

**GCE**

**Gujarati**

Advanced GCE **H594**

Advanced Subsidiary GCE **H194**

**OCR Report to Centres June 2017**

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Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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# F883 Listening, Reading and Writing 1

## General Comments:

This year less candidates sat F883 Advanced Subsidiary Gujarati exam. It was pleasing to see that candidates performed well this year. It will be very welcome if GCSE teachers encourage their students to study further after passing GCSE Gujarati.

Most candidates were able to complete the paper and answer straight forward questions, but a few failed to include full details. Some candidates did not seem to understand inference questions. It was good to see that many candidates scored high marks, with a small number achieving low marks. The best answers integrated formal description with convincing discussion of the context and the concepts. The very best essays were extremely well argued and logically organised. Some candidates needed to focus more on the context of Q7a and 7b as they were not able to achieve marks because of a lack of understanding.

Whilst there is still a marked difference between the quality of language of candidates who may have recently come from the subcontinent, those using Gujarati as their home language and those learning the language as a modern foreign language but it was encouraging to see that more MFL candidates had entered for the exam. These candidates demonstrated a fairly high level of vocabulary and complex structures, even though there were some errors.

It is important that candidates are trained to interpret spoken and written language in order to answer inference questions. They must also be able to produce specific information to answer comprehension questions without writing irrelevant information. Candidates would be able to manage their examination time better if they were more specific and do not waste time giving irrelevant details. It was pleasing to see that more candidates had followed rubrics correctly.

Comments on Individual Questions:

## SECTION A: Listening and Writing.

### Question No.1 Keshav and Sonal

#### Question 1a

There were 4 questions in this task requiring the candidate to choose a correct answer from the list. A small number of candidates scored only 2 marks but the majority scored all 4 marks. Some candidates did not understand the synonyms used in the questions and options. All the candidates followed the rubric correctly.

#### Question 1b

There were 8 multiple choice questions. Most candidates scored between 10 and 12 marks, for this exercise.

### Question 2 Sounds

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

This exercise was done well, but still there were candidates who found it difficult to understand the synonyms and distracters on the list and so scored low marks.

The majority of candidates performed well in this question. When choosing correct words from the grid to fill the blanks, some candidates got confused with phonetically similar words.

### Question 3 Jayesh's selfie

This listening passage was about Jayesh and his craze for taking selfies. Candidates were required to listen to and answer questions in English.

The passage was of the appropriate standard and many candidates were able to answer most questions. Some candidates wrote very short answers leaving out important details and so lost marks. Candidates who were weak in English lost marks as they could not express themselves in detail.

#### Question 3a

Most candidates scored a mark for this question.

#### Question 3b

Majority of candidates scored a mark for this question by giving the answer – 'he fell behind in his studies'. Those who wrote 'lost interest in education' did not score a mark.

#### Question 3c

Most candidates scored a mark. Candidates who were weaker in English lost marks as they could not translate the expression correctly.

#### Question 3d

Most candidates scored the full two marks by giving both parts of the answers. Some candidates made the mistake of writing just one part of the answer e.g. taking selfie / uploading on Facebook so one mark was awarded.

#### Question 3e

This question saw many candidates scoring the full four marks. No mark was awarded for answer 'he could communicate with his relatives in India'.

#### Question 3f

Most candidates scored a mark for this answer although it was written in many different ways.

#### Question 3g

Most candidates scored a mark for this answer although it was written in many different, correct, ways.

#### Question 3h

This question saw many candidates scoring two marks.

#### Question 3i

Some candidates could not translate the word correctly thus losing marks. A mark was awarded for 'Jayesh understood from his friend's advice, the consequence of taking selfie from a dangerous place'.

### Task 4 Translation into Gujarati from English

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

Communication: To get marks for this question, candidates needed to include all the relevant details. This exercise was well attempted, and overall, whilst the performance was better, full marks were not scored. Words and phrases like 'dance school', 'traditional folk dances', 'what is the procedure to join your organisation?', 'does that include accommodation' caused some challenges for some candidates. A couple of transfers of meaning were excellent such as લોકનૃત્યો for folk dances, કાયદવાહી/પ્રક્રિયા for procedure, રહેઠાણ/આવાસ for accommodation.

Quality of language: Even those who scored high marks for communication did not write in fluent Gujarati, except for a couple of candidates who wrote beautifully. Although word order was mostly correct, there were problems of agreements and spelling. Teachers could give focus on improving grammar and also try to widen candidates' vocabulary.

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

### **Task 5: Addiction**

The text consisted of the opinions of five people about addiction. Candidates seemed to understand the text well so scored around 8 marks. Few candidates scored full marks. 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 well attempted but may have proved to be quite challenging for slow readers because of the amount of reading required both for the texts and the questions. The text in the question was not taken from the text word for word, so it was more challenging for the weaker candidates. Comprehension of the passage was important to understand the rephrased ideas. Only a few candidates scored full marks.

Some candidates still made only nine or eight ticks and unnecessarily lost a mark or two. However such cases were fewer. Only two candidates put more than 10 ticks.

Task 5b This exercise was also based on the same text. Candidates were required to select the correct word from a list to fill the blanks given in the passage. This exercise was similar to the Listening exercise (Exercise 2), although candidate performance was better in this task. This may have been because it was a reading exercise.

### **Task 6: Jigar's dreams**

The passage was a story about Jigar - a young Gujarati boy, and his career path, what he did and how he achieved his goal.

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 quality of language.

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 candidates lifted the answers. In some cases, the only changes candidates could make were to use alternative words or grammar. 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.

#### **Question 6a**

Most candidates scored only one mark for writing “માતા રસોઈ બનાવતી તે ધ્યાનથી જોતો”. Those who omitted the word રસોઈ were not credited with a mark. Some candidates were not able to change the grammatical format as required by the question.

Question 6b This was a two mark question and very few scored full marks. Most candidates did not understand the inference and scored only one mark

Question 6c Most of the candidates answered this question correctly and scored one mark.

Question 6d Most students scored the full four marks. Some weaker ability candidates were not fully able to answer this question.

Question 6e Many candidates lifted words from the text and marks were given for comprehension.

Question 6f Many candidates lifted words from the text and marks were given for comprehension

Question 6g Most candidates copied from the text. Some candidates did not score full mark as they just wrote **वदद्यालयमालं** instead of **रालंधरुडलना वदद्यालयमालं** and so lost a mark.

Question 6h Most candidates scored three marks. Higher ability candidates wrote **उपहारगृह** for restaurant.

Question 6i The majority of candidates found this inference question challenging and lifted words from the text and therefore did not achieve the marks.

### **Task 7 Health**

The text was of the appropriate level and was a subject familiar to AS level candidates. The text compared two people's attitude towards health and gave details of how to improve our health.

Task 7a Candidates were required to write in their own words about what steps to take to maintain health.

This task was the main differentiator. Q7a saw many students writing their own opinions instead of focusing on the stimulus material and directly addressing these points. Thus they lost valuable time and did not manage to score well.

Task 7b This question required candidates to give their opinions on the statement 'Health is mainly related to food and exercise' - What do you think?. There was an opportunity for candidates to show their understanding and knowledge about essay writing based on the stimulus. Some candidates wrote very organized essays but many candidates were repetitive. They lacked coherence and did not to show originality

Basic knowledge of the compulsory topic is always important, in order to gain the marks awarded for the use of relevant information and correct terminology. This question produced a wide range of answers. Good answers stated the arguments in support of how food and exercises, or lack of, has a positive or negative impact on our health. Many candidates either wrote about food or exercises. Some candidates repeated points from the stimulus. Good candidates developed each point they wrote about well. Some candidates just wrote a couple of points but did not really develop them. Others wrote quite a few points but did not develop their ideas much. Some candidates did not write much more than what was in the text. Some good candidates also included the impact on emotional and mental health issues and scored marks for originality and imagination

Those candidates who had given their own opinions in Question 7a could only write short essays. It seemed that some of the essays were a little rushed, as candidates were running out of time. Overall, the standard of answers to Question 7b was good.

7QL Some candidates produced accurate language with idiomatic phrases, a variety of correct complex structures and a good level of vocabulary. Some candidates tried to write longer complex sentences but their language often had errors of noun – verb – adjective agreements. It was good to see that the word order was mostly correct. Some candidates produced only short, simple sentences or language with many errors including spelling. A marked difference was seen in the language produced by MFL candidates and candidates using the language at home. It was pleasing that more MFL candidates seemed to have taken the exam.



**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Facsimile: 01223 552553

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