

Getting Started Guide



A Level Gujarati

**Pearson Edexcel Level 3 Advanced GCE in Gujarati
(listening, reading and writing) (9GU0)**

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1 Introduction

Our A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. We have developed inspiring and culturally relevant courses based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Gujarat and Gujarati-speaking culture. There is an emphasis on promoting understanding of grammar to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

Pearson is strongly committed to maintaining the availability of a wide range of language A levels. Although some awarding organisations are ceasing to offer those language A levels only taken by a limited number of students, we believe these qualifications make an important contribution to fostering diversity and community cohesion.

We are redeveloping A levels in:

- Arabic
- Greek
- Japanese
- Urdu

And we are developing the following A levels for the first time:

- Gujarati
- Persian
- Portuguese
- Turkish

Note that we have taken the decision not to develop AS qualifications in any of these languages. This Getting Started Guide provides an overview of the new A level Gujarati specification, to help you get to grips with the changes to content and assessment.

2 What's changed?

2.1 AS has not been redeveloped

Our discussions with schools and colleges have indicated that, under the new system in which AS results no longer count towards A level grades, take-up of AS level will be very limited. For this reason we have taken the decision only to offer the full linear A level in the languages being developed for first teaching in 2018.

2.2 Changes to A level qualifications

From September 2018, A level Gujarati will be a fully linear qualification. This means that all examinations must be sat at the end of the course. More information about the implications of the move to linear assessment is given on page 9.

Separate subject criteria have been developed for these languages with smaller cohorts. While the level of rigour and demand will be the same, there will be no requirement for students to demonstrate spoken language skills.

Aims and objectives

There is a new set of aims and objectives for this A level. As a result, students are now required to:

- study two works from a prescribed list
- summarise information from spoken and written sources in writing
- develop independent research skills
- undertake a task integrating the skills of listening, reading and writing
- translate from and into Gujarati.

Themes

The specification content is broken down into four themes relating to the target language culture. Two themes relate to 'society, past and present', and two themes relate to 'political and/or intellectual and/or artistic culture, past and present'.

Prescribed works

In the specification, we have specified a list of prescribed works in Gujarati, including literary texts and films. Students must study either one literary text and one film, or two literary texts. Knowledge and understanding of works will be assessed in Paper 2 (Translation into Gujarati and written response to works).

Summarising information

This is a new requirement testing students' ability to summarise information. Students should be able to:

- identify the main ideas
- summarise a line of argument and/or different points of view
- evaluate and draw conclusions.

Ability to summarise will be assessed in Paper 3 (Listening, reading and writing in Gujarati), question 5(c).

Independent research skills

Students will be required to develop as independent researchers through the study of language. Students are required to select one research subject from the four given in the specification and undertake independent research on all three aspects. Students will have to demonstrate knowledge and understanding of the research subject in Paper 1 (Translation into English, reading comprehension and writing (research question) in Gujarati).

Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge and understanding of, and critical and analytical response to, cultural and social issues relating to countries where Gujarati is spoken.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

AO1 20%	Understand and respond in writing to spoken language drawn from a variety of sources
AO2 30%	Understand and respond in writing to written language drawn from a variety of sources
AO3 30%	Manipulate the language accurately, in written forms, using a range of lexis and structures
AO4 20%	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of the countries where the language is spoken

2.3 Specification overview

Assessment structure

Paper 1	Translation into English, reading comprehension and writing (research question) in Gujarati	2 hours 30 minutes	40%
Paper 2	Translation into Gujarati and written responses to works	2 hours 40 minutes	30%
Paper 3	Listening, reading and writing in Gujarati	2 hours 15 minutes	30%

Specification content

Specification content is now based around social, political and cultural themes, relating to the Gujarati language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study.

Themes 1, 3 and 4 focus on aspects of the society and political culture of the **Gujarat state in India** only. Theme 2 focuses on aspects of the political, artistic and intellectual culture of the **wider Gujarati-speaking world**.

Students will study four themes:

- Theme 1: Society past and present (Changes in Gujarati society)
- Theme 2: Artistic and political culture past and present (Media and culture)
- Theme 3: Society past and present (Aspects of contemporary Gujarati society)
- Theme 4: Political culture past and present (Political aspects of the Gujarat state)

There are a number of sub-themes, which can be found on pages 6–7. The questions in the question papers are set within the context of these themes.

Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must research all three aspects within the research subject. Research subjects and aspects are as follows:

- Women in society
Developing social status of women; access to education; achievements of Gujarati women and their contribution to society
- Influence of Mahatma Gandhi on Indian society
Mahatma Gandhi’s influence on thinking and attitudes; his impact on lifestyle; Mahatma Gandhi’s legacy
- Tourism
Medical tourism; state-sponsored tourism; economic benefits and drawbacks of tourism
- Law and order in the Gujarat state
Improvements and challenges in law and order in the Gujarat state; importance of law and order for business; how changes in the law impact women

Comparison of reformed and legacy specifications

Reformed specification		Legacy specification
Theme 1	<p>Changes in Gujarati society</p> <ul style="list-style-type: none"> • Changing family structures Differing and changing attitudes towards marriage; non-traditional relationships; generational conflict within the family • The world of work Traditional and modern approaches to occupations; employment opportunities for young people; causes and consequences of unemployment 	<ul style="list-style-type: none"> • The family: different structures and relationships; living conditions (housing, shopping and patterns of daily life) • Food, drink, health, obsessions and addictions • School and school life: individual experiences; local and national concerns • Work and training: individual experiences; school to work preparation, transition and aspirations. • Unemployment: causes and consequences (local, national or global)
Theme 2	<p>Media and culture</p> <ul style="list-style-type: none"> • The media The effect of the internet on young people’s lives; reliability of information on the internet; the impact of newspapers on politics • Changes in popular culture Festivals; celebrations; Gujarati film and music 	<ul style="list-style-type: none"> • Communication technology: patterns and changes to communication in daily life • Media e.g. written press; radio; television (roles and influences) • Leisure activities: aspects of cultural life, e.g. film, theatre; the arts as part of leisure time • Literature and the arts: trends, changes, influences and impacts on individuals and society • Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society

Reformed specification		Legacy specification
Theme 3	<p>Aspects of contemporary Gujarati society</p> <ul style="list-style-type: none"> • Internal migration The rural-urban cultural divide; the skilled vs unskilled workforce; alienation of migrants • Ecology Changing attitudes towards environmental issues; protecting natural resources; the impact of industrialisation and urbanisation on the environment 	<ul style="list-style-type: none"> • Integration and exclusion: age; gender; race; religion; equality of opportunity • Tourism and related themes: tourism as a changing phenomenon; tourism and the environment • The individual and the environment: recycling; changing individual impact; local conservation • Energy management: alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands • Pollution: causes; consequences; solutions • Conservation of the natural world: changing habitats; impact of man and pollution; local, national or global initiatives
Theme 4	<p>Political aspects of the Gujarat state</p> <ul style="list-style-type: none"> • Gujarat state – a land of opportunity The growth of the textile industry; the export of popular Gujarat products; investment in transport infrastructure • Gujarat’s political aspects Government initiatives for the development of Gujarat; new forms of political leadership; young people’s participation in politics 	<ul style="list-style-type: none"> • Transport: patterns of use (for the individual and at local and national levels) • Political issues: changes at local and national level; impacts on the individual and society • Law and order: trends of crime and punishment; civil unrest; policing
Literary works	<p>Prescribed list of works:</p> <ul style="list-style-type: none"> • <i>Saat Pagla Aakash ma</i>, Kundanika Kapadia, 1985 (novel) • <i>Jai Ho!</i>, Jay Vasavda, 2012 (essays) • <i>Amas Na taara</i>, Kishansinh Chavda, 1950 (short stories) <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes, concepts and issues • characterisation • plot structure • social and cultural setting 	<p>Study of literary works not compulsory. Students could choose to study one of the prescribed texts for Unit 2 Section C.</p>

Reformed specification		Legacy specification
Films	<p>Prescribed list of films:</p> <ul style="list-style-type: none"> • <i>Kevi Rite Jaish</i>, dir.Abhishek Jain (2012) • <i>Bhav Ni Bhavai</i>, dir.Ketan Mehta(1980) • <i>Hu Tu Tu Aavi Ramat Ni Rutu</i>, dir.Shital Shah (2016) <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes concepts and issues • characterisation • plot structure • social and cultural setting 	Study of film not required.
Independent research	<p>Must be based on one of the four research subjects listed in the specification:</p> <ul style="list-style-type: none"> • Women in society • Influence of Mahatma Gandhi on Indian society • Tourism • Law and order in the Gujarat state <p>Students must research all three aspects of their chosen research subject</p>	Must link to Gujarati culture and/or society: chosen from a list of prescribed topics and texts in the specification.
N/A	No equivalent in new specification	<p>A2 Science and technology: impact and issues sub-topics</p> <ul style="list-style-type: none"> • Scientific advances: change and innovation – impacts and issues on society, knowledge and education • Technological developments: change and development – impacts on lifestyles, habits, work and education

3 Planning

3.1 Planning a linear A level course

The key difference with a linear A level is that all exams are taken at the end of the (usually) two-year course. As a result, it is not possible to retake individual exams – rather, if you wish to retake, you must retake the entire qualification.

In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

Course planning needs to cover:

- four themes
- either two literary texts, or a literary text and a film
- sufficient practice in listening, reading, writing and translation
- a broad range of grammar and opportunities to use this to generate language independently
- independent research of selected research subject
- development of critical and analytical thinking.

Here is just one way in which you might structure a two-year course:

		Grammar	Skills	Research
Year 1	Theme 1	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 2			
	Literary work/Film			
Year 2	Theme 3			
	Theme 4			
	Literary work/Film			
	Revision			

3.2 Suggested resources

Our free **online support** for A level Gujarati, which can be accessed on our website, includes guides on:

- [teaching literature](#)
- [teaching film](#)
- [how to analyse a text or film](#)
- [how to develop research skills.](#)

Other useful resources include:

Grammar

- Bhasha Vivek – A Gujarati Grammar book published by the government of Gujarat, 2010
http://freeuniversity.in/gujarati-grammer-book-bhasha-vivek_official-published-by-gujarat-govt/
- Gujarati Dictionary published by the government of Gujarat, 2009
http://www.dkdave.in/PDF%20Materials/Gujarati%20Vyakran/guj-guj_shabdkosh.pdf
- Gujarati Lexicon – online resource for Gujarati-English dictionary and grammar
<http://www.gujaratilexicon.com/>

Literature

- Gujarati Sahitya Parishad (Gujarati Literary Academy), Gujarat, India
<http://gujaratisahityaparishad.com/>
<http://www.academicroom.com/topics/gujarati-literature>
- Online portal for literary work by various Gujarati authors
<http://www.readgujarati.com/>
- Free download of Gujarati e-books
<http://www.aksharnaad.com/downloads/>
- Information about Kundanika Kapadia – author of *Saat Pagla aakash Ma* (novel)
<http://nandigram.org/ishama.htm>
<http://www.gujaratisahityaparishad.com/prakashan/photo-gallery/sahitya-sarjako/Kundanika-Kapadia.html>
- *Saat Pagla Aakash Ma* (e-book)
<http://booksweeks.com/read/12071577-saat-pagla-aakash-ma.html>
- Blog of Jay Vasavda – author of *Jai Ho!* (essays)
<https://planetjv.wordpress.com/>
- *Jai Ho!* (e-book)
<https://www.goodreads.com/book/show/15845771-jai-ho>
- Information about Kishan sinh Chavda – author of *Amas Na Taara* (short stories)
<https://www.revolvvy.com/topic/Kishansinh%20Chavda>

Films

- History of Gujarati Cinema
https://gu.m.wikipedia.org/wiki/ગુજરાતી_સિનેમા
<http://www.gujaratifilm.co.in/2017/03/gujarrati-movies.html>
- Film *Kevi Rite Jaish* and its director Abhishek Jain
<http://www.readgujarati.com/2012/06/18/kevi-rite-jaish/>
https://www.revolvvy.com/topic/Kevi%20Rite%20Jaish&item_type=topic
<https://www.bobbytalkscinema.com/recentpost/KEVI-RITE-JAISH-Gujarati-201-1429>
- Film *Bhav Ni Bhavai* and its director Ketan Mehta
https://en.wikipedia.org/wiki/Bhavni_Bhavai
<http://www.gujaratillexicon.com/gujaratimovie/movie/1/33/Bhavni-Bhavai>
- Film *Hu tu tu aavi Ramat ni Rutu* and its director Shital Shah
<http://deshgujarat.com/2016/01/01/film-review-of-gujarati-film-hu-tu-tu-tu-aavi-ramat-ni-rutu/>
<http://www.hotgirlswallpaper.com/hutututu-movie-on-the-set/>
<https://www.justbollywood.in/gujarati-movie-hutututu-aavi-ramat-ni-rutu-theatrical-trailer-launch/>

Newspapers, television and radio

- Gujarati Lexicon – online resource for Gujarati-English dictionary, grammar, literature, links for major Gujarati newspapers
<http://www.gujaratilexicon.com/>
- Gujarati Newspapers published from UK
 - Gujarat Samachar and Asian Voice
<https://www.abplgroup.com/Publications/Gujarat-Samachar>
 - Garvi Gujarat
<https://www.gujarat.co.uk/>
- Gujarati TV /News Channels
 - <https://tv9gujarati.in/live/>
 - <https://gujarati.news18.com/>
 - <https://abpasmita.abplive.in/>
 - <http://zeenews.india.com/tags/Gujarati.html>
 - <https://www.bbc.com/gujarati>
- Gujarat Government's portal about various departments: information available in English and Gujarati
 - <http://www.gujaratindia.com/index.htm>
 - <http://www.gujaratindia.com/index-guj.htm>
- Gujarat Sangeet Natak Academy (Gujarat Music Drama Theater Academy)
<https://sangeetnatak.gujarat.gov.in/index.htm>

4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Papers 1, 2 and 3 will be based on content from the four themes. Students will need to demonstrate knowledge and understanding of, and critical and analytical response to, the target language community and culture.

4.1 Themes and sub-themes

Theme 1, 'Changes in Gujarati society', examines the specific social issues and trends that are of core importance to Gujarati society, and enables students to study how they have emerged and are evolving over time.

Theme 2, 'Media and culture' allows students to expand their cultural knowledge by learning about artistic culture in other areas of India where Gujarati is spoken as well as the Gujarat state. The sub-themes 'the media' and 'changes in popular culture' cover important aspects of modern and traditional Indian culture. The optional research subject 'influence of Mahatma Gandhi on Indian society' focuses on an important aspect of intellectual and political culture.

In **Theme 3**, 'Aspects of contemporary Gujarati society', the sub-themes 'internal migration' and 'ecology' cover important aspects of Gujarati society, past and present. The optional research subject 'tourism' gives students the opportunity to study the rise in medical and state-sponsored tourism, including the economic benefits and drawbacks.

Theme 4, 'Political aspects of the Gujarat state' focuses on political culture in the context of issues and events in contemporary Gujarat. The recent rising economy and foreign investment have had a fundamental impact on the political scene in Gujarat. The optional research subject 'law and order in the Gujarat state' focuses on its importance, improvements and challenges.

4.2 Prescribed works

Literary works	<i>Saat Pagla Aakash ma</i> , Kundanika Kapadia, 1985 (novel) <i>Jai Ho!</i> , Jay Vasavda, 2012 (essays) <i>Amas Na taara</i> , Kishansinh Chavda, 1950 (short stories)
Films	<i>Kevi Rite Jaish</i> , dir.Abhishek Jain (2012) <i>Bhav Ni Bhavai</i> , dir.Ketan Mehta(1980) <i>Hu Tu Tu Aavi Ramat Ni Rutu</i> , dir.Shital Shah (2016)

For each of the prescribed literary works and films, students need to consider:

- Author/Director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

For further guidance, download our [guide to analysing text or film](#).

4.3 Anything specific to the language

Gujarati language is phonetic based and has its roots in Sanskrit. It is very close to Hindi and other Indo-Aryan languages in terms of structure, grammar and different vowel as well as consonant sounds that make a difference in word meaning.

Consonant clusters are infrequent. They occur mostly in initial and medial position. Only a restricted set of consonant clusters can occur at the end of words.

There is a contrast between sounds such as p—ph, t—th, k—kh, b—bh, d—dh, g—gh. Aspirated consonants are produced with a strong puff of air.

5 Assessment guidance

5.1 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives by paper will be as follows:

Paper	A01 %	A02 %	A03 %	A04 %	Total
Paper 1: Translation into English, reading comprehension and writing (research question) in Gujarati	-	25	5	10	40%
Paper 2: Translation into Gujarati and written response to works	-	-	20	10	30%
Paper 3: Listening, reading and writing in Gujarati	20	5	5	-	30%
Total	20	30	30	20	100%

5.2 Assessment overview

The Pearson Edexcel A level in Gujarati comprises three externally-examined papers that assess listening, reading and writing skills.

Paper 1: Translation into English, reading comprehension and writing (research question) in Gujarati 2 hours 30 minutes (80 marks)
Section A: Translation into English (20 marks) We recommend students spend 20 minutes on Section A. Students must translate one unseen passage from Gujarati into English. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.
Section B: Reading comprehension (20 marks) We recommend students spend 45 minutes on Section B. Students must respond to a series of comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across all sub-themes within the four themes.
Section C: Writing (research question) (40 marks) We recommend students spend 1 hour 25 minutes on Section C. Students must read one unseen text in Gujarati and then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.

<p>Paper 2: Translation into Gujarati and written response to works 2 hours 40 minutes, 110 marks</p>
<p>Section A: Translation into Gujarati (20 marks) We recommend students spend 30 minutes on Section A. Students must translate one unseen passage from English into Gujarati. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.</p>
<p>Section B: Written response to works (literary texts) (45 marks) We recommend students spend 1 hour 5 minutes on each response in Sections B and C. Students must write an extended response on either one or two of the literary texts listed in the specification. Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.</p>
<p>Section C: Written response to works (films) (45 marks) We recommend students spend 1 hour 5 minutes on each response in Sections B and C. Students must write an extended response on one of the films listed in the specification (if they only answered one question in Section B). Students choose one question from a choice of two for their chosen film.</p>

<p>Paper 3: Listening, reading and writing in Gujarati 2 hours 15 minutes, 60 marks</p>
<p>Section A: Listening comprehension (30 marks) We recommend students spend 45 minutes on Section A. Students must respond to comprehension questions based on a variety of contexts and sources. Section A draws on vocabulary and structures across all sub-themes within the four themes.</p>
<p>Section B: Listening, reading and writing (30 marks) We recommend students spend 1 hour 30 minutes on Section B. Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from any one of the sub-themes within the four themes.</p>

5.3 Understanding how to apply the mark grids

Paper 1: Translation into English, reading comprehension and writing (research question) in Gujarati

Section A: Translation into English

The translation into English is marked using a points-based mark scheme (Sample Assessment Materials, pages 21–22). The translation is divided into 20 ‘chunks’, and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

Misspellings are tolerated as long as they don’t lead to ambiguity. For example, ‘drought’ misspelled as ‘drowght’ would be acceptable but misspelled as ‘draught’ would be unacceptable as this is a real word with a different meaning (leading to ambiguity).

Section B: Reading comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 25–26).

There is extensive guidance on the marking principles that will be applied to the questions in this section on pages 23–24 of the Sample Assessment Materials. The key things to remember are:

- Students don't have to respond in full sentences to open-response questions.
- Students can use words from the reading extract in their answer but must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response.
- There are no marks for quality of language in this section so spelling and grammar mistakes will be tolerated as long as they do not introduce ambiguity.
- For a one-mark answer, the candidate's first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, apply the same rule, i.e. the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
- Students must answer in Gujarati – correct answers in the wrong language will not be awarded marks.

Section C: Writing (research question)

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (AO4)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

In their response, students should demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2).

Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to aspects such as:

- lifestyle/customs/events, both current and historical
- important figures, both current and historical
- public opinion, feelings, reaction and behaviour.

Note this list is not exhaustive.

Answers will be marked according to the guidance on pages 28–33 of the Sample Assessment Materials.

Paper 2: Translation into Gujarati and written response to works

Section A: Translation into Gujarati

The translation into Gujarati is marked using a points-based mark scheme (Sample Assessment Materials, pages 53–54). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

The mark scheme for Paper 2 states:

- Spelling: non-grammatical misspellings are tolerated, for example સીળીઓ / સીઢીઓ rather than સીદીઓ, as long as they are not ambiguous (for example સીડીઓ rather than સીદીઓ) or in the wrong language.
- Verb endings must be correct and will not be classed as spelling errors.
- Adjective endings must be correct and will not be classed as spelling errors.
- Accept any appropriate alternatives that do not already appear in the 'Acceptable answers' column.

Sections B and C: Written response to works

Each individual essay is marked using three levels-based mark grids:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3)

Answers will be marked according to the guidance on pages 56–60 of the Sample Assessment Materials.

The indicative content given in the mark scheme is not exhaustive, and you will be rewarded for any valid response and may draw on any relevant examples from the work.

Paper 3: Listening, reading and writing in Gujarati

Section A: Listening comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 101–104).

Section B: Listening, reading and writing

Questions 5(a) and 5(b) are marked using a points-based mark scheme (Sample Assessment Materials, pages 105–106).

Question 5(c) is marked using three levels-based mark grids:

- Understand and respond to spoken language (AO1)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3)

Answers will be marked according to the guidance on pages 108–109 of the Sample Assessment Materials.

6 Subject advisor support

Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Gujarati.

Alistair Drewery

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We recommend that you sign up to receive Alistair's email updates. To do so, please complete this [online form](#).