas and points of view, using complex language confidently with a higher level of vocabulary, variety of clause types, idioms and structures, including verbal structures and tenses, and as a result were able to access the higher levels of the marking grid. However, it was also noticed that some very able candidates gave some unnecessary long basic details. Candidates should be aware that bullet points are there to help those who find it difficult to think about what to write. Higher ability candidates could go directly to writing more opinions and justifications and could try to express fully developed ideas rather than wasting their space and time on lengthy basic descriptions.

The middle ability candidates expressed simple opinions and points of view with simple justifications using a good range of structures and vocabulary inclusive of different tenses and time frames. The lower ability candidates produced short pieces of information with very simple opinions without any justifications, giving basic vocabulary and structures, and they therefore did not cover the criteria for higher marks.

Quite a few candidates' handwriting was illegible and Assessors spent a long time working out what the candidates were trying to write. Sometimes lengthy writing with such illegibility proved very trying for the Examiners who made sure that those candidates' writing was read in full. These candidates would benefit if they practised writing more precisely with relevant points. By contrast, a few candidates seemed to be over cautious and preferred to write simple correct sentences but demonstrated simple language missing out higher marks for the quality of language.

This year an improvement in sentence structure was noticeable and most candidates followed the subject, object and verb order correctly. However, most common errors were noticeable with the usage of "I" in different cases. For example, candidates often used "ને" instead of "છું" and vice versa. Other errors are often the incorrect use of gender agreements. All these agreements and cases are important features of Gujarati language and need to be learnt.

Centres must be reminded that if the candidates wish to write more than an A4 sheet, additional sheets are available, provided by GCSE and GCE examining bodies, and ordinary A4 pages

should not be used. Again this year some candidates continued the answer on the pages of the same paper in the space for different questions' answers instead of on the additional sheet. This created confusion for marking.

The Centres and candidates should be aware that higher level opinions and points of views with justifications are essential to gain high marks for communication. To gain higher marks for quality of language candidates need to use complex sentence structures, clauses and a varied range of vocabulary, time references and idioms, as set out in mark scheme.

There was evidence of dictionaries being used, which was pleasing, but unfortunately a minority of the candidates sometimes chose the wrong Gujarati word when an English word had alternative Gujarati words meaning different things. For example, when needing the equivalent Gujarati word for 'kind' (kind hearted) some candidates looked up 'kind' (different types) listed first in the dictionary and ended up using 'પ્રકાર' instead of 'દયાળુ'. Other examples were the word 'દિવાસળી' which means a matchstick, but some candidates wrongly used the word for a sports match. It is hoped that candidates will be taught dictionary skills if they are encouraged to use dictionaries in an examination situation.

Some candidates wrote in an organised manner and it was noticed particularly that they wrote some idiomatic language, for example આનંદનો પાર ન રહ્યો, આત્મવિશ્વાસ, ખુશીથી પાગલ થઈ જાઉં, કાગની ડોળે રાહ જોઉં, મારાથી રાહ નથી જોવાતી, હાથીની જેમ જાડી થઈ જઈશ, છક થઈ ગઈ, થાકીને લોથપોથ થઈ ગઈ, જેવી રીતે માછલી પાણી વગર નથી રહી શકતી તેવી રીતે હું મારી મિત્ર વિના નથી રહી શકતી, ભરોસો, મન હોય તો માળવે જવાય, સોબત તેવી અસર, સાચી મિત્રતા જીવનની સાચી કળી છે, ફરે તે ચરે અને બાંધ્યો ભૂખે મરે, સંગ તેવો રંગ, ચકલીના ચમચમ સાંભળીને, એટલું સુંદર હતું કે વાત ન પૂછો, ગપાટા મારતા હતા, રણનો નજારો, કુદરતી વાતાવરણ, ગ્રામપ્રદેશ, જાણે મેઘધનુષ નીચે ઉતરી આવ્યું છે, વીમો ઉતરાવવો પડે, પગ પર ઊભા રહીએ છીએ, આનુભવ એ જ શિક્ષક છે, વગેરે," and obtained the higher marks they deserved for Quality of language. Some good language which helped to express higher level viewpoints for Communication included મારા મત પ્રમાણે, મને લાગે છે કે, મારા અભિપ્રાય પ્રમાણે, મારા ધારવા મજબૂબ, મારી માન્યતા પ્રમાણે, મારા માનવા મજબૂબ, મારા ખ્યાલ પ્રમાણે, મને ખાત્રી છે, મારી ઈચ્છા મજબૂબ, મને આશા છે કે, etc.

## Comments on Individual Questions

### Question 1

#### Home and local area - Write to tell your cousin in Gujarat about a new friend.

This question was attempted by the majority of candidates and answered well, as it is within their own experience and was familiar context. Most candidates used a wide range of vocabulary and gave an interesting account of their new friend's physical appearance and his/her nature. They also gave information on how they first met and what they do together. They stated their opinions and justifications about likes and dislikes and their own feelings when they are with their friend. They stated their thoughts about the importance of maintaining life-long friendship.

Examples of well- expressed words, phrases and idiomatic language included – “સ્પર્ધાત્મક, મિલનસાર, સર્વગ્રાહી, દિલદાર, પ્રભાવશાળી, ઉમંગી, સંસ્કારી, લાડકવાયી, વફાદાર, વગેરે.”

### Question 2



**Health and Sport – Write about different activities on your camping holiday in Gujarat.**

This question was fairly well answered except in cases where candidates did not read the task fully to write about a camping holiday and ended up writing about their leisure holidays. There were some good descriptions of camping sites and a variety of activities undertaken, for example, rock climbing, sailing, mountain climbing, various sporting activities. They wrote about a new game they introduced or intend to play with their friends in the future. A few candidates also wrote about some games played in Gujarati and expressed their views on the importance of UK students to learn sports of different countries.

**Question 3**

**Leisure and Entertainment – Write about a film on television or in cinema**

Most candidates who answered this question addressed the task, either by following the bullet points or using their own ideas. They wrote about their viewing habits with family or friends, types of films they like to watch and expressed their opinions of their likes and dislikes of the type of films. The more able candidates were also able to describe creatively a film they had seen recently. They were successful in expressing their views on Bollywood or films of other countries and the vocabulary used included: “પારિવારિક, જાસુસી, ડરામણી, સામાજિક, મનોરંજક, કાલ્પનિક, હાસ્યરસપ્રધાન, લાગણીપ્રધાન, છૂપી પોલીસ, પ્રાસંગિક, ઠક્કચિત્ર, વગેરે.”

**Question 4**

**Travel and the wider world – Write about your visit to a national park in the U.K or abroad.**

Few candidates attempted this question and it was fairly well answered. Candidates who performed well gave a very interesting account of their visit, the surroundings of the park, animals and they also described their feelings about their visit and opinions on their experience.

**Question 5**

**Education and Work – Write about your work experience**

Most of the candidates answered this question fairly well, as it is within their own experience. They used a wide range of vocabulary and described their school life and work experience which included their opinions and make judgments on the people they worked with. They were able to write their views on the importance of work experience and the advantages and disadvantages of working abroad. The jobs undertaken mainly included teaching in schools, working in a pharmacy, in a saree shop, in a computer firm, in a hospital or in the family business.

Some good vocabulary was used for describing people they worked with and their experience which included “ઉમંગી, મૈત્રીપૂર્ણ, પ્રભાવશાળી, સહકાર્યકરો, વિકલ્પ, છાજલી, અભરાઈ, વગેરે.”

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