

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE in
Gujarati (4GU0) Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	Sentences testing grammatical knowledge This part of the paper is marked out of fifteen. 3 marks per sentence marks 2 X 5 = 10 Deduct ½ mark for each minor error.	(15)
Question Number	Answer	Mark
1(a)	આજની આધુનિક દુનિયામાં મોટાં શહેરો કરતા નાના ગામોએ વધુ પ્રગતિ કરી છે.	(2)
Question Number	Answer	Mark
1(b)	ગયા વરસે મારી બહેનનાં લગ્નનાં કપડાં ખરીદવા અમે ભારત ગયા હતાં.	(2)
Question Number	Answer	Mark
1(c)	શું આજનાં બાળકો દેશનું ભવિષ્ય છે?	(2)
Question Number	Answer	Mark
1(d)	આબોહવામાં થતો ફેરફાર પૃથ્વી માટે આજે મોટામાં મોટો ભય છે.	(2)
Question Number	Answer	Mark
1(e)	અમારા ઘરમાં ગાડી હોવા છતાં મારા દાદા ચાલવાનું વધારે પસંદ કરે છે.	(2)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 – Translation into Gujarati

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

Transmission	Mark
No language worthy 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 worthy 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>દરેક વ્યક્તિને જીવવા માટે હવા, પાણી અને ખોરાકની આવશ્યકતા છે. આપણા રોજિંદા કામો માટે શરીરને સક્રિય રાખવું પડે છે તેથી દિવસમાં ત્રણ ભોજન જરૂરી છે. ઘણાં લોકો “જીવવા માટે ખોરાક ખાતા હોય છે” જ્યારે કેટલાંક “ખાવા માટે જીવતા હોય છે”. આથી દરેકના જીવનમાં ખોરાકનું એક ખાસ મહત્વ હોય જ છે. આજે લોકો તંદુરસ્તી માટે ઘણા સચેત છે. શરીરને તંદુરસ્ત રાખવા તાજાં ફળો અને શાકભાજી જેવો સમતોલ આહાર લેવો જોઈએ. ખોરાક ઉપરાંત પાણી પણ ખૂબ જ જરૂરી છે. દાક્ટરોના કહેવા પ્રમાણે દરેક વ્યક્તિએ દિવસમાં બે થી ત્રણ લીટર પાણી તો પીવું જ જોઈએ. જો તમે સ્વસ્થ હશો તો તમારું મન ખુશ રહેશે જેથી તમે કોઈપણ કાર્ય આનંદ અને ઉત્સાહથી કરી શકો. કહેવાય છે ને કે ‘પહેલું સુખ તે જાતે નર્થા’.</p> <p>આજકાલ ખાસ કરીને યુવાનો તેમ જ કામમાં વ્યસ્ત લોકોને તૈયાર મળતું ખાવાનું ખૂબ પસંદ છે કેમકે તે જલ્દીથી મળે અને સ્વાદિષ્ટ પણ ખૂબ હોય છે. તેમ છતાં શરીર માટે એટલું જ હાનિકારક હોય છે. મારા અભિપ્રાય પ્રમાણે ખાસ પ્રસંગોમાં બનતા ખોરાકમાં તેલ, ચરબી તથા ખાંડનો ઉપયોગ વધુ પડતો થતો હોય છે, જે આરોગ્ય માટે નુકસાનકારક છે એટલા માટે પ્રમાણસર લેવા જોઈએ. જો આવા ખોરાક વધારે પ્રમાણમાં લેવામાં આવે તો હૃદયના રોગો, મીઠીપેશાબ અને સ્થૂળતા વગેરે જેવા ગંભીર રોગો થવાની શક્યતા રહે છે.</p> <p>મારા મતે પૌષ્ટિક ખોરાક ખાવાથી તમે નીરોગી અને ખુશાલ જીવન જીવી શકો છો જેથી દાક્ટરની મુલાકાત ટાળી શકો. જાપાનીઓ કહે છે કે જેવું ખાઓ તેવા થાઓ.</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 worthy 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 worthy 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
3	<p>My grandfather always tells it is very important to have a career to achieve success. He was a head teacher of a secondary school and thinks everyone should have a plan for a bright future. This is the key to having an easy and well organised life. For this it is necessary to have a good education.</p> <p>He says “after finishing your school studies you should try and go to University to gain higher education.” In today’s modern times there are many types of training opportunities available. You can choose the subjects you like most and get develop your skills in your favourite field. If you have good knowledge then you can progress in your career but for this you have to work very hard. You may face some challenges but if you are determined then you will definitely achieve your target.</p> <p>Nowadays many schools have included ‘Work Experience’ in their school curriculum. In my opinion this is necessary. By taking part in this scheme you will get to know how the work is done and learn the importance of time management, which is very important for your success in life.</p> <p>Whether the job is big or small you will enjoy it if you work hard and with dedication. Those at the top are always searching for the next step. If you are settled in your future then you will be able to look after your family along with yourself. You can be proud that you have given your family a happy life.</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 worthy 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 worthy 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 attempts at enhancement of fact with adjectives and/ or adverbial phrases. Not easy to read.	4-6
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	7-9

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.	
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

Write an essay of up to 250 words in Gujarati on one of the following topics:

Either

- “There are not enough facilities in our local area.” Do you agree and why?
“અમારા સ્થાનિક વિસ્તારમાં પૂરતી સગવડો નથી.” તમે સહમત છો અને શા માટે?
- Imagine how the world would be without electricity.
કલ્પના કરો કે વીજળી વગર દુનિયા કેવી હોય શકે.
- Describe one very special festival you have celebrated and give reasons why it is so special.
તમે ઉજવેલ કોઈપણ એક ખાસ તહેવાર વિશે લખો અને તે શા માટે ખાસ છે તેના કારણો આપો.
- Write about your experience of attending a family wedding.
તમ સ પરિવારન લગ્નપ્રસંગમાં થયેલ તમ સ અનુભવ વર્ણવો.

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