

Mark Scheme (Results)

Summer 2016

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

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 4GU0\_01\_1606\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## 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.



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>આ બાબતમાં તમે બધાં મારી સાથે સહેમત થશો જ કે શહેરીજીવન અને ગ્રામ્યજીવનમાં જમીન આસમાનનો ફેર છે. શહેર તથા ગામમાં વસવાટ કરતાં લોકોની રહેણીકરણી તથા જીવનશૈલીમાં ઘણી વિભિન્નતા જોવા મળે છે. જ્યારે રહેઠાણ માટે ઉત્તમ જગ્યાનો પ્રશ્ન આવે છે ત્યારે મોટા ભાગે લોકો શહેરમાં રહેવું વધુ પસંદ કરશે.</p> <p>શહેરમાં દરેક પ્રકારની આધુનિક સુવિધાઓ ઉપલબ્ધ હોય છે જેવી કે ટેલિફોન, અને ઈન્ટરનેટ. આ કારણે લોકોને સારા ભણતર માટેની ઘણી તકો મળી શકે છે અને વધુ એશઆરામથી જીવન વિતાવી શકે છે. જ્યારે ગામડાઓમાં આવી આધુનિક સગવડો ઓછી મળવાથી લોકોનું જીવન કઠિન બની જાય છે.</p> <p>શહેરમાં લોકો પાસે રોજિંદા જીવન માટે વધુ પ્રમાણમાં જુદી જુદી જાતની પસંદગીઓ હોય છે. લોકોને સામાજિક અને સાંસ્કૃતિક કાર્યક્રમોમાં જવાની વધુ તકો મળે છે. આ ઉપરાંત શારીરિક તંદુરસ્તીની કાળજી માટે ઉત્તમ સગવડોવાળી હોસ્પિટલો, આરોગ્યકેન્દ્ર તેમજ નિષ્ણાંત ચિકિત્સકો હોય છે.</p> <p>ભલે ગામડામાં આધુનિક સગવડો જેવી કે ઘણી મોટી મોટી દુકાનો તેમજ ભોજનાલયો ઓછા પ્રમાણમાં હોય છે પરંતુ લોકો પાસે તેમની પોતાની જમીન હોવાથી તેઓ ખોરાક માટે પોતાનો પાક ઊગાડી શકે છે જે શહેરમાં દુકાનમાંથી ખરીદવું પડે છે. .</p> <p>ગામલોકોનું જીવન સાદું સરળ અને માનસિક તાણ વગરનું હોય છે. રસ્તામાં વાહનોની ભીડ નથી હોતી, ગુનાઓનું પ્રમાણ ઓછું જોવા મળે છે અને વાતાવરણમાં હવા તથા અવાજનું પ્રદૂષણ પણ ખૂબ જ ઓછું હોય છે. ગામલોકો ખૂબ લાગણીશીલ હોવાથી શહેરનાં લોકો કરતાં વધારે લાંબું જીવે છે.</p> <p>આ બધી હકિકતો વિશે જાણ તાં હોય છે તો પણ મોટા ભાગના યુવાનો શહેરમાં રહેવું જ પસંદ કરશે.</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	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 faultless.	
---	--

Question Number	Answer	Mark
3	<p>In the Stone Age when there was neither any currency nor a word like shopping being used, people used to live by trading or exchanging items. Well, at that time human beings had very few needs. Gradually the human race become more civilised and has made a lot of progress today and made different inventions. As the human race became more civilised their needs increased as well, so people started their businesses. Since the advent of money and other currencies the word shopping has existed.</p> <p>In olden times people bought their daily requirements from small shops, markets or in the street from hand carts, but over time the variety of shopping facilities started to grow. Large shopping centres have become prevalent where under one roof you could get everything which is necessary. In today's busy and fast life, these facilities have proved to be very beneficial to mankind.</p> <p>In today's modern time with new technology many different ways are available which have made shopping more and more easy. Shopping can be done very safely and easily via telephone, internet, and e-bay with the help of credit and debit card. The interesting thing is that today anywhere in the world has become accessible, so you could buy any favourite thing from any part of the world quickly while sitting at home. The exchange of currency of different countries has become so easy and convenient. Just by the touch of one button on your computer, within a minute you could shop in any country. This way there are advantages and disadvantages in the traditional and modern way of shopping</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 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

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

Either

(a) A dream which you would like to fulfil.

મારું સ્વપ્ન જે મને સાકાર કરવું છે.

(b) Write about your involvement in a celebration of 100 years of your school.

તમારી શાળાની ૧૦૦માં વર્ષની ઉજવણીમાં તમારા યોગદાન વિશે લખો.

(c) Express your views on the effects of cutting trees on human and wildlife.

વૃક્ષો કાપવાથી મનુષ્ય અને જંગલમાં રહેતા પશુ-પક્ષીઓ ઉપર થતી અસરો માટે તમારા

વિચારો

જણાવો.

Or

(d) Who is your favourite member of the family and why?

તમારા કુટુંબમાં તમારું મનપસંદ સભ્ય કોણ છે અને શા માટે?

Instructions to candidates:

Indicate which question you are answering by marking the box ( ).

If you change your mind, put a line through the box ( ) and then indicate your new question with a cross ( ).

Chosen question number: Question 4(a)

Question 4(b)

Question 4(c)

Question 4(d)

Please turn over for answer space.



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL