



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In Gujarati (9GU0)

Paper 02: Translation into Gujarati and Written
Response to Works

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Marking principles and mark scheme

Section A: mark scheme, (translation into Gujarati)

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

Section A: marking principles.

Spelling: non-grammatical misspelling is tolerated, for example શેરલી rather than શેરડી as long as they are not ambiguous (for example શેરદી rather than શેરડી) 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.

Section	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	Religious traditions have	ધાર્મિક પરંપરાઓએ	રીત-રિવાજો	ધર્મ	(1)
2	always influenced views on family.	હંમેશાં કુટુંબ વિશેનાં મંતવ્યોને પ્રભાવિત કર્યા છે.	અસર કરે છે.		(1)
3	The older Gujarati community is	વૃદ્ધ ગુજરાતી સમાજ	ગુજરાતી લોકો, ધરડા		(1)
4	still against divorce	હજુ પણ છૂટાછેડા કે	ફરગતી	ડિવોર્સ	(1)
5	or live-in relationships.	લગ્ન વિના સાથે રહેવાની વિરુદ્ધમાં છે.			(1)
6	However, times have changed.	જોકે, સમય બદલાયો છે.			(1)
7	Today's younger generation spends more time in education,	આજની યુવા પેઢી શિક્ષણમાં વધુ સમય વિતાવે છે,	જુવાન પેઢી		(1)

8	so there is a trend towards marrying later in life.	તેથી જીવનમાં મોડેથી લગ્ન કરવા તરફનું વલણ જોવા મળે છે.			(1)
9	Nowadays, they also have	આજકાલ, તેમની પાસે			(1)
10	more financial independence,	વધુ નાણાકીય સ્વતંત્રતા પણ હોય છે,	આર્થિક	વધારે પૈસા	(1)
11	hence having a husband or wife	તેથી પતિ અથવા પત્નીનું હોવું			(1)
12	may not be their priority.	એ તેમની પ્રાથમિકતા ન પણ હોય શકે.			(1)
13	This may be one of the reasons	આ પણ એક કારણ હોઈ શકે છે કે			(1)
14	why many youngsters prefer to stay single.	ઘણા યુવાનો કુંવારા રહેવાનું શા માટે પસંદ કરે છે.	લગ્ન નહીં કરવાનું		(1)
15	Arranged marriages are not as common as they used to be.	ગોઠવાયેલાં લગ્નો પહેલાં જેવાં સર્વસામાન્ય નથી રહ્યાં.			(1)
16	The current generation	વર્તમાન પેઢી	હાલની પેઢી		(1)
17	prefers to find their own spouse.	પોતાના જીવનસાથીને શોધવાનું પસંદ કરે છે.			(1)
18	Social media enables them	સોશિયલ મીડિયા તેમને			(1)
19	to meet potential partners	વિશ્વભરમાંથી સંભવિત	શક્ય		(1)
20	from all over the world.	સાથીદારોને મળવા માટે સક્ષમ બનાવે છે.			(1)

Sections B and C – Questions 2 to 7 (written response to works)

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

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

General guidance on using levels-based mark schemes.

Step 1: Decide on a marking band.

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 9–12 with a small amount of band 13–16 material, it would be placed in band 9–12 but be awarded a mark near the top of the band because of the band 13–16 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Critical and analytical response (AO4)

- This mark grid assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.
- This grid should be applied twice, once for each essay individually.
- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.
- The recommended word count for each essay is 300-350 words, but you must mark the whole essay regardless of length.

Marks	Description
0	No rewardable material.
1-4	• Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive. • Limited ability to form arguments or draw conclusions. • Response relates to the work but limited focus on the question.
5-8	• Response relates to the work but often loses focus on the question. • Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive. • Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.
9-12	• Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work. • Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration. • Response is relevant to particular aspects of the question, occasional loss of focus.
13-16	• Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work. • Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together. • Predominantly relevant response to the question.
17-20	• Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work. • Detailed, logical arguments and conclusions are made that consistently link together. • Relevant response to the question throughout.

Range of grammatical structures and vocabulary (A03)

- This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- You must apply this grid twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–3	• Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted. • Limited variation of straightforward vocabulary resulting in repetitive expression. • Limited use of terminology appropriate to literary and cinematic analysis.
4–6	• Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted. • Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. • Occasional use of terminology appropriate for literary and cinematic analysis.
7–9	• Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing. • Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. • Some use of terminology appropriate for literary and cinematic analysis.
10–12	• Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the response. • Frequently varied use of vocabulary, resulting in regular variation of expression. • Frequent use of terminology appropriate for literary and cinematic analysis.
13–15	• Consistent variation in use of grammatical structures, consistent variation in use of complex language, producing consistently articulate writing. • Consistent variation in use of vocabulary, allowing ideas to be conveyed in a variety of different ways. • Consistent use of terminology appropriate for literary and cinematic analysis.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You must judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

Terminology for literary and cinematic analysis: vocabulary for critical analysis according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative.'

- **Gujarati language** is considered to include the following:
- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.

Accuracy of language (A03)

- This mark grid assesses students' ability to apply grammar and syntax accurately.
- You must apply this grid twice, once for each essay individually.

Marks	Description
0	No rewardable language.
1–2	• Limited sequences of accurate language, resulting in lapses in coherence. • Errors occur that often prevent meaning being conveyed.
3–4	• Some accurate sequences of language, resulting in some coherent writing. • Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
5–6	• Frequent sequences of accurate language, resulting in generally coherent writing. • Errors occur that occasionally hinder clarity of communication.
7–8	• Accurate language throughout most of the response, resulting in mostly coherent writing. • Errors occur that rarely hinder clarity of communication.
9–10	• Accurate language throughout, resulting in consistently coherent writing. • Any errors do not hinder clarity of communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases (e.g. બટકબોલી છેકરો.)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings: મહેશ ગયા અઠવાડિયે દુકાનમાં જઈને ખરીદી કરે છે.

frequent errors hinder clarity as they will distract the reader from the content of the writing: તેના પિતાઓએ બધાને ગુસ્સો કર્યો.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message.
- errors that convey the wrong message.
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb.
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

Question number	Indicative content
2(a)	અમાસના તારા (કિશનસિંહ ચાવડા) Students may refer to the following in their answers: The author describes how centuries ago most people hunted animals. Animal hunting was seen as an integral part of the status of the nobility. It was also used to demonstrate skills and as a rite of passage. • In short story “Viceroy Map” Maharaja shows off his status during the visit of The Lord Viceroy. The King is fearless and brave hunting tigers. The author describes an event which clearly highlights the Maharaja’s qualities, foresight, and gallantry during one particular hunt when a tiger approached him, the viceroy, and their entourage. The Maharaja demonstrates how to manage an almost hopeless situation using his experience and skills. • In short story “Chabi korai gai” Ravsaheb Ganpatsinghji owned a small estate in Ajmer. He and his wife enjoyed boar hunting. They hunted boars skilfully with a spear according to their running speed. They hunted using horses to chase their prey. The author describes the adept horsemanship, strength, and timing needed for the king’s hobby. • In short story “Jindgi ni kimat” The tribes living in the jungle between Arusha and Nairobi are known as The Masai. To demonstrate their manhood and prowess the male Masai would have to hunt and kill a lion. It was rite of passage for the young male Masai. During the hunt they would only be armed with a short spear-like weapon called a ‘Ballam’. This hunt was very important as it would demonstrate their hunting skills, their strength and leadership qualities. But it was also proof that young man was capable to take a wife.

Question number	Indicative content
2(b)	અમાસના તારા (કિશનસિંહ ચાવડા) Students may refer to the following in their answers: The author invites the reader to see how music is a devotion for some, a lifelong hobby or even a cure for certain characters in these stories. • Music for the author's father was a medium of devotion. In short story “Prabhu more avgun” the author describe how Music led his father to spirituality. When he sang the old rhythms and traditional bhajans, people of every part of society joined him. The effects of the bhajans had a positive impact on all that listened to and took part in them. Music also increased social solidarity and the concept of togetherness. • The author writes about Faiyaz Khan and how he was naturally blessed with a beautiful voice. His lifelong hobby gave him fame and wealth. He received the title of ‘Sangit Chudamani’ in the ‘All India music’ conference held in Vadodara. The author demonstrates Faiyaz Khan’s unique importance by addressing him as <i>Kimiyagar</i> and <i>Shilpi</i>. • Through the example of Nannu Ustad, the author explains that music played an important role in his life. It was like an elixir, and it helped whether he was happy or grieving. Music was his best friend and was part of every aspect of his life, even at his death bed.

Question number	Indicative content
3(a)	જય હો (જય વસાવડા) Students may refer to the following in their answers: Jay Vasavada is a very popular young author. The author notes that from a young age, fear, social pressure, and expectations on a child's education causes untold problems when facing final exams. This can crush the natural talents of some children in these situations. • The author gives young people an understanding of how to deal with the pressure of exams, hurdles, failures, and problems fearlessly, patiently, and tactfully. The author advises young people to read important points rather than reading the whole book a few days before the exam. He says they should work hard throughout the year, record difficult questions and answers in their own voice. They should not read late into the night. Instead to learning by rote, try to understand in depth. • The author also offers scientific tips to reduce examination pressure and to succeed in the exam. He suggests before the exam, not overeating and trying to avoid cold, very sweet, fried, and spicy foods as mental stress affects the stomach. Also drinking fresh fruit juice to maintain health. • The author advises the young people by giving examples of successful personalities, such as Sachin Tendulkar, Amitabh Bachchan, Steve Jobs, and also from his own experiences. He tells them not to expect life to be easy. Cricket teams will lose. Amitabh Bachchan's films may be flops. Thus, like your exam burden, everyone has a burden on their shoulders. What is important is how you deal with it. (Marley Miller). This convinces students not to be afraid of exams and helps them to understand how to tackle any situation with confidence and courage. The author also highlights how parents and elders need to give support and encouragement to students.

Question number	Indicative content
3(b)	જય હો (જય વસાવડા) Students may refer to the following in their answers: • The language of this book is simple and easy to understand. The unique language style of combining English, Gujarati and Hindi languages can inspire the reader to read books like ‘Jay Ho’. Using modern-day examples and real-life experiences, the author explains his points in a very effective linguistic way to mankind to believe in them and to adopt good attitudes and values. They are helpful to readers of all ages. • This book is a collection of articles that are short and interesting. The author engrossingly uses short sentences, photographs, and idioms in this collection. His words expand interest and understanding. If you open the book at any page, there are inspirational messages to be found from its motivating articles. • The writer motivates readers by writing unique sentences like, "I can do better than my I. Q., " this is the main thesis of the articles in his book. It teaches young people about the qualities of inspiration, success and opportunities, as well as confidence and fearlessness. • He has attracted young readers through the rhetorical language of poems and humorous jokes. Particularly, the 'Power Punch' the essence of the essay makes every article very meaningful. The quotes from famous persons as well as the poems convey an important message in a few words which also motivates the reader who complains about lack of time.

Question number	Indicative content
4(a)	સાત પગલાં આકાશમાં (કુન્દનિકા કાપડીઆ) Students may refer to the following in their answers: Kundanika Kapadia, the author of this book is conscious about women's daily life, routines, struggles and problems caused by men in their lives. She highlights their plight through the characters of Leena, Lalita, Asha and Vasanti and other female characters who have suffered injustice silently because of the society they live in. • Leena's husband, Mahendra, is very strict. Leena is not allowed to express her opinions and live according to her wishes. She is like a slave in the house. Leena fears her husband and she obeys his orders without question and tolerates everything silently. Here the readers can see pain and torture to maintain the relationship. • Lalita honestly tells her husband about her past relationship, so Sudhir becomes very suspicious and starts keeping an eye on her. He forbids her to go out. On the other hand, he has a close relationship with a female employee in his office. Lalita suffers in silence without taking any confrontational actions, purely to keep her family's honour. • Asha's problem is slightly different. Her father has an illicit affair with another woman. Asha falls in love with a young man and becomes pregnant before their marriage. Everyone hates her and this stigmatises her family and society. She feels that she has no future; therefore, she takes her own life. Thus, the two souls must suffer because of not having the opportunity to correct mistakes. The author highlights women's submissiveness in this novel and how women's life is subordinate to a man and his rules!

Question number	Indicative content
4(b)	સાત પગલાં આકાશમાં (કુન્દનિકા કાપડીઆ) Students may refer to the following in their answers: In this novel, the author describes the harshness of a woman's life. However, most of the women suffer but are not supported by the other women in the house. As they say, “woman is woman’s enemy.” The author draws readers’ attention towards power, social norms and the traditional aspects of behavior. • Vasudha is married off by her parents at the age of eighteen to upper middle-class Vyomesh. Vyomesh’s Foi Ba, rather than supporting this young bride, trains Vasudha to take all the responsibilities on her fragile shoulders. Harsh treatment and constant berating from Foi Ba made Vasudha timid and vulnerable, which eventually affected her health too. Whilst this is part of social norms, nevertheless women do commit atrocities against other women. • Aena lives with her mother-in-law and looks after her well. When Aena’s husband passes away, her mother-in-law blamed her for his demise. Her mother-in-law should have been more supportive to her. Aena challenges her mother-in-law’s controlling behaviour, and in fact positively influences her poor mindset. • Maitri’s mother didn’t have any bad intention. However, being so traditional she expects Maitri to learn all the womanly duties, while her brothers were resting. This discrimination caused Maitri to distance herself from her mother. Her constant nagging and forcing her to marry, made Maitri break the relationship and walk away from her family home. She didn’t get the love and support she desired from her mother. This also explains the conditioning and socialisation of woman in a traditional patriarchal household.

Question number	Indicative content
5(a)	કેવી રીતે જઈશ (દિગ્દર્શક – અભિષેક જૈન) Students may refer to the following in their answers: The director’s use of the comedy scenes highlights each character’s mindset and enhances the storyline, making serious matters lighter. This movie is about a typical Gujarati family who wish to send their children to USA to live the American dream. The Director brings humor, while highlighting and addressing some significant situations. • The story starts with the father praying to the president of the time, Mr Obama, and asking him to call them to USA. This was a scene where the director deals humorously with the despair of people wanting to move to the USA. • The mother and the daughter-in-law deliberately choose pictures of US citizen girls as potential brides for their son. In this scene both ladies are seen laughing and commenting to make the scene amusing. However, the director also shows how they were both being sly to move him to US by choosing a marriage of convenience for her son rather than encouraging him to find a suitable match for himself. • There is also a scene where people come to mourn when the main character Harish’s visa application is denied. As well as being a comedy scene this also brings out people’s desperation of wanting to live the American dream and comparing America almost as Heaven!

Question number	Indicative content
5(b)	કેવી રીતે જઈશ (દિગ્દર્શક – અભિષેક જૈન) Students may refer to the following in their answers: The film “Kevi Rite Jaish” is based on a true story or rather many true stories. It is a drama film directed by Abhishek Jain. This movie depicts the obsession of people wanting to migrate to the USA over the last fifty years, and focuses on problems such as debt, deception and skills. • This movie shows that people will do anything to go to USA. The director carefully uses the character of Bachubhai demonstrating that he is working hard to fulfil his dream of going abroad. It describes his parents who do not hesitate to go into debt to fulfil their children's dreams even though have not fulfilled theirs. • Due to people's desire of migration, there are many corrupt people like Daltram Chenani in society. Some immigration officers are seen to be also involved and make innocent people their victims. They exploit these dreams and make money by providing fake passports and influencing illegal migration. • People follow the advice of others blindly, which is shown in the scene where Harish fails many times in his immigration interviews because of his inability to communicate in English. The audience are invited to see how people do not hesitate to stake their future without adopting the right behaviours or acquiring the right skills to achieve their goals.

Question number	Indicative content
6(a)	ભવની ભવાઈ (દિગ્દર્શક- કેતન મહેતા) Students may refer to the following in their answers: King Chandrasen was portrayed as very lazy and rather silly in this film and we see how he runs his kingdom without any rules, morals or integrity. • There were no specific rules in his kingdom because the king had made his own rules. The king was not a good warrior. He was unable to draw a sword from its scabbard when required. When he did not have money in his treasury, he would ask for a loan from others and collect more taxes from the people. • The king was always talking about his appearance and dress. Whoever condemns him, he punishes and whoever praises him, he rewards. He was arrogant, and in court, he was always surrounded by flattering and manipulative people, who kept giving him false advice. The director accurately states that on one occasion Chandrasen forced his army to battle for a very small piece of land that wasn't more than a yard. • King Chandrasen was selfish and superstitious, so he ordered people to dig a steep well to get an heir as per the advice of the royal astrologer and ordered the sacrifice of a completely perfect man to get water in the steep well too. For this, the king was ready to sacrifice Jivo, who was untouchable, whose caste he used to look down upon. Thus, the director shows in this film how bad was the situation of his state, because of an unjust, selfish, lazy, superstitious, and powerless king, whereas, the king should be bound to his people, to lead them and to protect them.

Question number	Indicative content
6(b)	ભવની ભવાઈ (દિગ્દર્શક- કેતન મહેતા) Students may refer to the following in their answers: This movie is set in an earlier era where entertainment was limited. Mainly music and dance were used to entertain people. • Some used their singing and dancing skills to impress the king and to earn income. For example, Ranglo and Rangli were employed by the king and their duties were to dance and sing to entertain the king and the superior officers. The director shows the constant efforts of Ranglo and Rangli to please the king and earn money. They used to retell the story of the courthouse through jokes and rhymes. • The end of year funfair was the main attraction for young lovers. For example, Jivlo and his love Ujam use the funfair to meet and have a romantic time with each other. The director brings joy by showing colourful outfits and folk music/dance and young lovers' affection. • Puppet shows with music was also a way to entertain children. This type of show was used to tell stories to the young audience. The elderly man of the untouchables sings to tell stories of their fate to the young children throughout the movie. Elderly people usually sing religious songs and teach children moral values and culture.

Question number	Indicative content
7(a)	હુ તુ તુ આવી રમતની રુતુ (દિગ્દર્શક - શીતલ શાહ) Students may refer to the following in their answers: The movie “Hu Tu Tu Aavi Ramat Ni Rutu” is a Gujarati comedy-drama film directed by Sheetal Shah. The movie is based on youth, relationships, ambitions, and the twists of destiny. The director uses songs to create interest in the movie through the soundtrack, albums and hit singles. • In this movie the director has intentionally selected the songs to emphasise the moral of the story, to show cultural effects and to bring out the characters. For example, the title song “Aavi ramat ni rutu” plays a vital part in the storytelling aspect of the movie. It shows how people are playing games to get money. Money is everything for people whether they are rich, poor, police or a thief. • Uday’s engagement function’s song is a mix of two very traditional songs “Achko machko Kareli” and “Tame Kedar na kalavala Karta hata”. The director has modernised these songs to match the urban style of the movie, at the same time reminding us of our culture. • Sheela is a struggling actress who plays an important role in the movie. She was used to frame Uday but then she feels sorry for him and supports him. Her first appearance in this movie was singing a song in a bar “Pal do Pal”. The director has chosen to emphasise her character through her entrance song.

Question number	Indicative content
7(b)	હું તુ તુ આવી રમતની ઋતુ (દિગ્દર્શક - શીતલ શાહ) Students may refer to the following in their answers: In this film, the Choksi brothers are shown to be very arrogant. They are big traders in the stock market of Ahmedabad. The Choksi brothers have so much money and power that they believe that they can do anything that they want and change anyone's fortunes. The director successfully portrayed their characteristics by their appearance, their tone of voice and by the way the dialogue is delivered. • The two brothers had a wager to see if they could change the fate of two people who were from two completely different strata of society. The Choksi brothers were portrayed to be obscenely wealthy. The brothers travelled around in luxurious cars, they wear polished suits and eat at nice restaurants. Here the audience can see by the brothers' appearance why they would consider themselves superior to anyone else. • The director uses dialogue to show their arrogance. They use the term "Who cares?" repeatedly in their conversations. This reflects their ego and how they see others as mere objects. Their use of language and choice of words is as flashy as the suits they wear and designed to differentiate them from other characters in the film. • The Choksi brothers' tone of voice is very direct and assertive which exudes power, and this is seen when they are talking to their staff.