

Mark Scheme (Results)

Summer 2012

International GCSE Gujarati (4GU0)
Paper 01

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Assessment criteria

Assessment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 | <p>Sentences Testing grammatical knowledge</p> <p>This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence 3 X 5 = 15 marks</p> <p>Deduct ½ mark for each minor error.</p> | (15) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (a) | ગુરુવારે તમે અલબત્ત અમારે ત્યાં આવી શકો છો. | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1 (b) | મારી વીસમી વરસગાંઠ પછી તરત જ હું મારી માસી/મામી/કાકી/ફઈને મળવા જઈશ. | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (c) | ઘણાં લોકો જો કે માને છે કે વાર્તા લખવી સહેલ (સહેલું) છે, પણ એવું નહીં. | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (d) | બપોરે દોઢ વાગે છોકરો દુકાને ચાલતો ગયો. | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 (e) | મારા દાદા/નાના ત્રણ અઠવાડિયા સુધી સારા નહિ થાય એમ ડોક્ટર કહે છે. | (2) |

Question 2 – Translation into Gujarati

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

| Transmission | Mark |
|--|-------|
| No language worth of credit. | 0 |
| Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired. | 1-3 |
| Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times. | 4-6 |
| The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent. | 7-9 |
| A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing. | 10-12 |
| Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read. | 13-15 |

| Quality of language | Mark |
|---|------|
| No language worth of credit. | 0 |
| A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit. | 1-2 |
| Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow. | 3-4 |
| Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read. | 5-6 |
| A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part. | 7-8 |

| | |
|---|------|
| A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless. | 9-10 |
|---|------|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2 | <p>દુનિયામાં ગુજરાતી સિવાય પણ બીજાં છે તેવી મને પહેલીવાર ખબર પડી જ્યારે મારા સૌથી મોટા ભાઈએ લાજિન્દર નામની પંજાબી સ્ત્રી સાથે લગ્ન કર્યાં. મારો ભાઈ પરદેશમાં ભણીને આવ્યો અને તેણે કુટુંબીજનોને પોતે લગ્ન કરી લીધાં છે એ જાહેર કર્યું, આ સમાચાર જાણીને વડીલો ખાસ્સાં (બરાબરનાં) ગુસ્સે થયાં. કોઈ પણ અગત્યની બાબતની જાણ તેઓને કરવી એ અમારા કુટુંબની સમજૂતી હતી. મારા ભાઈએ તો તેઓની સલાહ પણ માગી નહિ! એ છતાં, કુટુંબના યુવા સભ્યો આ નવી વ્યક્તિને મળવા આતુર હતાં.</p> <p>અમે બાબકો જોઈ શકતાં હતાં કે તે સાવ જુદી હતી, કારણ કે તે ખૂબ જ હસતી હતી અને જ્યારે અમે એને મળવા એના રૂમમાં જતાં ત્યારે તે અમને ઘણી બધી ચોકલેટો આપતી અને ગાલ પર બચ્ચીઓ ભરતી. એની બચ્ચીઓના મોટા લાલ ડાઘા અમે હસતાં હસતાં એકબીજાંનાં લૂછી નાંખતાં.</p> <p>ઘણા ઈન્ડિયન કુટુંબોમાં નવવધૂને (નવી પરણેલી કન્યાને) નવું નામ આપવામાં આવે છે, ને આ નામથી તે ઓળખાય છે. કુટુંબના વડા મારા દાદીમાએ લાજિન્દરનું નામ બદલીને લક્ષ્મી પાડ્યું - ધનની દેવી. શરૂઆતનાં બે વર્ષોમાં લક્ષ્મીએ અમારા મોટા કુટુંબની ઘણી બધી જવાબદારીઓ લઈ લીધી હતી. એણે ગુજરાતી શીખી લીધું એટલું જ નહિ, પણ અમારા મોટા કુટુંબના જે રીતરિવાજ હતા તે પ્રમાણે વર્ત્યાં. મારી દાદીમાં તથા વડીલોને આથી ખૂબ સંતોષ થયો. એટલે સુધી કે કુટુંબની કોઈ પણ બાબત માટે લક્ષ્મીની સલાહ લેવાતી.</p> <p>મારે માટે તો અમારા બધાં સ્ત્રી સગાંવહાલાંમાં એ મારી માનીતી હતી, કેમ, તે હું ખરેખર સમજાવી શકતી નથી!</p> | (25) |

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

| Transmission | Mark |
|--|-------|
| No language worth of credit. | 0 |
| Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired. | 1-3 |
| Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times. | 4-6 |
| The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent. | 7-9 |
| A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing. | 10-12 |
| Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read. | 13-15 |

| Quality of language | Mark |
|---|------|
| No language worth of credit. | 0 |
| A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit. | 1-2 |
| Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow. | 3-4 |
| Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read. | 5-6 |
| A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part. | 7-8 |
| A very high level of accuracy with only minor errors. Confident use of a wide | 9-10 |

| | |
|--|--|
| range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily flawless. | |
|--|--|

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 | <p>Mother is the person whose importance is above all the people in the world. In the countries such as America, 11th May is celebrated as Mother's Day and it has been given the status of festivals. I came to know about it and we have decided to follow it from this year. Mother sacrifices so much for her child. So to return this obligation, we decided to celebrate our mother's birthday to please her.</p> <p>My father took leave from his work for mother's birthday and how can we go to school on this special festival? We also took leave, although we didn't inform the school! It was decided to celebrate the birthday exactly like celebrating Diwali. The whole house was to be decorated. The strings of flowers were to be hanged in the rooms. The special patterns of 'Sathiyas' were to be made. 'Mother is God' was to be written in bold writing on the walls. Nobody could beat my mother in making the garlands (strings) of flowers. Mother undertook to do this and would not even let us help her. We would ask her again and again but she wouldn't agree. So much so that she did all the cleaning of the house. How could we tell her not to do it as we had decided not to do displease her.</p> <p>To celebrate the birthday we bought shirts for brothers, silk sarees for sisters and a parkerpen for our father. We thought to buy a special saree which our mother always adored. But at times when you want something you do not find it. So mother said: "leave it, will buy it when it is available. I will wear one of my old sarees which I always wear on the festival day." As we didn't want to upset her, we just accepted her wish to celebrate the mother's day.</p> | (25) |

Question 4 – Writing (35 marks)

Marks are awarded for communication and content and quality of language, using the following assessment grid.

| Communication and content | Mark |
|--|-------|
| No language worth of credit. | 0 |
| Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read. | 1-4 |
| Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read. | 5-8 |
| Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable. | 9-12 |
| Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times. | 13-16 |
| Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read. | 17-20 |

| Quality of language | Mark |
|---|------|
| No language worth of credit. | 0 |
| A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read. | 1-3 |
| Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in | 4-6 |

| | |
|--|-------|
| attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read. | |
| Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed. | 7-9 |
| Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors. | 10-12 |
| Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless. | 13-15 |

Either

(a) Is planting trees important for the environment? Give your viewpoints and reasons.

આપણી આસપાસના વાતાવરણ કે પ્રદેશ (પર્યાવરણ) માટે વૃક્ષોને વાવવાનું અગત્યનું છે? તમારા અભિપ્રાય ને કારણો જણાવો.

(b) What do you think about the influence of 'Bollywood Films' on young people today?

આજના યુવાન વર્ગ પર 'બોલીવૂડ ફિલ્મો'ની અસર વિષે તમે શું માનો છો?

(c) What are your views on the Olympic Games London 2012? Give your opinions and reasons.

૨૦૧૨ ની લંડનની ઓલિમ્પિક ગેમ્સ (ઓલિમ્પિક રમતગમત) વિષે તમે કયા વિચારો ધરાવો છો? તમારા મંતવ્યો(મત)ને કારણો જણાવો.

Or

(d) You have organised a party to celebrate the end of examinations. Write a letter to your friend inviting him/her, and giving details of the party.

પરીક્ષાઓ પૂરી થયાની ઉજવણી કરવા માટે તમે એક પાર્ટી રાખી છે. આમાં આવવા માટે તમારા દોસ્ત / બેનપણીને આમંત્રણ આપતો પત્ર લખો, ને પાર્ટી વિષેની સર્વ માહિતી આપો.

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