

GCSE (9-1) Gujarati



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati (1GU0)

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

Paper Reference **1GU0/1F**

Gujarati

**Paper 1: Listening and understanding in Gujarati
Transcript**

Foundation Tier

Do not return the transcript with the question paper.

Turn over ►

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Pearson

SECTION A
At the school library

Question 1

Example

M1: આ રમૂજી ચોપડી છે. તેમાં હસવું આવે છે!

Question 1

F1: આ મારા અભ્યાસનું પુસ્તક છે. હું ગુજરાતી ભણું છું.

M1: મહેરબાની કરીને મને શબ્દકોશ આપશો?

F1: સમાચારપત્રો ક્યાં છે?

Music event

Question 2

Example

M2: વિશ્વશાંતિ માટે અનોખો આંતરરાષ્ટ્રીય સંગીતનો કાર્યક્રમ.

Question 2 Part (i)

M2: તેનું જીવંત પ્રસારણ દૂરદર્શન પર કરવામાં આવશે.

Question 2 Part (ii)

F1: અનેક દેશોના કલાકારો ભાગ લઈ રહ્યા છે.

Question 2 Part (iii)

F2: સોળ વર્ષની ઉંમરના સ્વયંસેવકોની જરૂર છે.

My friends

Question 3

Example

M1: મારો મિત્ર અમીત એકદમ મોજીલો છે.

Question 3

M1: તે બહુ જ મસ્તીખોર છે અને હંમેશાં વર્ગના મિત્રોની મશ્કરી કરતો રહે છે. તે શાળામાં પ્રખ્યાત છે.

F1: પ્રિયા ઘણી શરમાળ અને લાગણીશીલ છે અને તે બધા સાથે ભળતી નથી. સોનલ ભણવામાં અને રમતગમતમાં હોશિયાર છે. તે શિક્ષકોની પ્રિય છે.

Eating out

Question 4

Example

M2: સૂરજ ક્યારેક જ બહાર જમવા જાય છે.

Question 4

M2: સૂરજને પનીર તથા દૂધ નથી પચતાં. તે હંમેશાં પોતાનું પરિચિત ખાવાનું જ મંગાવે છે. ખાલીદને તો પિઝા બહુ પસંદ છે.

F1: રૂબિના વાનગી મંગાવતી વખતે આરોગ્યને થતા ફાયદાઓનો વિચાર કરે છે. તેને શેકેલું ખાવાનું વધારે ભાવે છે.

My dream job

Question 5

Question 5 Part (a)

F2: મને લાગે છે કે મારા માટે ઉત્તમ કામ રેસ્ટોરન્ટમાં રસોઈયા તરીકેનું છે.

Question 5 Part (b)

F2: મારા માતા-પિતાને મારા પર ખૂબ વિશ્વાસ છે.

Question 5 Part (c)

F2: પરંતુ મારા મિત્રો કહે છે કે હું અભિનય સારો કરી શકું છું.

Question 5 Part (d)

F2: મારા મતે લોકોને ખવડાવવું એ વધુ અગત્યનું છે.

Celebrating success

Question 6

Example

M1: અમારા વાર્ષિક કાર્યક્રમમાં આપનું સ્વાગત છે. પહેલું ઇનામ અમારી છોકરીઓના જૂથને આપવામાં આવે છે.

Question 6

M1: તેઓ રાષ્ટ્રીય તરવાની સ્પર્ધામાં જીત્યા હતા અને તેમને સુવર્ણપદક તથા રોકડ ઇનામ મળ્યું છે. આવતા વર્ષે થનારી કોમનવેલ્થ રમતોમાં ભારતના પ્રતિનિધિ તરીકે તેમની પસંદગી કરવામાં આવી છે. શાબાશ છોકરીઓ!

Audio books

Question 7

Example

M1: હું સ્વૈચ્છિક રીતે વિવિધ ભાષાના પુસ્તકોનું રેકોર્ડિંગ મારા અવાજમાં કરવા માંગું છું.

Question 7

M1: જેથી કોઈપણ ઉંમરની વ્યક્તિ કોઈપણ સમયે અને કોઈપણ જગ્યાએ તેની મોજ માણી શકે. આથી નબળી દૃષ્ટિવાળા લોકોને સહાયતા થશે તથા વ્યસ્ત રહેતા લોકોને પણ ઘણો ફાયદો થશે. આવતા મહિનાથી દુકાનોમાં તેનું વેચાણ પણ શરૂ થઈ જશે.

Gujarat tour

Question 8

F2: ૧૦ જાન્યુઆરીથી ત્રીસ દિવસનો ગુજરાત પ્રવાસ એકદમ ઓછા દરનો હોવાથી બહુ જ જાણીતો છે. સૂરત શહેરના વિમાનમથક નજીકની હોટલમાં રહેવાની વ્યવસ્થા હોવાથી આપને ફાયદો થશે કારણ કે આપને લાવવા કે લઈ જવાનો કોઈ ખર્ચ નહીં થાય. ત્યાં ત્રણ વખત ગરમાગરમ ગુજરાતી ભોજન મળશે. જલદી નોંધાવો! થોડી જ જગ્યાઓ બાકી હોવાથી આ તક ગુમાવશો નહીં.

Our school

Question 9

Example

F1: અમારી નિશાળ એકદમ અનોખી છે.

Question 9

F1: અમારો દિવસ પ્રાર્થનાથી શરૂ થાય. દરેક વર્ગ પૂરો થયા પછી નિશાળમાં ઘંટ વાગવાને બદલે ભારતીય સંગીત વાગે છે. દરરોજ બપોરે અમે બધા એક કલાક ઉજાણી કરીએ અને સાથે બેસીને જમીએ.

M1: અમે ગણિત, વિજ્ઞાન, ભૂગોળ, ભાષાઓ તથા રમતગમત શીખીએ. બધા દર અઠવાડિયે પોતાનો વર્ગ શણગારે અને સહુથી સારા વર્ગને ઇનામ મળે. તે ઉપરાંત અમે નકામી વસ્તુઓમાંથી ફરીથી નવી વસ્તુઓ બનાવતાં શીખીએ અને શાળાના મેળામાં વેચીએ. તે આવકમાંથી ગરીબ વિદ્યાર્થીઓને મદદ કરવામાં આવે. જો અમારી શાળા રવિવારે પણ ખુલ્લી રહે તો બહુ જ મઝા આવે!

Work survey

Question 10

F1: એવું લાગે છે કે શાળામાં ભણતા એસી ટકા જેટલા આપણા યુવાનો ઘેર ઘેર છાપાં પહોંચાડીને કમાણી કરે છે. કેટલાક યુવાનો બીજા માટે કામ કરવાને બદલે પોતાની કંપની શરૂ કરવા ઇચ્છે છે કારણ કે તેમને લાગે છે કે તેઓ પોતાનું મનપસંદ કામ કરીને વધારે કમાઈ શકશે. ઘણા યુવાનો પોતાની નોકરીમાં સફળતા મેળવવા માટે પહેલાં પોતાનો ઉચ્ચ અભ્યાસ પૂરો કરે છે. ઉપરાંત મોટા ભાગના માને છે કે પગાર સાથે કે પગાર વગર મેળવેલો કામનો અનુભવ તેમના ભવિષ્યના કામ માટે વધારે ફાયદાકારક છે. તેમના મતે મહેનત કરવાથી અને આશાવાદી રહેવાથી જીવનમાં સફળતા મળે છે.

Weather forecast

Question 11

Example

M2: એપ્રિલ તથા મે મહિનાની અસહ્ય ગરમીમાંથી હવે ગુજરાતને રાહત મળશે.

Question 11

M2: ભારે વરસાદ સાથે કલાકના સિત્તેર માઈલની ઝડપે પવન ફૂંકાશે. ખેડૂતો માટે ખુશખબર છે, પણ માછીમારોને દરિયાથી દૂર રહેવાની સલાહ આપવામાં આવે છે. નીચાણવાળા ઘરોમાં રહેતા લોકોએ ખાસ ધ્યાન રાખવું.

M2: ખરાબ હવામાનને કારણે જાહેર વાહનવ્યવહારના સમયપત્રકમાં ફેરફાર થવાની શક્યતા છે. આથી આ દિવસોમાં મુસાફરી કરવા માગતા લોકોએ ટ્રેન, બસ કે વિમાની સેવાઓ સમયસર ચાલે છે કે નહીં તેની તપાસ પહેલેથી જ કરી લેવી. ન્યૂનતમ તાપમાન ૨૦ ડીગ્રી સેલ્સિયસ જેટલું નીચું જશે. જો આપ મેઘધનુષ જુઓ તો અમને તેનું ચિત્ર જરૂર મોકલજો.

International Kite Festival

Question 12

F1: દર વર્ષે ૧૪મી જાન્યુઆરીએ અમદાવાદ શહેરમાં આંતરરાષ્ટ્રીય પતંગોત્સવ યોજાય છે. પતંગોની હરીફાઈના વિજેતાને મોટું ઇનામ મળે - સોનાની ઘડિયાળ. અમે સ્થાનિક લોકો ઘરની છત કે અગાસીમાં જઈને જ રંગબેરંગી પતંગો ચગાવીએ જેથી ભીડમાં જઈને ઈજા ન થાય. સામાન્ય રીતે પતંગના દોરા જોખમી હોય કારણ કે તે કાચ લગાડેલા હોય.

SECTION B

ગુજરાતની મહેમાનગતિ

Question 13

Example

M1: ઉનાળાની રજાઓમાં હું રાજકોટ મારા મામાને ઘરે ગયો હતો.

Question 13

M1: ગુજરાતમાં તો કોઈના ઘરે જઈએ તો સમય કે ઋતુ પ્રમાણે મહેમાનોનું સ્વાગત થાય. પહેલાં તો લોકો આપણને પાણી આપે. પછી જ ચા કે કોફી જેવા પીણાં અને નાસ્તા માટે આગ્રહ કરે. કેટલાક ઘરોમાં બપોરના સમયે છાશ કે તાજાં ફળોનો રસ પણ પીરસાય. બહુ દૂરથી આવેલાં મહેમાનો જમ્યા વગર ન જાય અથવા થેપલાં અને બટેટાનું શાક જેવું ભાથું સાથે બાંધી આપવામાં આવે.

કુદરતી સંપત્તિ

Question 14

Example

M2: હાલનાં વર્ષોમાં ગુજરાતે ઘણો વિકાસ કર્યો છે.

Question 14

M2: મોટાં શહેરોની સરખામણીમાં ગામડાનાં વિસ્તારોનો વિકાસ હરણફાળે થઈ રહ્યો છે. રોજગારની વધુ તકો મળી શકે છે. નવાં ઘરો બાંધવા માટે વૃક્ષો કપાઈ રહ્યાં છે અને ખેતરોની સંખ્યા ઘટી રહી છે. તેમજ માછલીઓ જેવાં જળચર જીવો પણ નાશ પામી રહ્યાં છે. આમ છતાં આશ્ચર્ય એ વાતનું છે કે કાયબાઓની સંખ્યા વધી રહી છે. કેટલીક નદીઓનાં યોખ્ખાં પાણી હવે પીવા લાયક નથી રહ્યાં કારણકે કારખાનાંઓમાંથી નીકળતો કચરો પાણીમાં ઠલવાય છે. વાહનોના ધૂમાડાનું પ્રમાણ વધવાથી લોકોને શ્વાસ લેવામાં તકલીફ પડે છે. આથી ગુજરાત સરકાર કુદરતી સંપત્તિને બચાવવાનાં પગલાં લઈ રહી છે જે એટલું સહેલું નથી.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9–1)

Centre Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Sample Assessment Materials

(Time: 30 minutes and
5 minutes' reading)

Paper Reference **1GU0/1F**

Gujarati

Paper 1: Listening and understanding in Gujarati

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Gujarati.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S55379A

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1/1/1/1/



S 5 5 3 7 9 A 0 1 1 6


Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

At the school library

1 What do these people want to do?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

| | | |
|----------------|-----------------------|-------------------------------------|
| Example | enjoy a comic book | <input checked="" type="checkbox"/> |
| A | study Gujarati | <input type="checkbox"/> |
| B | look up a word | <input type="checkbox"/> |
| C | go through a magazine | <input type="checkbox"/> |
| D | return a book | <input type="checkbox"/> |
| E | read the news | <input type="checkbox"/> |
| F | borrow a DVD | <input type="checkbox"/> |
| G | study economics | <input type="checkbox"/> |

(Total for Question 1 = 3 marks)

Music event

- 2 You are listening to a Gujarati TV advertisement about an international music event.

What does it say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

(3)

Example: This event has been organised to...

| | |
|-------------------------------------|---|
| <input type="checkbox"/> | A celebrate the success of young people. |
| <input type="checkbox"/> | B promote a new band. |
| <input checked="" type="checkbox"/> | C promote world peace. |
| <input type="checkbox"/> | D create awareness about global warming. |

- (i) The event will be...

| | |
|--------------------------|--|
| <input type="checkbox"/> | A sponsored by a local company. |
| <input type="checkbox"/> | B streamed on the internet. |
| <input type="checkbox"/> | C shown on television. |
| <input type="checkbox"/> | D paid for by the council. |

- (ii) Artists will come from...

| | |
|--------------------------|--------------------------------|
| <input type="checkbox"/> | A all the local towns. |
| <input type="checkbox"/> | B all over Gujarat. |
| <input type="checkbox"/> | C other parts of India. |
| <input type="checkbox"/> | D different countries. |

- (iii) Volunteers need to be...

| | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A 16 years old. |
| <input type="checkbox"/> | B 18 years old. |
| <input type="checkbox"/> | C 21 years old. |
| <input type="checkbox"/> | D 25 years old. |

(Total for Question 2 = 3 marks)

My friends

3 Sameer and Sakina are telling you about their friends.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

| | Statement | Amit | Priya | Sonal |
|----------------|-----------------------|------|-------|-------|
| Example | fun loving | ☒ | ☒ | ☒ |
| A | makes fun of friends | ☒ | ☒ | ☒ |
| B | fashionable | ☒ | ☒ | ☒ |
| C | shy | ☒ | ☒ | ☒ |
| D | bold | ☒ | ☒ | ☒ |
| E | makes fun of teachers | ☒ | ☒ | ☒ |
| F | good at sport | ☒ | ☒ | ☒ |
| G | makes parents angry | ☒ | ☒ | ☒ |

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Eating out

- 4 You are listening to Dev and Meera during the lunch break, who are talking about people's eating habits.

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

(3)

| | Statement | Suraj | Khalid | Rubina |
|----------------|-----------------------------------|-------|--------|--------|
| Example | rarely eats out | ☒ | ☒ | ☒ |
| A | considers spicy food healthy | ☒ | ☒ | ☒ |
| B | can't digest dairy products | ☒ | ☒ | ☒ |
| C | likes eating Italian food | ☒ | ☒ | ☒ |
| D | can't digest fried food | ☒ | ☒ | ☒ |
| E | considers oven baked food healthy | ☒ | ☒ | ☒ |
| F | thinks about the price | ☒ | ☒ | ☒ |
| G | eats out regularly | ☒ | ☒ | ☒ |

(Total for Question 4 = 3 marks)

My dream job

5 Your friend Kajal is talking to you over Skype about her dream job.

Listen to the recording and answer the following questions **in English**.

(a) What would Kajal like to work as?

(1)

(b) How do Kajal's parents feel about her choice?

(1)

(c) What other skill does Kajal have?

(1)

(d) What is most important for Kajal about her future job?

(1)

(Total for Question 5 = 4 marks)

Celebrating success

- 6 You are listening to the head-teacher at the annual school event.

What does the head-teacher say?

Complete the sentences. Use the correct word or phrase from the box.

| | |
|-----------|---------------|
| girls | international |
| national | clothes |
| medal | boys |
| jewellery | money |

- (a) A group of **girls** won at level. (1)

- (b) They received and (2)

(Total for Question 6 = 3 marks)

Audio books

7 Shamik is talking on his online language channel about his volunteering.

What does he say about his audio books?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

| | | |
|----------------|----------------------------------|-------------------------------------|
| Example | They are in different languages. | <input checked="" type="checkbox"/> |
| A | suitable for all ages | <input type="checkbox"/> |
| B | available online | <input type="checkbox"/> |
| C | can be bought now | <input type="checkbox"/> |
| D | suitable only for children | <input type="checkbox"/> |
| E | available in shops | <input type="checkbox"/> |
| F | can be bought soon | <input type="checkbox"/> |
| G | are cheap | <input type="checkbox"/> |

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Gujarat tour

8 You hear a radio advertisement from an Indian tour company.

Listen to the advertisement and answer the following questions **in English**.

(a) Why is this tour very popular?

(1)

(b) What is the benefit of staying in a hotel near the airport?

(1)

(c) Why is early booking advised?

(1)

(Total for Question 8 = 3 marks)

Our school

- 9 You are listening to a podcast of Minal and Jigar, who are talking about their school.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(4)

Example: Their school is...

| | |
|-------------------------------------|------------------|
| <input type="checkbox"/> | A boring. |
| <input type="checkbox"/> | B old. |
| <input checked="" type="checkbox"/> | C unique. |
| <input type="checkbox"/> | D far. |

- (i) Their school starts with...

| | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A music. |
| <input type="checkbox"/> | B prayers. |
| <input type="checkbox"/> | C bell. |
| <input type="checkbox"/> | D registration. |

- (ii) Every afternoon they...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A play together. |
| <input type="checkbox"/> | B study together. |
| <input type="checkbox"/> | C sing together. |
| <input type="checkbox"/> | D eat together. |

- (iii) They raised money by...

| | |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | A selling what they made. |
| <input type="checkbox"/> | B doing sponsored events. |
| <input type="checkbox"/> | C having cake sales. |
| <input type="checkbox"/> | D asking for donations. |

(iv) They would be happier if they would...

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | A win the school competition. |
| <input type="checkbox"/> | B get better grades. |
| <input type="checkbox"/> | C go to school on Sundays. |
| <input type="checkbox"/> | D do less homework. |

(Total for Question 9 = 4 marks)

Work survey

10 You hear a report on television about young people's first jobs.

Listen to the report and answer the following questions **in English**.

(a) How do the majority of young people earn money?

(1)

(b) Why do some young people want to start their own businesses? Give **one** detail.

(1)

(c) Along with education, what else can help young people in their future jobs?

(1)

(d) What can make young people successful in life? Give **one** detail.

(1)

(Total for Question 10 = 4 marks)

Weather forecast

11 You are listening to a weather forecast in Gujarat on radio.

What does it mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

| | | |
|----------------|---------------------|-------------------------------------|
| Example | Weather is changing | <input checked="" type="checkbox"/> |
| A | thunder | <input type="checkbox"/> |
| B | windy | <input type="checkbox"/> |
| C | lightning | <input type="checkbox"/> |
| D | unsafe sea | <input type="checkbox"/> |
| E | sunny | <input type="checkbox"/> |
| F | disrupted transport | <input type="checkbox"/> |
| G | flooded farms | <input type="checkbox"/> |

(Total for Question 11 = 3 marks)

International Kite Festival

12 Soumya is being interviewed about events and festivals of Gujarat.

Listen to the TV interview and answer the following questions **in English**.

(a) In which season of the year does the International Kite Festival take place? (1)

(b) What prize does the winner get? (1)

(c) Why do local people prefer to go on the roof tops of their houses to fly kites? (1)

(d) What makes kite strings dangerous? (1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

ગુજરાતની મહેમાનગતિ

13 કેતન પોતાના મિત્ર સાથે સ્કાઈપ પર વાત કરે છે.

તે શું કહે છે તે સાંભળીને નીચેના ખાનામાં આપેલા એક અથવા એકથી વધારે શબ્દોનો ઉપયોગ કરી વાક્ય પૂરાં કરો. કેટલાક એવા શબ્દો પણ છે જેનો આપ ઉપયોગ નહીં કરો.

| | | | |
|-----------------|---------|---------|-------|
| ઉનાળાની રજાઓમાં | પહેલાં | પદવી | દૂરના |
| ચોમાસામાં | બપોરે | મિજલસ | ઋતુ |
| નજીકના | છેલ્લાં | મુસાફરી | સાંજે |

ઉદાહરણ: કેતન તેના મામાને ઘરે ઉનાળાની રજાઓમાં ગયો હતો.

(a) ગુજરાતમાં મહેમાનગતિ પ્રમાણે થાય છે. (1)

(b) સહુથી મહેમાનોને પાણી આપવાનો રિવાજ છે. (1)

(c) કેટલાક ઘરોમાં છાશ આપવામાં આવે. (1)

(d) મહેમાનોને ભોજન કર્યા વગર જવા ન દેવાય. (1)

(e) મહેમાનોને તેમની માટે થેપલાં અને શાક બાંધી આપવામાં આવે. (1)

(Total for Question 13 = 5 marks)

કુદરતી સંપત્તિ

14 તમે તમારા મિત્ર ચિરાગને યૂ ટ્યૂબ પર સાંભળો છો.

તે શું કહે છે?

અહીં આપેલાં ચાર શબ્દોમાંથી યોગ્ય શબ્દ પસંદ કરી ખાલી જગ્યા પૂરો.

ઓછો, વધારો, સહેલું, મુશ્કેલ

આપ કોઈ પણ એક શબ્દ એક કરતાં વધારે વખત વાપરી શકો.

ઉદાહરણ: ગુજરાતના વિકાસમાં વધારો થયો છે.

(a) મોટા શહેરોમાં બદલાવ થઈ રહ્યો છે. (1)

(b) ગામમાં રોજગાર મેળવવાનું છે. (1)

(c) કાચબાઓની સંખ્યામાં થયો છે. (1)

(d) શ્વાસ લેવાનું બને છે. (1)

(e) કુદરતી સંપત્તિને બચાવવાનું બનશે. (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Gujarati Foundation tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Gujarati script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Gujarati word or name.

SECTION A

| Question number | Answer | Mark |
|-----------------|---------|------|
| 1 | A, B, E | (3) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(i) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(ii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(iii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3 (Amit) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3 (Priya) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3 (Sonal) | F | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (Suraj) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (Khalid) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (Rubina) | E | (1) |

| Question number | Answer | Mark |
|-----------------|---------------|------|
| 5(a) | a cook/a chef | (1) |

| Question number | Answer | Mark |
|-----------------|--------------------|------|
| 5(b) | (They) trust (her) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(c) | acting | (1) |

| Question number | Answer | Mark |
|-----------------|----------------|------|
| 5(d) | feeding people | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 6(a) | national | (1) |

| Question number | Answer | Mark |
|-----------------|------------------------|------|
| 6(b) | medal (1) money (1) | (2) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 7 | A, E, F | (3) |

| Question number | Answer | Mark |
|-----------------|--------------------------|------|
| 8(a) | low prices/cheap (rates) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 8(b) | Any one of the following: no cost/free airport pick-ups (1) no cost/free airport drop offs (1) free travel to and from airport to hotel (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 8(c) | Any one of the following: few spaces/places left (1) not many tickets left (1) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(ii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(iii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 9(iv) | C | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 10(a) | by delivering (door to door) papers (1) | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 10(b) | Any one of the following: to earn more money (1) to do (their) favourite job/work (1) | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------------------|------|
| 10(c) | (paid or unpaid) work experience | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 10(d) | Any one of the following: hard work (1) optimism (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 11 | B, D, F | (3) |

| Question number | Answer | Reject | Mark |
|-----------------|--------|--------|------|
| 12(a) | winter | cold | (1) |

| Question number | Answer | Mark |
|-----------------|--------------|------|
| 12(b) | a gold watch | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 12(c) | not to get hurt/to avoid getting hurt/crowd | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 12(d) | glass coating/they (the strings) are coated with glass | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|--------|------|
| 13(a) | જેતુ | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 13(b) | પહેલાં | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 13(c) | બપોરે | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 13(d) | દૂરના | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 13(e) | મુસાફરી | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 14(a) | ઓછો | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 14(b) | સહેલું | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 14(c) | વધારો | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 14(d) | મુશ્કેલ | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 14(e) | મુશ્કેલ | (1) |

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Gujarati

Paper 2: Speaking in Gujarati

General instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2018

**Time: 19 to 21 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference(s)

1GU0/2F

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

General instructions to the teacher conducting the assessment (*continued*)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Gujarati Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR3
- Picture card FP8
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

| | |
|----------------|------------------|
| 1st candidate: | Candidate 1 grid |
| 2nd candidate: | Candidate 3 grid |
| 3rd candidate: | Candidate 4 grid |
| 4th candidate: | Candidate 5 grid |
| 5th candidate: | Candidate 7 grid |

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

| Candidate Order | Task 1 | Task 2 | Task 3 | |
|--------------------|-------------------|-------------------|----------------------|--------------------|
| | Pearson Allocated | Pearson Allocated | Candidate Selection* | Teacher Selection |
| | Role Play | Picture Based | Conversation 1 | Conversation 2 |
| Candidate 1 | FR3 (Theme 2) | FP8 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | FP10 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 |
| | | FP1 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 |
| | | FP5 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 2 | FR6 (Theme 3) | FP3 (Theme 2) | Theme 1 | Theme 4 OR Theme 5 |
| | | FP2 (Theme 1) | Theme 2 | Theme 4 OR Theme 5 |
| | | FP9 (Theme 5) | Theme 4 | Theme 1 OR Theme 2 |
| | | FP8 (Theme 4) | Theme 5 | Theme 1 OR Theme 2 |
| Candidate 3 | FR1 (Theme 1) | FP6 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| | | FP9 (Theme 5) | Theme 3 | Theme 2 OR Theme 4 |
| | | FP4 (Theme 2) | Theme 4 | Theme 3 OR Theme 5 |
| | | FP7 (Theme 4) | Theme 5 | Theme 2 OR Theme 3 |
| Candidate 4 | FR4 (Theme 2) | FP8 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | FP2 (Theme 1) | Theme 3 | Theme 4 OR Theme 5 |
| | | FP9 (Theme 5) | Theme 4 | Theme 1 OR Theme 3 |
| | | FP6 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 5 | FR8 (Theme 4) | FP10 (Theme 5) | Theme 1 | Theme 2 OR Theme 3 |
| | | FP1 (Theme 1) | Theme 2 | Theme 3 OR Theme 5 |
| | | FP3 (Theme 2) | Theme 3 | Theme 1 OR Theme 5 |
| | | FP5 (Theme 3) | Theme 5 | Theme 1 OR Theme 2 |

| | | | | |
|--|----------------|----------------|---------|--------------------|
| Candidate 6 | FR7 (Theme 3) | FP10 (Theme 5) | Theme 1 | Theme 2 OR Theme 4 |
| | | FP7 (Theme 4) | Theme 2 | Theme 1 OR Theme 5 |
| | | FP4 (Theme 2) | Theme 4 | Theme 1 OR Theme 5 |
| | | FP2 (Theme 1) | Theme 5 | Theme 2 OR Theme 4 |
| Candidate 7 | FR2 (Theme 1) | FP6 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| | | FP8 (Theme 4) | Theme 3 | Theme 2 OR Theme 5 |
| | | FP9 (Theme 5) | Theme 4 | Theme 2 OR Theme 3 |
| | | FP3 (Theme 2) | Theme 5 | Theme 3 OR Theme 4 |
| Candidate 8 | FR5 (Theme 2) | FP7 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | FP10 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 |
| | | FP1 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 |
| | | FP5 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 9 | FR9 (Theme 4) | FP10 (Theme 5) | Theme 1 | Theme 2 OR Theme 3 |
| | | FP1 (Theme 1) | Theme 2 | Theme 3 OR Theme 5 |
| | | FP4 (Theme 2) | Theme 3 | Theme 1 OR Theme 5 |
| | | FP5 (Theme 3) | Theme 5 | Theme 1 OR Theme 2 |
| Candidate 10 | FR10 (Theme 4) | FP3 (Theme 2) | Theme 1 | Theme 3 OR Theme 5 |
| | | FP9 (Theme 5) | Theme 2 | Theme 1 OR Theme 3 |
| | | FP2 (Theme 1) | Theme 3 | Theme 2 OR Theme 5 |
| | | FP6 (Theme 3) | Theme 5 | Theme 1 OR Theme 2 |
| * Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.' | | | | |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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Pearson

STIMULUS FR1

Topic: Daily life

Instructions to candidates

You are in a clothes shop in Mumbai. The teacher will play the role of the shopkeeper and will speak first.

You must address the shopkeeper using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે મુંબઈમાં એક કપડાંની દુકાને છો. તમે દુકાનદાર સાથે વાત કરો છો.

1. જોઈતી કપડાંની વસ્તુ
2. કપડાંની વસ્તુ – વર્ણન
3. !
4. ખાસ પ્રસંગ – કયો
5. ? પહેરી જોવું – ક્યાં

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: Daily life

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે મુંબઈમાં એક કપડાંની દુકાને છો. તમે દુકાનદાર સાથે વાત કરો છો.

| | |
|---|---|
| 1 | નમસ્તે. હું તમને કાંઈ મદદ કરું? Allow the candidate to say which article of clothing they are looking for. |
| 2 | તમને જે વસ્તુ જોઈએ છે તેનું વર્ણન કરશો? Allow the candidate to describe the item of clothing they want. |
| 3 | ! તમને કેટલી કિંમત સુધીમાં જોઈએ છે? Allow the candidate to say how much they would like to spend. ભલે. |
| 4 | તે શા કારણે જોઈએ છે? Allow the candidate to say what occasion the item of clothing is for. ભલે. |
| 5 | ? Allow the candidate to ask about trying on the item of clothing. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Cultural life

Instructions to candidates

You are planning to go to a music festival with your Gujarati friend. The teacher will play the role of your friend and will speak first.

You must address the friend using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે તમારા ગુજરાતી મિત્ર સાથે એક સંગીતના ઉત્સવમાં જવાના છો. તમે તમારા મિત્ર સાથે વાત કરો છો.

1. ઉત્સવમાં જવાનું - કારણ
2. ઉત્સવમાં - કેટલો સમય
3. !
4. લોકો કેવાં કપડાં પહેરે - વર્ણન
5. ? રહેવાનું - રહેવાની જગ્યા

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR2

Topic: Cultural life

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે તમારા ગુજરાતી મિત્ર સાથે એક સંગીતના ઉત્સવમાં જવાના છો. તમે તમારા મિત્ર સાથે વાત કરો છો.

| | |
|---|--|
| 1 | તને શા માટે આ ઉત્સવમાં જવું છે? Allow the candidate to tell you why they want to go to the festival. |
| 2 | આપણે ત્યાં કેટલા સમય માટે રહેવાના છીએ? Allow the candidate to say how long you are staying at the festival. |
| 3 | ! તે કેટલું દૂર છે? Allow the candidate to say how far away the festival is. |
| 4 | ત્યાં લોકો કેવાં કપડાં પહેરે? Allow the candidate to say what type of clothes people wear there. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask your opinion of where to stay. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Holidays

Instructions to candidates

You are in a tourist information office in Ahmedabad and you want information about trips. The teacher will play the role of the employee and will speak first.

You must address the employee using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે અમદાવાદમાં એક પ્રવાસ કચેરીમાં છો અને તમને પ્રવાસો વિશે માહિતી જોઈએ છે.

1. જોવાલાયક સ્થળ – કયું
2. અમદાવાદમાં રજા – કેટલો સમય
3. !
4. બીજી પ્રવૃત્તિ કરવાની ઇચ્છા – કારણ
5. ? ભાવમાં ઘટાડો – વિદ્યાર્થીઓ માટે

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: Holidays

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે અમદાવાદમાં એક પ્રવાસ કચેરીમાં છો અને તમને પ્રવાસો વિશે માહિતી જોઈએ છે.

| | |
|---|--|
| 1 | હું તમને શું મદદ કરું? Allow the candidate to say where they want to visit. |
| 2 | તમે અહીં કેટલો સમય રહેવાના છો? Allow the candidate to say how long they are staying. Give an appropriate brief response. |
| 3 | ! ભારતના ખાવાના વિશે તમારો શું અભિપ્રાય છે? Allow the candidate to say what they think of Indian food. |
| 4 | તમે બીજી કઈ પ્રવૃત્તિ કરવા ઇચ્છો છો અને શા માટે? Allow the candidate to say what other activity they would like to do and why. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask about student discounts. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Travel and tourist transactions

Instructions to candidates

You are telephoning an Indian restaurant in central London to make a reservation for a celebration. The teacher will play the role of the manager and will speak first.

You must address the manager using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે લંડનમાં એક રેસ્ટોરાંને ટેલિફોન કરો છો. તમને એક મેજ નોંધાવવું છે.

1. નોંધણી – કેટલા લોકો
2. નોંધણી – કેટલા વાગ્યા માટે
3. !
4. ઉજવણી – કારણ
5. ? ગાડી રાખવાની સગવડ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR4

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે લંડનમાં એક રેસ્ટોરાંને ટેલિફોન કરો છો. તમને એક મેજ નોંધાવવું છે.

| | |
|---|--|
| 1 | હું તમને કાંઈ મદદ કરું? Allow the candidate to say how many people they would like to make a reservation for. |
| 2 | કયા સમય માટે જોઈએ છે? Allow the candidate to say for what time they want the reservation. |
| 3 | ! તમે કઈ કઈ વાનગી ખાવા ઇચ્છો છો? Allow the candidate to say what kind of food they would like to eat. |
| 4 | તમે શું ઊજવી રહ્યા છો? Allow the candidate to say what they are celebrating. સરસ! |
| 5 | ? Allow the candidate to ask about parking facilities at the restaurant. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR5

Topic: Town, region and country

Instructions to candidates

You are planning a bus trip around the sights of Gandhinagar with your exchange partner. The teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમને તમારા એક ગુજરાતી મિત્ર સાથે બસના પ્રવાસમાં જવું છે.

1. બસનો પ્રવાસ - ક્યાં જવું છે
2. ખરીદી - વસ્તુઓ
3. !
4. સંગ્રહસ્થાનો - તમારો અભિપ્રાય
5. ? બસનો પ્રવાસ - ભાવ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR5

Topic: Town, region and country

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમને તમારા એક ગુજરાતી મિત્ર સાથે બસના પ્રવાસમાં જવું છે.

| | |
|---|---|
| 1 | આજે તને શું કરવું છે? Allow the candidate to say where they want to go. |
| 2 | ત્યાં મને થોડી ખરીદી કરવી છે, તારે શું કરવું છે? Allow the candidate to say what shopping they would like to do. સરસ. |
| 3 | ! તને બપોરના ભોજન સમયે શું કરવું છે? Allow the candidate to say what they want to do at lunchtime. ભલે. |
| 4 | સંગ્રહસ્થાનો વિશે તારો શું અભિપ્રાય છે? Allow the candidate to give their opinion of museums. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask the cost of the trip. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR6

Topic: What school is like

Instructions to candidates

You are talking to an exchange student about your school. The teacher will play the role of the student and will speak first.

You must address the student using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે તમારા અદલાબદલીના વિદ્યાર્થી સાથે વાત કરો છો જે તમારી નિશાળમાં છે.

1. વર્ગમાં વિદ્યાર્થીઓ – કેટલા
2. ભણવા સિવાયની પ્રવૃત્તિ – વર્ણન
3. !
4. નિશાળનું ભોજનાલય – અભિપ્રાય
5. ? ભારતની નિશાળ – રજાઓ ક્યારે

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR6

Topic: What school is like

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે તમારા અદલાબદલીના વિદ્યાર્થી સાથે વાત કરો છો જે તમારી નિશાળમાં છે.

| | |
|---|---|
| 1 | મારા વર્ગમાં ઘણા વિદ્યાર્થીઓ છે. તારા વર્ગમાં? Allow the candidate to tell you about the size of their class. |
| 2 | તારી ભણવા સિવાયની મનપસંદ પ્રવૃત્તિ વિશે મને કહીશ. Allow the candidate to tell you about their favourite extracurricular activity. |
| 3 | ! તારા ઇતિહાસના લેસન ક્યારે ક્યારે હોય છે? Allow the candidate to say how often they have history. |
| 4 | નિશાળના ભોજનાલય વિશે તારો શું અભિપ્રાય છે? Allow the candidate to give their opinion of the school canteen. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask about Indian school holidays. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR7

Topic: School activities

Instructions to candidates

A group of students are visiting your school from Gujarat. You are talking to one of them about a school trip they are joining you on. The teacher will play the part of the visiting student and will speak first.

You must address the student using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે ગુજરાતથી આવેલા એક વિદ્યાર્થી સાથે નિશાળના પ્રવાસ વિશે વાત કરો છો.

1. નિશાળનો પ્રવાસ – જગ્યા
2. !
3. આ પ્રવાસ – કારણ
4. પ્રવાસમાં શિક્ષકો – વર્ણન
5. ? મુલાકાતની જગ્યા – અભિપ્રાય

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR7

Topic: School activities

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે ગુજરાતથી આવેલા એક વિદ્યાર્થી સાથે નિશાળના પ્રવાસ વિશે વાત કરો છો.

| | |
|---|---|
| 1 | આજે આપણે શું કરવાના છીએ? Allow the candidate to say what you are doing today. |
| 2 | ! આપણે કયા સમયે જવાના છીએ? Allow the candidate to tell you the departure time. |
| 3 | આપણે શા માટે ત્યાં જવાના છીએ? Allow the candidate to say why you are visiting this place. |
| 4 | આપણી સાથે જે શિક્ષકો આવવાના છે તેઓ કેવા છે? Allow the candidate to tell you about the teachers on the trip. |
| 5 | ? Allow the candidate to ask for your opinion of the visit destination. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates

You would like to volunteer at an Indian youth centre in Leicester. The teacher will play the role of a youth worker and will speak first.

You must address the youth worker using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે લેસ્ટરમાં એક યુવા કેન્દ્રમાં સ્વયંસેવકનું કામ કરવા ઇચ્છો છો. તમે કેન્દ્રના યુવા કામદાર સાથે વાત કરો છો.

1. પ્રવૃત્તિઓ – કઈ
2. સ્વયંસેવાનું કામ – કારણ
3. !
4. આવડતો – કઈ
5. ? શરૂઆત – ક્યારે

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે લેસ્ટરમાં એક યુવા કેન્દ્રમાં સ્વયંસેવકનું કામ કરવા ઇચ્છો છો. તમે કેન્દ્રના યુવા કામદાર સાથે વાત કરો છો.

| | |
|---|---|
| 1 | નમસ્તે. હું તમને શું મદદ કરું? Allow the candidate to say what kind of activities they are interested in. સરસ! |
| 2 | તમને શા માટે સ્વયંસેવાનું કામ કરવું છે? Allow the candidate to say why they are interested in voluntary work. |
| 3 | ! તમે અઠવાડિયાના કયા કયા દિવસે અહીં કામ કરી શકશો? Allow the candidate to state their availability. ભલે. |
| 4 | તમારી કઈ આવડતોનો તમે અહીં ઉપયોગ કરી શકો. Allow the candidate to state their relevant skills. ખૂબ સરસ! અમારી પાસે તમે કરી શકો એવું કામ છે. |
| 5 | ? Allow the candidate to ask when they can start work. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR9

Topic: Using languages beyond the classroom

Instructions to candidates

A hotel in Cardiff attracts lots of Gujarati tourists during the summer. You are asking for a holiday job in the hotel. The teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે કાર્ડિફની એક હોટેલમાં છો. આ ઉનાળાની રજાઓ માટે તમે કામ શોધી રહ્યા છો.

1. કેવું કામ
2. ઉનાળામાં કામ – કારણ
3. !
4. અહીં કામ – કેટલા સમય માટે
5. ? હોટેલ – ગણવેશ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR9

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે કાર્ડિફની એક હોટેલમાં છો. આ ઉનાળાની રજાઓ માટે તમે કામ શોધી રહ્યા છો.

| | |
|---|--|
| 1 | નમસ્તે! હું તમને કાંઈ મદદ કરું? Allow the candidate to say what kind of job they are looking for. |
| 2 | તમને શા માટે આ ઉનાળામાં કામ કરવું છે? Allow the candidate to say why they want to work this summer. |
| 3 | ! આ ઉનાળાની રજા માટે તમારી બીજી શી યોજનાઓ છે? Allow the candidate to say what other plans they have for this summer holidays. સરસ! |
| 4 | તમને અહીં કેટલા વખત માટે કામ કરવું છે? Allow the candidate to say how long they want to work there. સારું. અહીં તમને અનુકૂળ થઈ શકે તેવાં ઘણા કામ છે. |
| 5 | ? Allow the candidate to ask about a uniform. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR10

Topic: Ambitions

Instructions to candidates

You want to register for a Gujarati language course at a local community centre in Preston. The teacher will play the role of the course administrator and will speak first.

You must address the course administrator using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમારે પ્રેસ્ટનના એક સ્થાનિક સમાજ કેન્દ્રમાં ગુજરાતી ભાષાના કોર્સમાં જોડાવું છે.

1. સમાજ કેન્દ્ર – શા માટે
2. કોર્સ – કેટલો લાંબો
3. !
4. ગુજરાતી – ભવિષ્યમાં ઉપયોગ
5. ? પુસ્તકો – ખરીદી

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR10

Topic: Ambitions

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમારે પ્રેસ્ટનના એક સ્થાનિક સમાજ કેન્દ્રમાં ગુજરાતી ભાષાના કોર્સમાં જોડાવું છે.

| | |
|---|---|
| 1 | નમસ્તે! હું તમને કાંઈ મદદ કરું? Allow the candidate to say why they have come to the community centre. |
| 2 | તમે કેટલો સમય ભણવા માંગો છો? Allow the candidate to say how long they would like to study. |
| 3 | ! તમને ગુજરાતી ભાષા શીખવામાં સૌથી વધુ શું ગમે છે? Allow the candidate to say what they enjoy most about studying Gujarati. |
| 4 | તમે ગુજરાતી શીખીને તેનો કઈ રીતે ઉપયોગ કરવા ઇચ્છો છો. Allow the candidate to tell you what they would like to do with their Gujarati. ખૂબ સરસ. |
| 5 | ? Allow the candidate to ask what books they need to buy. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP1

Topic: Cultural life



(Source: © Dinodia Photos/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- ઉજવણીઓ વિશે તમારો અભિપ્રાય
- તાજેતરમાં તમે એક મોટી ઉજવણીમાં ગયા હતા ત્યારે શું કર્યું
- તમારો આવતો જન્મદિવસ જે રીતે ઉજવવા માંગો છો
- તમને ગમતું પાર્ટીનું સંગીત.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP1

Topic: Cultural life



(Source: © Dinodia Photos/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને ઉજવણીઓ ગમે. અને તમને?
[શા માટે?/બીજું કાંઈ?]
3. તાજેતરમાં તમે એક મોટી ઉજવણીમાં ગયા હતા ત્યારે તમે શું કર્યું હતું?
[બીજું કાંઈ?]
4. તમારો આવતો જન્મદિવસ તમે કઈ રીતે ઉજવવા માંગો છો તે વિશે મને કહો.
[બીજું કાંઈ?]
5. તમને ગમતું પાઠીનું સંગીત કયું છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP2

Topic: Daily life



(Source: © Jenny Matthews/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- મોબાઇલ ફોન વિશે તમારો અભિપ્રાય
- તાજેતરમાં તમે નિશાળમાં કઈ રીતે કમ્પ્યુટરનો ઉપયોગ કર્યો
- આ અઠવાડિયામાં તમે સામાજિક માધ્યમનો કઈ રીતે ઉપયોગ કરવાના છો
- ઇન્ટરનેટ વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP2

Topic: Daily life



(Source: © Jenny Matthews/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે મોબાઇલ ફોન જરૂરી છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. મને કહેશો કે તાજેતરમાં તમે નિશાળમાં કઈ રીતે કમ્પ્યુટરનો ઉપયોગ કર્યો હતો.
[બીજું કાંઈ?]
4. તમે આ અઠવાડિયામાં સામાજિક માધ્યમનો કઈ રીતે ઉપયોગ કરવાના છો?
[શા માટે?/બીજું કાંઈ?]
5. ઇન્ટરનેટ વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP3

Topic: Town, region and country



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આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- મોટાં શહેરો વિશે તમારો અભિપ્રાય
- તમે જ્યાં રહો છો ત્યાં તાજેતરમાં તમે જે કર્યું હતું
- ભવિષ્યમાં જે જગ્યાની મુલાકાત લેવા ઇચ્છો છો
- તમે રહો છો ત્યાંની દુકાનો વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP3

Topic: Town, region and country



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1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને મોટાં શહેરો ગમે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. તમે જ્યાં રહો છો ત્યાં તાજેતરમાં તમે શું કર્યું હતું?
[બીજું કાંઈ?]
4. ભવિષ્યમાં તમે કઈ જગ્યાની મુલાકાત લેવા ઇચ્છો છો.
[શા માટે?/બીજું કાંઈ?]
5. તમે જ્યાં રહો છો ત્યાંની દુકાનો વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP4

Topic: Holidays



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આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- દરિયા કિનારા પાસે રજા ગાળવા વિશે તમારો અભિપ્રાય
- તમારી શિયાળાની છેલ્લી રજાઓ
- તમારી આવતી ઉનાળાની રજાઓ
- નિશાળની ઉનાળાની લાંબી રજાઓ વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP4

Topic: Holidays



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1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે દરિયા કિનારા પાસે રજાઓ ગાળવી ખૂબ સરસ છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. તમે તમારી શિયાળાની છેલ્લી રજાઓમાં શું કર્યું હતું? તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. આવતી ઉનાળાની રજાઓમાં તમે શું કરવાના છો?
[શા માટે?/બીજું કાંઈ?]
5. નિશાળની લાંબી ઉનાળાની રજાઓ વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP5

Topic: School activities



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આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- નિશાળના પ્રવાસો વિશે તમારો અભિપ્રાય
- નિશાળનો પ્રવાસ જેમાં તમે ગયા છો
- નિશાળનો કાર્યક્રમ જેમાં તમે ભવિષ્યમાં ભાગ લેશો
- નિશાળની પ્રવૃત્તિઓ જે તમને પસંદ નથી.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP5

Topic: School activities



(Source: © Steve Speller/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કંઈ?]
2. મને લાગે છે કે નિશાળના પ્રવાસો કંટાળાજનક હોય છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કંઈ?]
3. તમે નિશાળના કયા પ્રવાસ પર ગયા છો? તેના વિશે મને કહો.
[બીજું કંઈ?]
4. ભવિષ્યમાં તમે નિશાળના કયા કાર્યક્રમમાં ભાગ લેશો?
[શા માટે?/બીજું કંઈ?]
5. નિશાળમાં તમને કઈ પ્રવૃત્તિઓ નથી ગમતી?
[શા માટે?/બીજું કંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP6

Topic: What school is like



(Source: © David Gee 4/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- નિશાળના ગણવેશ વિશે તમારો અભિપ્રાય
- ગયા અઠવાડિયે તમે નિશાળમાં જે કાર્ય હતું
- આવતા વર્ષે તમે નિશાળમાં જેના વિશે ભણશો
- નિશાળમાં રમતગમત કરવા વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP6

Topic: What school is like



(Source: © David Gee 4/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે નિશાળનો ગણવેશ જરૂરી છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. ગયા અઠવાડિયે તમે નિશાળમાં શું કર્યું હતું?
[બીજું કાંઈ?]
4. તમે આવતા વર્ષે નિશાળમાં શું ભણશો?
[શા માટે?/બીજું કાંઈ?]
5. તમને નિશાળમાં રમતગમત કરવી ગમે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP7

Topic: Ambitions



(Source: © EyeEm/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- કચેરીમાં કામ કરવા વિશે તમારો અભિપ્રાય
- નિશાળમાં, ઘરમાં અથવા કોઈ સંસ્થા માટે તમે જે કામ કર્યું છે
- ભવિષ્યમાં તમે જે પ્રકારનું કામ કરવા ઇચ્છો છો
- નિશાળમાં ભણતા હોઈએ ત્યારે કામ કરવા વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP7

Topic: Ambitions



(Source: © EyeEm/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે કચેરીમાં કામ કરવું રસદાયક છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. તમે નિશાળમાં, ઘરમાં અથવા કોઈ સંસ્થા માટે કામ કર્યું હોય તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. ભવિષ્યમાં તમને જે પ્રકારનું કામ કરવું છે તેના વિશે મને કહો.
[શા માટે? બીજું કાંઈ?]
5. તમને લાગે છે કે વિદ્યાર્થીઓ નિશાળમાં ભણતા હોય ત્યારે તેમણે કામ કરવું જોઈએ?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP8

Topic: Using languages beyond the classroom



(Source: © Cultura Creative (RF)/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- મિત્રો સાથે ભણવા વિશે તમારો અભિપ્રાય
- ગુજરાતી ભાષા જે રીતે શીખ્યા
- ભવિષ્યમાં ગુજરાતી ભાષાનો જે રીતે ઉપયોગ કરશો
- પરદેશમાં કામ કરવા વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP8

Topic: Using languages beyond the classroom



(Source: © Cultura Creative (RF)/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને મિત્રો સાથે ભણવું ગમે. તે વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. તમે ગુજરાતી ભાષા કઈ રીતે શીખ્યા?
[બીજું કાંઈ?]
4. ભવિષ્યમાં તમે ગુજરાતી ભાષાનો કઈ રીતે ઉપયોગ કરશો?
[શા માટે?/બીજું કાંઈ?]
5. પરદેશમાં કામ કરવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- જ્યાં ત્યાં કચરો ફેંકવા વિશે તમારો અભિપ્રાય
- પર્યાવરણને મદદ કરવા તમારા કુટુંબના કોઈ સભ્યએ જે કાંઈ કર્યું છે
- પર્યાવરણને મદદ કરવા ભવિષ્યમાં તમે જે કરવા ઇચ્છો છો
- નકામી વસ્તુઓનો ફરી ઉપયોગ કરવા વિશે તમારો અભિપ્રાય.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે જ્યાં ત્યાં કચરો ફેંકવો ન જોઈએ. તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. પર્યાવરણને મદદ કરવા તમારા કુટુંબના કોઈ સભ્યએ શું કર્યું હતું?
[બીજું કાંઈ?]
4. પર્યાવરણને મદદ કરવા તમે ભવિષ્યમાં શું કરવા ઇચ્છો છો?
[બીજું કાંઈ?]
5. નકામી વસ્તુઓનો ફરી ઉપયોગ કરવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FP10

Topic: Bringing the world together



(Source: © Xinhua/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- રમતગમતની હરીફાઈ વિશે તમારો અભિપ્રાય
- તમે જોયેલી કોઈ આંતરરાષ્ટ્રીય હરીફાઈ
- ભવિષ્યમાં તમે જે હરીફાઈમાં ભાગ લેવાના છો
- તમારી મનગમતી રમતગમત.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 19 to 21 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2F**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able. To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS FP10

Topic: Bringing the world together



(Source: © Xinhua/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને રમતગમતની હરીફાઈઓ ગમે. તમને ગમે?
[શા માટે?/બીજું કાંઈ?]
3. તમે કોઈ આંતરરાષ્ટ્રીય હરીફાઈ જોઈ હોય તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. ભવિષ્યમાં તમે કોઈ હરીફાઈમાં ભાગ લેવાના હો તેના વિશે મને કહો.
[શા માટે?/બીજું કાંઈ?]
5. તમને સૌથી વધારે કઈ જાતની રમતગમત ગમે?
[શા માટે?/બીજું કાંઈ?]

GCSE Gujarati Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 should 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 should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will 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.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication; highly ambiguous OR pronunciation prevents communication |
| 1 | Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication |

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 2 (FR2) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Foundation card 2 (FR2)

તમે તમારા ગુજરાતી મિત્ર સાથે એક સંગીતના ઉત્સવમાં જવાના છો. તમે તમારા મિત્ર સાથે વાત કરો છો.

Prompt 1: ઉત્સવમાં જવાનું - કારણ

Question 1: તને શા માટે આ ઉત્સવમાં જવું છે?

| Mark | Descriptor | |
|------|--|--|
| 0 | કાલે જવું છે. | મને સંગીતનો શોક છે. |
| | No rewardable communication because response does not communicate the required message. | Pronunciation prevents communication. The candidate has stated "શોક" (grief) instead of "શેખ" (interested in). |
| 1 | મેં સંગીત ગમવું એટલે. | મને ગાયક ગમ્યું. |
| | Communication is only partially clear within the context of the role play due to the inaccurate use of the pronoun "મેં" and the verb "ગમવું". | Communication is ambiguous because the use of the past tense affects clarity of communication: the candidate has stated "I liked" instead of "I like". |
| 2 | મારા મનપસંદ ગાયક ગાવાના છે. | આ ઉત્સવ વિશ્વવિખ્યાત છે અને એક જુદો અનુભવ માણવા માટે જવું છે. |
| | Clearly communicated. | Clearly communicated. |

Prompt 2: ઉત્સવમાં - કેટલો સમય

Question 2: આપણે ત્યાં કેટલા સમય માટે રહેવાના છીએ?

| Mark | Descriptor | |
|------|---|---|
| 0 | કાલે. | બે કલાકમાં જવાના છીએ. |
| | No rewardable communication because response does not communicate the required message. The candidates has stated "tomorrow". | No rewardable communication. The candidate has stated the departure time instead of the duration of stay. |
| 1 | દિવસ. | કાલે પાછા આવતા. |
| | Communication is partially clear. Although the response is extremely brief, it conveys enough information for the meaning to be understandable within the context of the role play. | Communication is ambiguous. Although the construction is incorrect, the meaning "we return tomorrow" can be inferred within the context of the role play. |
| 2 | આપણે શનિરવિ બે દિવસ માટે જવાના છીએ. | આપણે પાંચ કે છ કલાક રહેવાના છીએ, મોડી રાત સુધી. |
| | The response is clearly communicated. | The response is clearly communicated. |

Prompt 3: !

Question 3: તે કેટલું દૂર છે?

| Mark | Descriptor | |
|------|--|---|
| 0 | વીસ. | દૂર છે. |
| | Highly ambiguous. The candidate has simply stated a number. | No rewardable communication; the candidate has simply repeated part of the question. |
| 1 | ઘણું દૂર છે. | લગભગ દસ છે. પહોંચતા બે કલાક લાગે. |
| | Partially clear. Although the candidate has stated "very far", they have not specified the distance. | Partially clear. The candidate has stated "approximately ten" and indicated how long it takes to get to the destination. The wording gives enough information for the meaning to be understandable within the context of the role play. |
| 2 | અહીંથી વીસ માઈલ દૂર છે. | વીસ માઈલ. લગભગ બે કલાકમાં પહોંચી જઈએ. |
| | The response is clearly communicated. | The response is clearly communicated. |

Prompt 4: લોકો કેવાં કપડાં પહેરે - વર્ણન

Question 4: ત્યાં લોકો કેવાં કપડાં પહેરે?

| Mark | Descriptor | |
|------|--|---|
| 0 | કપડાં. | કપડાં પહેરે છે. |
| | No rewardable communication. No relevant information has been provided in response to the question. The candidate has simply stated "clothes". | Highly ambiguous. It is not evident that the candidate has understood the prompt; they appear to have just repeated some of the language in the question. |
| 1 | તમારા મનપસંદ કપડાં. | કાલાં પહેરે. |
| | Partially appropriate within the context of the role play. The candidate has used a formal form of "you" in an informal role play. | Pronunciation affects clarity of communication. The candidate has pronounced "કાળા" (black) as "કાલાં" (get angry). |
| 2 | ત્યાં લોકો આધુનિક કપડાં પહેરે. | લોકો ગરમ કપડાં પહેરે કારણકે ત્યાં ખુલ્લામાં ઘણી વખત ઢંડી પડે. |
| | The response is clearly communicated. | The response is clearly communicated. |

Prompt 5: ? રહેવાનું - રહેવાની જગ્યા

| Mark | Descriptor | |
|------|--|---|
| 0 | રહેવાની સગવડ. | રહેવાનું રાતે? |
| | No rewardable communication. The candidate has not asked a question. | Highly ambiguous. It is not clear what the candidate is asking about. |
| 1 | રહવાનું શું છે? | રહેવાની સગવડનું તમને શું લાગે? |
| | Partially clear. The candidate has stated "what is accommodation" and not made it exactly clear what they are trying to ask. However, the meaning is understandable within the context of the role play. | Partially appropriate within the context of the role play. The candidate has used the formal register in an informal role play. |
| 2 | ત્યાંની રહેવાની સગવડ તને કેવી લાગે છે? | ત્યાંની રહેવાની સગવડ વિશે તારો શું અભિપ્રાય છે? |
| | Clearly communicated. The candidate has asked a clear question. | Unambiguous. |

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material. |
| 1–4 | <ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 5–8 | <ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 9–12 | <ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 13–16 | <ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material. |
| 1–2 | <ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation. |
| 3–4 | <ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed. |
| 5–6 | <ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 7–8 | <ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener 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.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication. |
| 4–6 | <ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication. |
| 7–9 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 10–12 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.• Short, undeveloped responses, many incomplete.• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout. |
| 4–6 | <ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.• Short responses, any development depends on teacher prompting.• Limited ability to sustain communication, pace is mostly slow and hesitant. |
| 7–9 | <ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.• Occasionally able to initiate and develop responses independently but regular prompting needed.• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 10–12 | <ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation.• Sometimes able to initiate and develop the conversation independently, some prompting needed.• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning being conveyed throughout much of the conversation. |
| 4–6 | <ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed. |
| 7–9 | <ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 10–12 | <ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication. |

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener 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.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9–1)

Centre Number

| | | | | |
|--|--|--|--|--|
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Candidate Number

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Sample Assessment Materials

(Time: 50 minutes)

Paper Reference **1GU0/3F**

Gujarati

Paper 3: Reading and understanding in Gujarati

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Gujarati.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

On Saturday

- 1 Read your friends' emails about what they like to do on a Saturday.

| | |
|-------|---|
| આશા | મને મારા મિત્ર સાથે ખરીદી કરવા જવું ગમે અને પછી અમે રેસ્ટોરન્ટમાં બપોરનું ભોજન જમવા જઈએ. |
| ચિરાગ | જ્યારે વરસાદ પડતો હોય ત્યારે મને બહાર જવું ન ગમે એટલા માટે હું ઘરે જ રહીને દૂરદર્શન જોઉં. |
| કિશન | મારી ગુજરાતી શાળા પૂરી થઈ જાય પછી હું મારા દાદાજીને મળવા જાઉં. |
| હંસા | સવારે હું જીમમાં જાઉં અને બપોરે મારી બહેન સાથે સંગીતના વર્ગમાં સિતાર શીખવા જાઉં. |

What do they say? Enter **Aasha, Chirag, Kishan** or **Hansa**.

You can use each person more than once.

Example: *Aasha* likes shopping.

- (a) likes music. (1)
- (b) likes to eat out. (1)
- (c) likes to learn a language. (1)
- (d) likes to watch television. (1)
- (e) likes to keep fit. (1)
- (f) does not go out when it is raining. (1)

(Total for Question 1 = 6 marks)

A trip to the seaside

2 Read this advert about a trip to the seaside.

આ પ્રવાસ શનિવારે સવારે ૮ વાગે બસથી રાખ્યો છે.

સવારે ૮ વાગે દરેકે દીવનાં નવા ખરીદીકેન્દ્ર પાસે ભેગા થવાનું છે.

ટિકિટનો દર મોટાઓ માટે રૂ.૨૦૦ અને બાર વરસથી નાના બાળકો માટે રૂ.૧૦૦ છે. અહીંથી દરિયા કિનારા સુધીની મુસાફરી લગભગ બે કલાકની છે. બધાં માટે રસ્તામાં ખાવા માટે નાસ્તાની સગવડ છે જે બિલકુલ મફત છે.

પાછા વળવાનો સમય સાંજે ૭ વાગ્યાનો છે.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

| | | | |
|-----------------|---------------|-------------|----------|
| 7 pm | swimming pool | expensive | free |
| museum | Rs.100 | two hours | Saturday |
| shopping centre | 8 pm | three hours | Rs.200 |

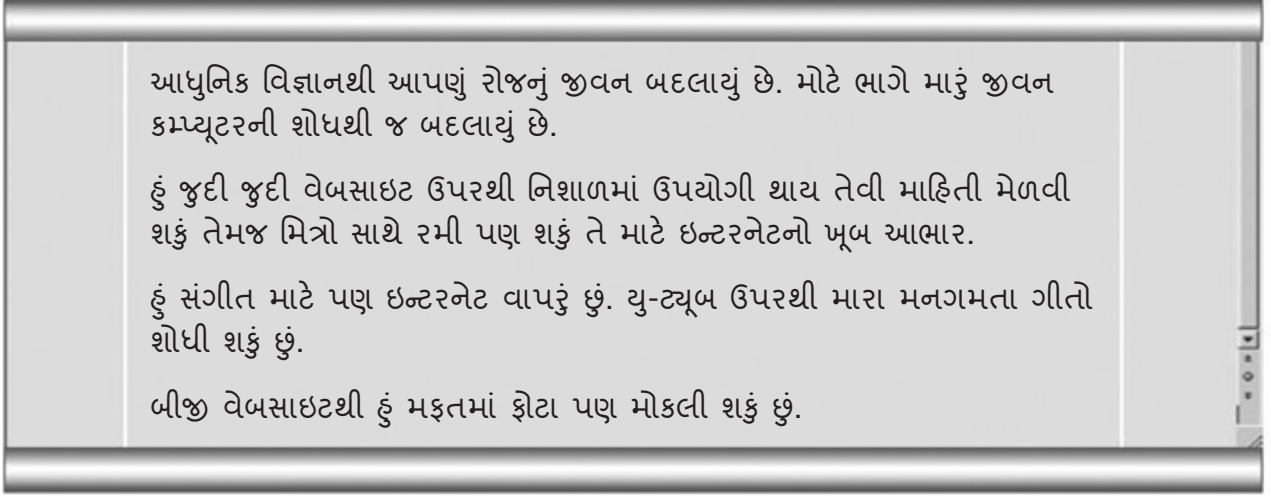
Example: The trip is on Saturday.

- (a) Everybody should meet at the (1)
- (b) The trip will cost for children. (1)
- (c) The journey time to the seaside is (1)
- (d) On the way, the snack provided for everybody is (1)
- (e) In the evening the return time is (1)

(Total for Question 2 = 5 marks)

Technology

3 (a) Read this blog by Shobha about technology.



Answer the following questions **in English**. You do not need to write in full sentences.

(i) What is the most important invention according to Shobha?

(1)

(ii) Why does she like YouTube?

(1)

(iii) What can she send without having to pay?

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

3 (b) The blog continues.

તે છતાં મને સામાજિક નેટવર્ક સૌથી વધુ પસંદ છે. ફેઇસબુકથી હું દૂર રહેતા મિત્રોના સંપર્કમાં રહી શકું અને અવનવી રમતો પણ રમી શકું છું.
આનો એક ગેરફાયદો છે કે ઘણીવાર મિત્રો સાથે બહાર જવાને બદલે ઘેર બેસી કમ્પ્યુટર પર ગપ્પાં મારું છું.

(i) Name **one** reason why Shobha likes Facebook.

(1)

(ii) What is the disadvantage of using social networks according to Shobha?

(1)

(Total for Question 3 = 5 marks)

Golden city of India

4 Read the extract below from a story about the Golden city of India.

ભારતમાં રાજસ્થાનમાં આવેલું જયપુર શહેર સોનાની નગરી તરીકે જાણીતું છે. આ સુંદર શહેર રાજા સવાઈ જયસિંહે વસાવેલું છે. શહેરની ત્રણ બાજુ અરવલ્લીના પર્વતો આવેલા છે. જયપુર શહેર તેના મોટા કિલ્લાઓ અને મહેલો માટે ખૂબ જ જાણીતું છે. તેમાંનો એક મહેલ જેનું નામ હવામહેલ છે તે તેની 953 બારીઓ માટે ખૂબ જ પ્રખ્યાત છે. અંબર મહેલમાં તમને હાથીની સવારી કરવાનો એક અનોખો જ અનુભવ મળે છે.

અહીંના સંગ્રહસ્થાનો પણ જોવાલાયક છે. ખાસ કરીને એક સંગ્રહસ્થાનમાં તો દુનિયાભરની સુંદર ઢીંગલીઓ રાખવામાં આવી છે. તમે ખૂબ જ ઓછા દરે શહેરના એક દિવસના પ્રવાસમાં ઘણાં પ્રખ્યાત સ્થળોની મુલાકાત લઈ શકો.

જયપુરના મોટા ભાગના ઘરોના રંગ ગુલાબી હોવાથી તેને ગુલાબી શહેર પણ કહેવાય છે.

Put a cross ☒ in the correct box.

Example: Jaipur is known as the ... city

| | |
|-------------------------------------|-----------------|
| <input type="checkbox"/> | A Silver |
| <input checked="" type="checkbox"/> | B Golden |
| <input type="checkbox"/> | C Brass |
| <input type="checkbox"/> | D Copper |

(i) Jaipur was founded by King...

(1)

| | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | A Maan Singh. |
| <input type="checkbox"/> | B Sawai Jai Singh. |
| <input type="checkbox"/> | C Bahadur Singh. |
| <input type="checkbox"/> | D Bhawani Singh. |

(ii) On three sides of Jaipur, there are...

(1)

| | |
|--------------------------|---------------------|
| <input type="checkbox"/> | A mountains. |
| <input type="checkbox"/> | B rivers. |
| <input type="checkbox"/> | C lakes. |
| <input type="checkbox"/> | D forests. |

(iii) In Amer Palace you can ride on...

(1)

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A a horse. |
| <input type="checkbox"/> | B a donkey. |
| <input type="checkbox"/> | C an elephant. |
| <input type="checkbox"/> | D a bull. |

(iv) The day trip to Jaipur is...

(1)

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A cheap. |
| <input type="checkbox"/> | B costly. |
| <input type="checkbox"/> | C free of charge. |
| <input type="checkbox"/> | D unreasonable. |

(v) Jaipur is also called the...

(1)

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A Yellow city. |
| <input type="checkbox"/> | B Red city. |
| <input type="checkbox"/> | C Blue city. |
| <input type="checkbox"/> | D Pink city. |

(Total for Question 4 = 5 marks)

An international event

5 Read the advert below.

કઠપૂતળીના ખેલને બઢતી આપવા માટે દર વરસે સપ્ટેમ્બર મહિનામાં એક આંતરરાષ્ટ્રીય મેળાની યોજના કરવામાં આવે છે.

ગયા વરસે આ મેળો દિલ્હીમાં હતો પણ આ વરસે તે રાવલપિંડીમાં રાખવામાં આવ્યો છે. ૨૦૧૨ની સાલમાં પાંચ નાટક કંપનીઓથી આ મેળાનું મંડાણ થયું હતું. ત્યારબાદ આ કાર્યક્રમ ખૂબ લોકપ્રિય થવાના કારણે હવે તો વીસથી પણ વધુ કંપનીઓ ભાગ લેવાની છે.

ઓગસ્ટ મહિનામાં તો ખૂબ જ ભીડ થશે કારણ કે ઈદનો તહેવાર હોવાથી વધારે લોકો આવવાની શક્યતા છે, એટલા માટે જો પરદેશથી આવનાર લોકોએ નાઉમેદ ન થવું હોય તો તેઓની જગ્યા આગળથી નોંધાવી લેવી પડશે.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where will the festival be held this year?

(1)

(b) How many theatre groups will there be?

(1)

(c) Why is it likely to be very busy in August?

(1)

(Total for Question 5 = 3 marks)

Pavan's New House

- 6 Read the extract from a book, about Pavan, who has recently moved to a new house with his family. In this extract he is writing a letter to his cousin Geeta.

પ્રિય બહેન ગીતા

કેમ છે? ગયા શુક્રવારે અમે નવા ઘરે આવી ગયા છીએ. અમારું નવું ઘર ખૂબ સરસ છે. તે બહુ મોટું નથી ને નાનું પણ નથી, મારા માતા-પિતા, નાની બહેન મીના અને મારા માટે બરાબર છે.

ઘરમાં ચાર શયનકક્ષ, બેઠકખંડ, ભોજનખંડ, રસોડું, બે સ્નાનગૃહ, ત્રણ પાચખાના, ગાડી રાખવાનો તબેલો તેમજ આગળ અને પાછળ બગીચાઓ છે. નજીકમાં જ બધી સુખ-સુવિધાઓ ઉપલબ્ધ છે. એકંદરે મારો ઓરડો સરસ છે પણ મને દિવાલનો લાલ રંગ નથી ગમતો એટલે બદલીને વાદળી રંગ કરીશ.

અમારા પાડોશીઓ પણ ગુજરાતી જ છે. તેઓ ખૂબ જ મિલનસાર અને દયાળુ સ્વભાવનાં છે. પહેલા જ દિવસે અમારા માટે ચા-નાસ્તો લાવ્યા હતા. તેમનો દિકરો અજય તો ટૂંક સમયમાં જ મારો ગાઢ મિત્ર બની ગયો છે.

કાકા-કાકીને પ્રણામ અને જવાબ લખજે.

લિ. તારો ભાઈ પવન

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) How many other family members live with Pavan?

(1)

- (b) How many gardens does Pavan's new house have?

(1)

- (c) Why does Pavan want to change the colour of his room?

(1)

- (d) How are his new neighbours?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

કામનો અનુભવ

7 નેહા તેના કામના અનુભવ વીશે તમને ઈ-મેઈલ લખે છે.

મારી આવતી રજામાં મેં મારા મામાને ત્યાં બે અઠવાડિયા માટે તેમને મદદ કરવા જવાનું નક્કી કર્યું છે. તેઓ ગુજરાતમાં એક નાનકડાં ગામમાં રહે છે. તેઓ પાસે એક ખેતર છે જ્યાં મારી ઉંમરના રજામાં કામ કરવા આવે છે. આ કામ ઘણું અઘરું અને શહેરનાં બીજાં કામો કરતાં અલગ છે પરંતુ, મને તો મારા જેવડા લોકો સાથે કામ કરવામાં ખૂબ આનંદ આવે છે. હું જ્યારે મોટી થઈશ ત્યારે મારો પોતાનો ધંધો કરીશ કારણ કે મને બીજા લોકો માટે કામ કરવું પસંદ નથી. પોતાના વ્યવસાયમાં તમારી પસંદગીના કલાકો કામ કરી શકો તેમજ પૈસા પણ વધારે કમાઈ શકો.

ખાનામાં આપેલા શબ્દોનો ઉપયોગ કરી નીચેના વાક્યોમાં ખાલી જગ્યા પૂરો. ખાલી જગ્યા કરતા વધારે શબ્દો છે.

| યુવાનો | બે અઠવાડિયા | આવક | શહેર | મોટાં | ગામ |
|--------|-------------|------|--------------|-------|--------|
| ભણતર | અઘરું | ઉદાસ | એક અઠવાડિયું | નોકરી | સહેલું |

ઉદાહરણ: નેહા તેની રજામાં બે અઠવાડિયા માટે જશે.

(ક) તેના મામા માં રહે છે.

(1)

(ખ) નેહા સાથે કામ કરશે.

(1)

(ગ) તેને લાગે છે કે આ કામ બહુ છે.

(1)

(ઘ) નેહાને ભવિષ્યમાં નથી કરવી.

(1)

(ચ) પોતાના ધંધામાં વધારે થાય છે.

(1)

(Total for Question 7 = 5 marks)

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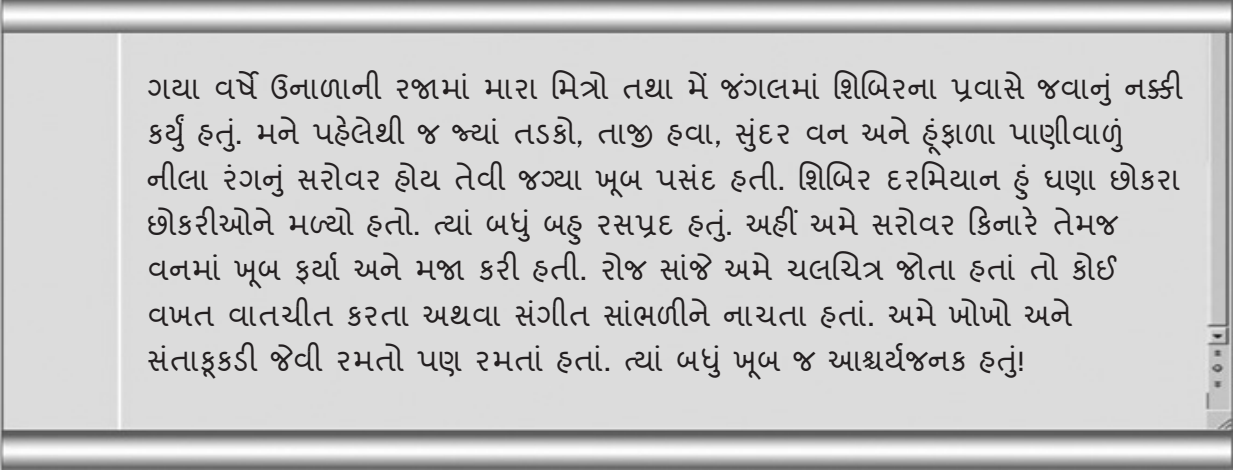
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE
QUESTION 8 BEGINS ON THE NEXT PAGE

ઉનાળાની રજાઓ

8 જિતેનનો તેની ઉનાળાની રજાઓ વિશેનો બ્લોગ વાંચો.



સાચાં ખાનામાં ☒ કરો.

ઉદાહરણ: રજાઓ ... પહેલાં હતી.

| | |
|-------------------------------------|------------|
| <input type="checkbox"/> | A મહિના |
| <input type="checkbox"/> | B પખવાડિયા |
| <input type="checkbox"/> | C બે દિવસ |
| <input checked="" type="checkbox"/> | D એક વરસ |

(i) આ શિબિર ... હતી.

(1)

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | A જંગલમાં |
| <input type="checkbox"/> | B પહાડો પર |
| <input type="checkbox"/> | C નદી કાંઠે |
| <input type="checkbox"/> | D દરિયા કિનારે |

(ii) ત્યાંનું હવામાન ... હતું.

(1)

| | |
|--------------------------|-------------------|
| <input type="checkbox"/> | A ખરાબ |
| <input type="checkbox"/> | B ઠંડું |
| <input type="checkbox"/> | C સરસ |
| <input type="checkbox"/> | D વાદળિયું |

(iii) આ શિબિરમાં ... હતું.

(1)

| | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | A ઘણું બધું કરવાનું |
| <input type="checkbox"/> | B કંઈ કરવાનું ન |
| <input type="checkbox"/> | C બધું ખૂબ કંટાળાજનક |
| <input type="checkbox"/> | D હમેશાં બધું શાંત |

(iv) રોજ સાંજે તેઓ ... હતાં.

(1)

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A કામ કરતા |
| <input type="checkbox"/> | B મનોરંજન કરતા |
| <input type="checkbox"/> | C અભ્યાસ કરતા |
| <input type="checkbox"/> | D તરવા જતા |

(v) તંબુમાં ગાળેલી રજાઓ ... હતી.

(1)

| | |
|--------------------------|-------------------------|
| <input type="checkbox"/> | A ખરાબ સપના જેવી |
| <input type="checkbox"/> | B ખૂબ ખર્ચાળ |
| <input type="checkbox"/> | C અણગમતી |
| <input type="checkbox"/> | D ખૂબ આનંદદાયક |

(Total for Question 8 = 5 marks)

આપણી પૃથ્વીની રક્ષા કરો

9 પર્યાવરણની યોજનાઓ વિશે માહિતી વાંચો.

સ્વચ્છ નદી યોજના

આ ઓગસ્ટ દરમિયાન એક ટુકડી સ્થાનિક વિસ્તારમાં આવેલી નદી સાફ કરશે. તે માટે પાણી ન જાય તેવાં કપડાંની જરૂર પડશે. જેને સારું તરતા આવડતું હશે તેઓને માટે જ છે. સોળ વરસની નીચેના માટે યોગ્ય નથી.

જૂનામાંથી નવાની યોજના

હું પર્યાવરણને બચાવવા હંમેશાં નકામી વસ્તુઓનો ફરીથી ઉપયોગ કરું છું. હું પાણીની બાટલીને ફેંકી ન દેતા તેને વારંવાર વાપરું છું. જે વસ્તુનો ફરી પાછો ઉપયોગ થઈ શકતો હોય તો તેને એક વાર વાપરી નાંખી ન દેવી જોઈએ.

વૃક્ષ વાવો યોજના

તમને વનજીવનની ચિંતા છે? પાનખરમાં અમે જંગલમાં કામ કરવા જઈશું. ત્યાં સાફસૂકી કરી નવા ઝાડો રોપીને અહીં વસતી જુદી જુદી જાતિને મદદરૂપ થઈ શકીશું.

સ્વચ્છ શહેર યોજના

ચોમાસા પછી દિવાળીની તૈયારી કરવા અમે અમારી શેરીઓમાં સફાઈ કરીશું. બાળકોના ઉત્તેજન માટે ખાસ પ્રવૃત્તિઓ હશે.

તમે કઈ યોજના પસંદ કરશો? સ્વચ્છ નદી, જૂનામાંથી નવું, વૃક્ષ વાવો અથવા સ્વચ્છ શહેર. તમે એકથી વધારે વાર શબ્દોનો ઉપયોગ કરી શકશો.

ઉદાહરણ: તમે વર્ષા ઋતુ પછી જ મદદ કરી શકશો: સ્વચ્છ શહેર

(ક) તમે કોઈ પણ જાતની ચિંતા વગર તરી શકશો: (1)

(ખ) તમે કામ વગરની ચીજોને ફરીથી વાપરો છો: (1)

(ગ) તમારા પાંચ અને સાત વરસના બે ભાઈઓ છે: (1)

(ઘ) તમને પ્રાણીઓનું રક્ષણ કરવામાં રસ છે: (1)

(ચ) તમને ખાસ પ્રકારના કપડાંની જરૂર પડશે: (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C**Translation****10** Translate this passage **into English**.

હું નિશાળે ચાલીને જાઉં છું. ગુજરાતી શીખવું સહેલું હોવાથી મને ગમે છે. મને ઇતિહાસનો વિષય નથી ગમતો કારણ કે તે કંટાળાજનક છે. ગઈકાલે રાતના સાડાઠસે મારું ઘરકામ પૂરું થયું હતું. નિશાળેથી આવીને મારા મિત્રો સાથે રમવા માટે મને જરા પણ સમય નહોતો મળ્યો.

(Total for Question 10 = 7 marks)**TOTAL FOR SECTION C = 7 MARKS****TOTAL FOR PAPER = 50 MARKS**

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GCSE Gujarati Foundation tier

Paper 3 Mark scheme

SECTION A

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(a) | Hansa | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(b) | Aasha | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(c) | Kishan | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(d) | Chirag | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(e) | Hansa | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(f) | Chirag | (1) |

| Question number | Answer | Mark |
|-----------------|-----------------|------|
| 2(a) | shopping centre | (1) |

| Question number | Answer | Mark |
|-----------------|--------------------|------|
| 2(b) | Rs. 100/100 Rupees | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 2(c) | two hours | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(d) | free | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(e) | 7 pm | (1) |

| Question number | Answer | Mark |
|-----------------|----------|------|
| 3(a)(i) | computer | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3(a)(ii) | she can listen to/find her favourite songs | (1) |

| Question number | Answer | Mark |
|-----------------|--------------------|------|
| 3(a)(iii) | photos/photographs | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(b)(i) | she can keep in touch with friends/she can play games | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(b)(ii) | she stays at home instead of meeting friends/ she has become unsociable | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(ii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iv) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(v) | D | (1) |

| Question number | Answer | Mark |
|-----------------|---------------|------|
| 5(a) | In Rawalpindi | (1) |

| Question number | Answer | Mark |
|-----------------|------------------|------|
| 5(b) | More than twenty | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 5(c) | It will be during (the festival of) Eid | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 6(a) | 3 | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------|------|
| 6(b) | Two (front and back) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(c) | Because he does not like red/does not like the colour | (1) |

| Question number | Answer | Mark |
|-----------------|-------------------------------------|------|
| 6(d) | (The neighbours are) friendly/ kind | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(a) | ગામ | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(b) | યુવાનો | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(c) | અધરું | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(d) | નોકરી | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(e) | આવડ | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(i) | ક (A) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(ii) | ગ (C) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(iii) | ક (A) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(iv) | ખ (B) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(v) | ધ (D) | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 9(a) | સ્વચ્છ નદી | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 9(b) | જૂનામાંથી | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 9(c) | સ્વચ્છ શહેર | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 9(d) | વૃક્ષ વાવો | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 9(e) | સ્વચ્છ નદી | (1) |

SECTION C

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 10 | I walk to school. I like studying Gujarati because it is easy. I do not like History because it is boring. Last night my homework was finished at 10:30pm. I did not even have time to play with my friends after school. | (7) |

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication. |
| 1-2 | Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed. |
| 3-4 | The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses. |
| 5-6 | The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax. |
| 7 | The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation. |

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9–1)

Centre Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Sample Assessment Materials

(Time: 1 hour 15 minutes)

Paper Reference **1GU0/4F**

Gujarati

Paper 4: Writing in Gujarati

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Question 3, answer **either** Question 3(a) **or** Question 3(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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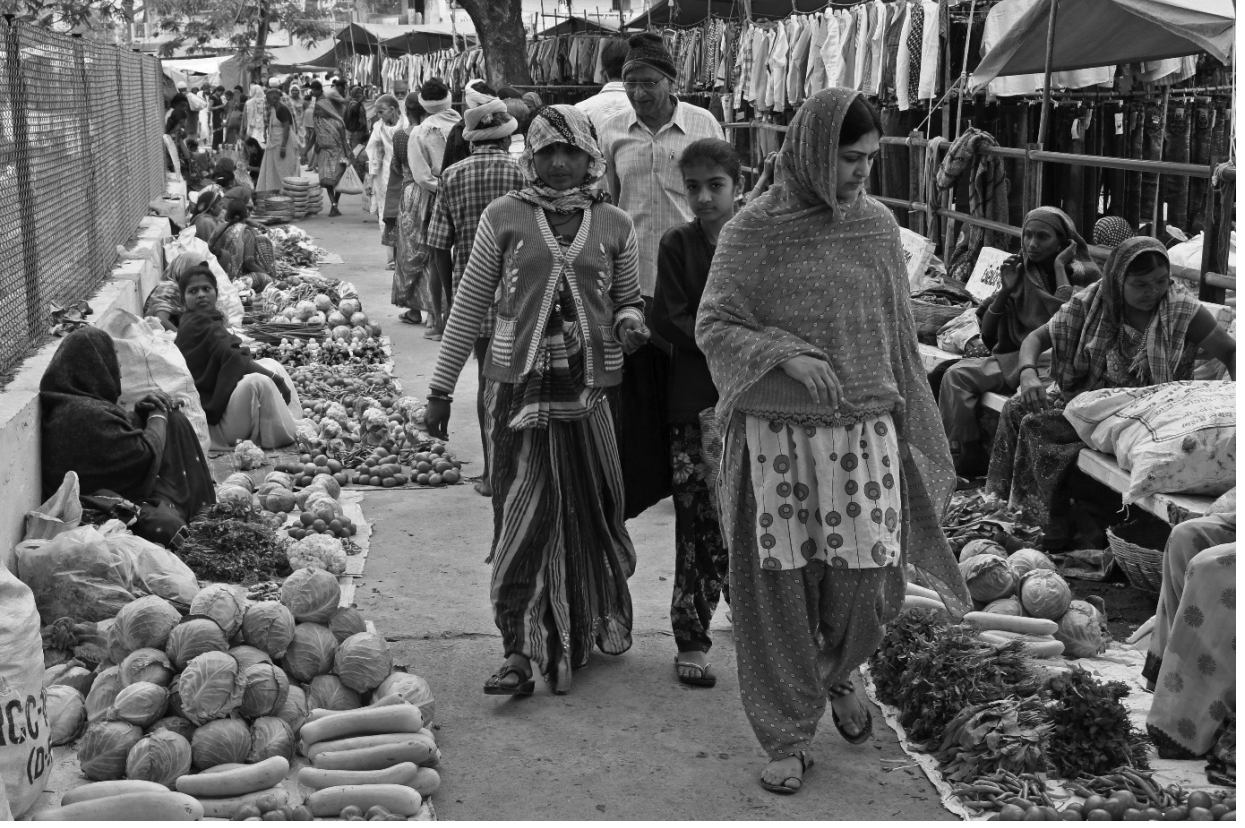


S 5 5 3 8 5 A 0 1 0 8


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બજારમાં

1



(Source: © Michele Burgess / Alamy Stock Photo)

તમે અમદાવાદમાં છો. તમે આ ફોટો તમારા મિત્રો માટે ઇન્ટરનેટ પર મૂકો છો.
આ ચિત્રનું વર્ણન કરો અને ખરીદી વિશે તમારો અભિપ્રાય આપો.
આશરે 20–30 શબ્દોમાં ગુજરાતીમાં લખો.

(Total for Question 1 = 12 marks)

નિશાળ

2 તમે જામનગરમાં એક નિશાળમાં છો. એક શિક્ષક તમને તમારી ઇંગ્લેન્ડની નિશાળ વિશે એક ઔપચારિક લેખ લખવા માટે પૂછે છે.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરૂરી છે:

- તમારી નિશાળ ક્યાં આવેલી છે
- તમને કયા વિષયો ગમે છે
- તમે ગુજરાતી શા માટે ભણો છો
- તમે આવતા વર્ષે નિશાળમાં શું કરશો.

આશરે 40-50 શબ્દોમાં ગુજરાતીમાં લખો.

(Total for Question 2 = 16 marks)

Choose either Question 3(a) or Question 3(b).

આંતરરાષ્ટ્રીય રમતગમતનો ઉત્સવ

3 (a) તમારા ગુજરાતી મિત્ર રૂપેન તરફથી તમને એક ઈ-મેઈલ મળ્યો છે, તેમાં તમે જે આંતરરાષ્ટ્રીય રમતગમતના ઉત્સવમાં ગયા હતા તેના વિશે પૂછે છે.

રૂપેનને એક અનૌપચારિક ઈ-મેઈલ લખો.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરૂરી છે:

- તમે આ ઉત્સવ વિશે કેવી રીતે જાણ્યું
- તમારા દેશના લોકોની મનપસંદ રમતગમત
- યુવાન લોકોના જીવનમાં રમતગમતની અગત્યતા
- કોઈ એક રમતગમતની પ્રવૃત્તિ જેમાં તમે ભવિષ્યમાં ભાગ લેવા ઇચ્છો છો.

આશરે 80–90 શબ્દોમાં ગુજરાતીમાં લખો.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

કામો

(b) તમારી મિત્ર કાજલે ગુજરાતના યુવાન લોકો માટેના કામો વિશે એક પત્ર લખ્યો છે.

કાજલને એક અનૌપચારિક પત્ર લખો.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરૂરી છે:

- તમે પહેલાં જે કોઈ કામ કર્યું હોય/તાલીમ લીધી હોય
- યુવાન લોકો માટે લોકપ્રિય કામો
- યુવાન લોકોએ શા માટે કામ કરવું જોઈએ
- તમારી ભવિષ્યના કામની યોજનાઓ.

આશરે 80–90 શબ્દોમાં ગુજરાતીમાં લખો.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

હું સુરતમાં રહું છું

4 નીચેના વાક્યોનું ગુજરાતીમાં ભાષાંતર કરો.

(a) My city is modern.

(2)

(b) There are many factories.

(2)

(c) The people are generally friendly.

(2)

(d) I like the weather here, but today it's raining.

(3)

(e) We came to this city because there is a lot to do, but I don't like the noise.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE Gujarati Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all 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 band, you should 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 band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will 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.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition |
| 3–4 | <ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition |
| 5–6 | <ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition |

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning |
| 5–6 | <ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication |

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: 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 gender, adjectival agreements
- 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, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none">• Limited information given, likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression |
| 3–4 | <ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style |
| 5–6 | <ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained |
| 7–8 | <ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained |

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed |
| 7–8 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication |

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: 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 gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that 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, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style |
| 4–6 | <ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies |
| 7–9 | <ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency |

| Mark | Descriptor |
|-------|---|
| 10–12 | <ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency |

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8 | <ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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 gender, adjectival agreements
- 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, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material |
| 1 | Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed |
| 2 | Meaning fully communicated with occasional errors that do not hinder clarity |

| Question number | Example response |
|-----------------|-----------------------------------|
| 4(a) | મારું શહેર આધુનિક છે. |
| 4(b) | ત્યાં ઘણાં કારખાનાઓ છે. |
| 4(c) | લોકો સામાન્ય રીતે મળતાવડા હોય છે. |

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1 | <ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated |
| 2 | <ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3 | <ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

| Question number | Example response |
|-----------------|---|
| 4(d) | મને અહીંનું હવામાન ગમે છે, પણ આજે વરસાદ પડે છે. |
| 4(e) | અમે આ શહેરમાં આવ્યાં કારણ કે ઘણું કરવાનું છે, પણ મને અવાજ નથી ગમતો. |

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 gender, adjectival agreements
- 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, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

Paper Reference **1GU0/1H**

Gujarati

**Paper 1: Listening and understanding in Gujarati
Transcript**

Higher Tier

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SECTION A

ગુજરાતની મહેમાનગતિ

Question 1

Example

M1: ઉનાળાની રજાઓમાં હું રાજકોટ મારા મામાને ઘરે ગયો હતો.

Question 1

M1: ગુજરાતમાં તો કોઈના ઘરે જઈએ તો સમય કે ઋતુ પ્રમાણે મહેમાનોનું સ્વાગત થાય. પહેલાં તો લોકો આપણને પાણી આપે. પછી જ ચા કે કોફી જેવા પીણાં અને નાસ્તા માટે આગ્રહ કરે. કેટલાક ઘરોમાં બપોરના સમયે છાશ કે તાજાં ફળોનો રસ પણ પીરસાય. બહુ દૂરથી આવેલાં મહેમાનો જમ્યા વગર ન જાય અથવા થેપલાં અને બટેટાનું શાક જેવું ભાથું સાથે બાંધી આપવામાં આવે.

કુદરતી સંપત્તિ

Question 2

Example

M2: હાલનાં વર્ષોમાં ગુજરાતે ઘણો વિકાસ કર્યો છે.

Question 2

M2: મોટાં શહેરોની સરખામણીમાં ગામડાનાં વિસ્તારોનો વિકાસ હરણફાળે થઈ રહ્યો છે. રોજગારની વધુ તકો મળી શકે છે. નવાં ઘરો બાંધવા માટે વૃક્ષો કપાઈ રહ્યાં છે અને ખેતરોની સંખ્યા ઘટી રહી છે. તેમજ માછલીઓ જેવાં જળચર જીવો પણ નાશ પામી રહ્યાં છે. આમ છતાં આશ્ચર્ય એ વાતનું છે કે કાચબાઓની સંખ્યા વધી રહી છે. કેટલીક નદીઓનાં ચોખ્ખાં પાણી હવે પીવા લાયક નથી રહ્યાં કારણકે કારખાનાંઓમાંથી નીકળતો કચરો પાણીમાં ઠલવાય છે. વાહનોના ધૂમાડાનું પ્રમાણ વધવાથી લોકોને શ્વાસ લેવામાં તકલીફ પડે છે. આથી ગુજરાત સરકાર કુદરતી સંપત્તિને બચાવવાનાં પગલાં લઈ રહી છે જે એટલું સહેલું નથી.

SECTION B
Our school

Question 3

Example

F1: અમારી નિશાળ એકદમ અનોખી છે.

Question 3

F1: અમારો દિવસ પ્રાર્થનાથી શરૂ થાય. દરેક વર્ગ પૂરો થયા પછી નિશાળમાં ઘંટ વાગવાને બદલે ભારતીય સંગીત વાગે છે. દરરોજ બપોરે અમે બધા એક કલાક ઉજાણી કરીએ અને સાથે બેસીને જમીએ.

M1: અમે ગણિત, વિજ્ઞાન, ભૂગોળ, ભાષાઓ તથા રમતગમત શીખીએ. બધા દર અઠવાડિયે પોતાનો વર્ગ શણગારે અને સહુથી સારા વર્ગને ઇનામ મળે. તે ઉપરાંત અમે નકામી વસ્તુઓમાંથી ફરીથી નવી વસ્તુઓ બનાવતાં શીખીએ અને શાળાના મેળામાં વેચીએ. તે આવકમાંથી ગરીબ વિદ્યાર્થીઓને મદદ કરવામાં આવે. જો અમારી શાળા રવિવારે પણ ખુલ્લી રહે તો બહુ જ મઝા આવે!

Weather forecast

Question 4

Example

M2: એપ્રિલ તથા મે મહિનાની અસહ્ય ગરમીમાંથી હવે ગુજરાતને રાહત મળશે.

Question 4

M2: ભારે વરસાદ સાથે કલાકના સિત્તેર માઈલની ઝડપે પવન ફૂંકાશે. ખેડૂતો માટે ખુશખબર છે, પણ માછીમારોને દરિયાથી દૂર રહેવાની સલાહ આપવામાં આવે છે. નીચાણવાળા ઘરોમાં રહેતા લોકોએ ખાસ ધ્યાન રાખવું.

M2: ખરાબ હવામાનને કારણે જાહેર વાહનવ્યવહારના સમયપત્રકમાં ફેરફાર થવાની શક્યતા છે. આથી આ દિવસોમાં મુસાફરી કરવા માગતા લોકોએ ટ્રેન, બસ કે વિમાની સેવાઓ સમયસર ચાલે છે કે નહીં તેની તપાસ પહેલેથી જ કરી લેવી. ન્યૂનતમ તાપમાન ૨૦ ડીગ્રી સેલ્સિયસ જેટલું નીચું જશે. જો આપ મેઘધનુષ જુઓ તો અમને તેનું ચિત્ર જરૂર મોકલજો.

Young people and work

Question 5

Example

M1: મારા મોટા ભાઈને તો પૂરા સમયનું કામ કરવું છે.

Question 5

M1: બે મહિના પહેલાં જ તેમનો યુનિવર્સિટીનો અભ્યાસ પૂરો થયો હતો. તેમની પાસે સારા ઉમેદવાર તરીકેના બધા ગુણ છે પણ હકારાત્મક વર્તન તથા અનુભવ નથી. તેમણે કેટલીય અરજીઓ કરી, પણ અનુભવ વગરના યુવાનોને કામ આપતાં લોકો અચકાય છે કારણકે સમય અને નાણાં ખર્ચાને યોગ્ય તાલીમ આપવા છતાં તેઓ કામ પર લાંબું ટકે તેની કોઈ ખાતરી નહીં. વારંવાર નોકરી બદલતા યુવાનોને કોણ પસંદ કરે?

F1: હા કેવિન! તારી વાત સાવ સાચી છે. મારા પિતાજી જ્યાં કામ કરે છે તે કાર્યાલયે પણ હાલમાં આવો જ નિર્ણય લીધો છે. આમ છતાં મારા પિતાજીના મત મુજબ ઇન્ટરવ્યૂ દરમિયાન આશાવાદી રહેવાથી રોજગારની વધારે તકો મળી શકે છે.

On holiday in Rajkot

Question 6

M2: મને હોટલ અત્યંત ગમી. કર્મચારીઓ ઘણા નમ્ર હતાં અને તેમનાં ગ્રાહકોની મદદ કરવા માગતાં હતાં જે બહુ જ મહત્વનું છે.

F2: મુખ્ય બજારમાં જવું પણ કેટલું સુલભ હતું! રીક્ષામાં બેસીને તો દસ મિનિટમાં જ તમે ત્યાં પહોંચી જાવ.

M2: સારું થયું કે અમે વહેલી સવારે જ ત્યાંનું ખંઢેરી ક્રિકેટ ક્લીડિંગાણ જોઈ આવ્યાં. સામાન્ય રીતે ત્યાં ભીડ હોય અને સંખ્યાબંધ રસિયાઓ આવતા હોય, પણ અમે ગયાં તે સમયે ત્યાં શાંતિ હતી.

F2: મને તો અફસોસ એ વાતનો છે કે અમને અજાયબ ઢીંગલીઓનું સંગ્રહસ્થાન જોવાનો મોકો ન મળ્યો. અમે ગયા ત્યારે તે બંધ હતું એટલે મારી ઇચ્છા અધૂરી જ રહી.

M2: રાજકોટમાં મારે ઘણાં નયનરમ્ય આધ્યાત્મિક સ્થળોની મુલાકાત લેવી છે પણ બહુ ગરમ હવામાન મને નથી ગમતું. એટલે આવતા વર્ષે હું માત્ર વસંત અથવા પાનખર ઋતુમાં જ આવીશ.

Environmentally friendly sports

Question 7

M1: અમારી શાળાએ પર્યાવરણ સાથે મૈત્રીભાવવાળી રમતોની યોજનામાં ભાગ લેવાનું નક્કી કર્યું છે. માતા-પિતાઓ તથા શિક્ષકોના જુદા જુદા વિચારો છે. આ બાબતે હજી પણ દર અઠવાડિયે અમારી શાળામાં ચર્ચાઓ થાય છે.

ગોલ્ફ, ફૂટબોલ અને ખાસ કરીને જલક્રીડા જેવી કેટલીક રમતો પર્યાવરણ માટે સારી માનવામાં નથી આવતી. આમ છતાં આપણે તેના ઉપાયો શોધી શકીએ. ગયા મહિને અમારે બાજુના શહેરમાં પગદડાની રમત રમવા જવાનું હતું. આથી બધા વાલીઓ સહમત થયા કે મારા પિતાજી મને તથા મિત્રોને એક જ ગાડીમાં લઈ જાય. આ મેચની જાણકારી આપવા માટે અમે કાગળને બદલે સોશિઅલ મીડિયાનો ઉપયોગ કર્યો હતો.

F2: હું પણ મારો ભાગ ભજવું છું. હું જ્યારે નજીકના રમત ક્ષેત્રમાં બેડમિન્ટન રમવા જાઉં ત્યારે મારી સાથે પાણીની બાટલીઓ લઈ જાઉં. તેનો ઉપયોગ કર્યા બાદ, ફેંકી ન દેતા વારંવાર તે બાટલીઓનો ઉપયોગ કરું. આમ કરવાથી પ્રદૂષણ ઘટાડી શકાય તેમજ વનજીવનને પણ બચાવી શકાય.

International trade fair

Question 8

Example

F1: આ વર્ષે જાન્યુઆરીમાં મને મારા પિતાજી સાથે “વાઇબ્રન્ટ ગુજરાત” નામના ભવ્ય કાર્યક્રમમાં જવાનો મોકો મળ્યો હતો.

Question 8 Part (a)

F1: ગુજરાતના સહુથી મોટા અને વિશ્વભરમાં જાણીતા થયેલા ત્રણ દિવસના આંતરરાષ્ટ્રીય વેપારી મેળામાં હિસ્સો લેવા માટે અમે ગયા હતાં. ૨૦૦૩થી યોજવામાં આવતા આ મેળામાં એકસોથી પણ વધુ દેશોના વેપારી મંડળો આવ્યા હતાં. પોતપોતાના દેશોનું પ્રતિનિધિત્વ કરવાની સાથે સાથે સહુને વ્યાપારી સંબંધો વિકસાવવામાં પણ એટલો જ રસ હતો. લોકોમાં ઘણો જ ઉત્સાહ હતો. હું તો ત્યાંની ભવ્યતા જોઈને એકદમ આશ્ચર્યચકિત અને સ્તબ્ધ બની ગઈ હતી. ત્યાં આશરે બે કરોડ જેટલા મુલાકાતીઓ આવ્યા હતા.

Question 8 Part (b)

F1: આ મેળાવડાની શરૂઆત ગુજરાતના પારંપારિક ગરબાઓથી થઈ હતી. અનેકવિધ રંગબેરંગી પહેરવેશો સાથે નૃત્ય કરતા કલાકારોએ મહેમાનોનું સ્વાગત કર્યું હતું. ત્યાં કુશળ કારીગરો દ્વારા તૈયાર થયેલાં સાધનોનું પ્રદર્શન રાખવામાં આવ્યું હતું; તે જ જગ્યાએ સહુથી વધુ લોકો જતા હતાં. મેં તો નિકટના જોવાલાયક સ્થળોની મુલાકાત પણ લીધી હતી. દરરોજ સાંજે વિશ્વભરની અનેક વાનગીઓની તેમ જ મનોરંજનના મનોહર કાર્યક્રમોની મજા પણ અમે માણી હતી. વિદેશથી આવેલા મુલાકાતીઓ તો ગુજરાતના આતિથ્યસત્કારના બહુ જ વખાણ કરતા હતા.

Award

Question 9

Question 9 Part (a)

M2: ડો. વિક્રમ સારાભાઈ ભારતના મહાન અવકાશ વૈજ્ઞાનિક હતા. તેમનો જન્મ ગુજરાતના અમદાવાદ શહેરમાં પૈસાદાર ગુજરાતી પરિવારમાં થયો હતો. તેઓ નાનપણમાં કલાકો સુધી આકાશમાં તારાઓ જોયા કરતા.

તેમનું સ્વપ્ન હતું કે ભારતનો યુવા વર્ગ પોતાની શક્તિઓને ઓળખીને સ્વતંત્ર બની શકે. આથી તેઓએ તેમના ઉચ્ચ અભ્યાસ બાદ અઠ્યાવીસ વર્ષની ઉંમરે, સહુથી પહેલી વૈજ્ઞાનિક પ્રયોગશાળા અમદાવાદ શહેરમાં શરૂ કરી હતી જે વિશ્વભરમાં જાણીતી બની હતી.

ભારતના હોશિયાર અને ઉદ્યમી યુવાનોને ઓળખી, વિજ્ઞાન ક્ષેત્રે ઉન્નતિ કરી શકાય તે હેતુથી “ઇંડિઅન સ્પેસ રીસર્ચ ઓર્ગેનાઈઝેશન” નામની સંસ્થાની શરૂઆત કરવામાં તેમણે ઘણો મોટો ભાગ ભજવ્યો હતો. ડો. હોમી ભાભા બાદ તેઓ પ્રતિષ્ઠિત અણુ-ઊર્જા સમિતિના ઉત્સાહિત અધ્યક્ષ પણ હતા.

Question 9 Part (b)

F2: ડો. વિક્રમ સારાભાઈના જીવનની ઉજવણી કરવા તથા આકાશ વિજ્ઞાનમાં તેઓના મહત્વના ફાળા બદલ ગુજરાત સરકારે ૧૯૯૫-૧૯૯૬થી “ડો. વિક્રમ સારાભાઈ પારિતોષિક” આપવાની શરૂઆત કરી હતી.

દર વર્ષે જે લોકોએ કોઈ શોધ કરી હોય કે નવી વસ્તુને વિકસાવી હોય તેમને પસંદ કરવામાં આવે છે અને એક લાખ રૂપિયાનું રોકડ ઇનામ તથા સ્મરણ ચિહ્ન આપી તેમનું સન્માન કરવામાં આવે છે. જેથી ઉદ્યોગ, ઊર્જા, પર્યાવરણ, તથા ઇન્ફર્મેશન ટેકનોલોજીના ક્ષેત્રમાં વધારે સંશોધન તથા વિકાસ કરી શકાય.

Ambitions

Question 10

Example

F1: મારા માતા-પિતાની ઇચ્છા છે કે હું જામનગરના મહાવિદ્યાલયમાં જઈને અભ્યાસ કરું.

Question 10 Part (i)

F1: તે બહુ જ કડક અનુશાસનવાળું મહાવિદ્યાલય હોવા છતાં પણ ખૂબ જ લોકપ્રિય છે. મારો નિર્ભય અને બહાદુર ભાઈ ત્યાં જ રહીને ભણે છે અને ઘોડેસવારી, પર્વતારોહણ તેમજ તરાપો બનાવતાં શીખે છે. મારે પણ આ બધું શીખવું છે પણ મારે ઘરથી દૂર નથી રહેવું. સ્થળાંતરમાં કંઈ મઝા નથી. હું એક સાધારણ શાળામાં ભણું છું જ્યાં આવી બધી સગવડો નથી હોતી. ત્યાં અમને વધારે તો વ્યાવસાયિક કેળવણી મળે છે.

Question 10 Part (ii)

F1: મને ગૂંથણકામ ઘણું ગમે છે એટલે મારી તમન્ના છે કે હું બાળકો માટેની વસ્તુઓની દુકાન શરૂ કરું. તે માટે શૈક્ષણિક જ્ઞાન હોવું અતિશય જરૂરી છે જે મને અહીં રહીને પણ મળી શકે છે. મારો પિત્રાઈ ભાઈ કદી કોઈ મહાવિદ્યાલયમાં નથી ગયો, છતાં “સંયુક્ત રાષ્ટ્રસંઘમાં” તે સેવા આપે છે. તે ભિન્ન ભિન્ન દેશોમાં જાય છે તથા માનવતાનાં કાર્યો કરે છે. તે માને છે કે જીવનમાં હકારાત્મક અડગ વિચારો તેમજ નિશ્ચલતા હોવાં જરૂરી છે. મને તેના માટે ખૂબ જ અહોભાવ અને ગર્વ છે!

Please check the examination details below before entering your candidate information

Candidate surname

Other names

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Level 1/Level 2
GCSE (9–1)

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Sample Assessment Materials

(Time: 40 minutes and
5 minutes' reading)

Paper Reference **1GU0/1H**

Gujarati

Paper 1: Listening and understanding in Gujarati

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Gujarati.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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S 5 5 3 8 0 A 0 1 1 6


Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

ગુજરાતની મહેમાનગતિ

1 કેતન પોતાના મિત્ર સાથે સ્કાઈપ પર વાત કરે છે.

તે શું કહે છે તે સાંભળીને નીચેના ખાનામાં આપેલા એક અથવા એકથી વધારે શબ્દોનો ઉપયોગ કરી વાક્ય પૂરાં કરો. કેટલાક એવા શબ્દો પણ છે જેનો આપ ઉપયોગ નહીં કરો.

| | | | |
|-----------------|---------|---------|-------|
| ઉનાળાની રજાઓમાં | પહેલાં | પદવી | દૂરના |
| ચોમાસામાં | બપોરે | મિજલસ | ઋતુ |
| નજીકના | છેલ્લાં | મુસાફરી | સાંજે |

ઉદાહરણ: કેતન તેના મામાને ઘરે ઉનાળાની રજાઓમાં ગયો હતો.

(a) ગુજરાતમાં મહેમાનગતિ પ્રમાણે થાય છે. (1)

(b) સહુથી મહેમાનોને પાણી આપવાનો રિવાજ છે. (1)

(c) કેટલાક ઘરોમાં છાશ આપવામાં આવે. (1)

(d) મહેમાનોને ભોજન કર્યા વગર જવા ન દેવાય. (1)

(e) મહેમાનોને તેમની માટે થેપલાં અને શાક બાંધી આપવામાં આવે. (1)

(Total for Question 1 = 5 marks)

કુદરતી સંપત્તિ

2 તમે તમારા મિત્ર ચિરાગને યૂ ટ્યૂબ પર સાંભળો છો.

તે શું કહે છે?

અહીં આપેલાં ચાર શબ્દોમાંથી યોગ્ય શબ્દ પસંદ કરી ખાલી જગ્યા પૂરો.

ઓછો, વધારો, સહેલું, મુશ્કેલ

આપ કોઈ પણ એક શબ્દ એક કરતાં વધારે વખત વાપરી શકો.

ઉદાહરણ: ગુજરાતના વિકાસમાં વધારો થયો છે.

(a) મોટા શહેરોમાં બદલાવ થઈ રહ્યો છે.

(1)

(b) ગામમાં રોજગાર મેળવવાનું છે.

(1)

(c) કાયબાઓની સંખ્યામાં થયો છે.

(1)

(d) શ્વાસ લેવાનું બને છે.

(1)

(e) કુદરતી સંપત્તિને બચાવવાનું બનશે.

(1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

Our school

3 You are listening to a podcast of Minal and Jigar, who are talking about their school.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(4)

Example: Their school is...

| | |
|-------------------------------------|------------------|
| <input type="checkbox"/> | A boring. |
| <input type="checkbox"/> | B old. |
| <input checked="" type="checkbox"/> | C unique. |
| <input type="checkbox"/> | D far. |

(i) Their school starts with...

| | |
|--------------------------|------------------------|
| <input type="checkbox"/> | A music. |
| <input type="checkbox"/> | B prayers. |
| <input type="checkbox"/> | C bell. |
| <input type="checkbox"/> | D registration. |

(ii) Every afternoon they...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A play together. |
| <input type="checkbox"/> | B study together. |
| <input type="checkbox"/> | C sing together. |
| <input type="checkbox"/> | D eat together. |

(iii) They raised money by...

| | |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | A selling what they made. |
| <input type="checkbox"/> | B doing sponsored events. |
| <input type="checkbox"/> | C having cake sales. |
| <input type="checkbox"/> | D asking for donations. |

(iv) They would be happier if they would...

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | A win the school competition. |
| <input type="checkbox"/> | B get better grades. |
| <input type="checkbox"/> | C go to school on Sundays. |
| <input type="checkbox"/> | D do less homework. |

(Total for Question 3 = 4 marks)

Weather forecast

- 4 You are listening to a weather forecast in Gujarat on radio.

What does it mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

| | | |
|----------------|---------------------|-------------------------------------|
| Example | Weather is changing | <input checked="" type="checkbox"/> |
| A | thunder | <input type="checkbox"/> |
| B | windy | <input type="checkbox"/> |
| C | lightning | <input type="checkbox"/> |
| D | unsafe sea | <input type="checkbox"/> |
| E | sunny | <input type="checkbox"/> |
| F | disrupted transport | <input type="checkbox"/> |
| G | flooded farms | <input type="checkbox"/> |

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Young people and work

5 You are listening to a conversation between Kevin and Shaily about work.

What do they say?

Listen to the recording and put a cross ☒ in the correct box for each question.

(3)

Example: Kevin's brother wanted to...

| | |
|-------------------------------------|---------------------------------|
| <input type="checkbox"/> | A work from home. |
| <input type="checkbox"/> | B work in a big company. |
| <input checked="" type="checkbox"/> | C work full-time. |
| <input type="checkbox"/> | D work part-time. |

(i) For employers, it is important for job candidates to be...

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | A well qualified. |
| <input type="checkbox"/> | B flexible. |
| <input type="checkbox"/> | C experienced. |
| <input type="checkbox"/> | D punctual. |

(ii) Employers avoid taking on people who...

| | |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | A are over ambitious. |
| <input type="checkbox"/> | B might not stay long. |
| <input type="checkbox"/> | C are over qualified. |
| <input type="checkbox"/> | D have health issues. |

(iii) During the interview, young people are advised to...

| | |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | A keep eye contact. |
| <input type="checkbox"/> | B smile a lot. |
| <input type="checkbox"/> | C show their certificates. |
| <input type="checkbox"/> | D stay positive. |

(Total for Question 5 = 3 marks)

On holiday in Rajkot

- 6** You are on holiday in Rajkot and hear some tourists talking about their plans and experiences.

Listen to the recording and answer the following questions **in English**.

- (a) Give **two** reasons why they were particularly happy with the hotel.

(2)

- (b) What problem did they think they would have at the cricket stadium?

(1)

- (c) What had left them disappointed?

(1)

- (d) How might they change their next visit to Rajkot?

(1)

(Total for Question 6 = 5 marks)

Environmentally friendly sports

7 Shyam and Anila have recorded a podcast about their school's new initiative.

Listen to the recording and answer the following questions **in English**.

(a) How do we know people have mixed feelings about the project?

(1)

(b) According to Shyam, what is the most dangerous type of sport for the environment?

(1)

(c) What can parents do to reduce their carbon footprint?

(1)

(d) How does technology help this environmentally friendly sports project?

(1)

(e) How does Anila personally help to reduce pollution?

(1)

(Total for Question 7 = 5 marks)

International trade fair

8 Neha has uploaded a video about her visit to the international trade fair in Gujarat.

Listen to the recording and put a cross ☒ in the correct box for each question.

(6)

Example: Neha attended an international event called...

| | |
|-------------------------------------|---------------------------|
| <input type="checkbox"/> | A Vibrant India. |
| <input checked="" type="checkbox"/> | B Vibrant Gujarat. |
| <input type="checkbox"/> | C Vibrant Culture. |
| <input type="checkbox"/> | D Vibrant Cities. |

(a) (i) Visitors were interested in...

| | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | A sightseeing. |
| <input type="checkbox"/> | B delicious food. |
| <input type="checkbox"/> | C entertainment. |
| <input type="checkbox"/> | D establishing trade links. |

(ii) The reaction of the visitors was...

| | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | A very enthusiastic. |
| <input type="checkbox"/> | B slightly negative. |
| <input type="checkbox"/> | C generally positive. |
| <input type="checkbox"/> | D quite mixed. |

(iii) Neha was very surprised to see...

| | |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | A flower arrangements. |
| <input type="checkbox"/> | B the splendid event. |
| <input type="checkbox"/> | C leftover food on plates. |
| <input type="checkbox"/> | D the beauty of Gujarat. |

(b)(i) The highlight of the opening ceremony was the...

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A speeches. |
| <input type="checkbox"/> | B dancers. |
| <input type="checkbox"/> | C celebrities. |
| <input type="checkbox"/> | D fireworks. |

(ii) People were attracted by the goods...

| | |
|--------------------------|----------------------------|
| <input type="checkbox"/> | A made locally. |
| <input type="checkbox"/> | B which were cheap. |
| <input type="checkbox"/> | C made by experts. |
| <input type="checkbox"/> | D on display. |

(iii) Visitors are unlikely to forget the.....

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A hospitality. |
| <input type="checkbox"/> | B food. |
| <input type="checkbox"/> | C people. |
| <input type="checkbox"/> | D music. |

(Total for Question 8 = 6 marks)

Award

9 You are listening to a special radio programme about the Dr Vikram Sarabhai Award.

Listen to the report and answer the following questions **in English**.

(a) (i) What is Dr Vikram Sarabhai famous for?

(1)

(ii) What was his family like? Give **one** detail.

(1)

(iii) What qualities did he want young people to develop? Give **two** details.

(2)

(iv) In his twenties what did he set up in Ahmedabad?

(1)

(v) What was his opinion about India's youth? Give **one** detail.

(1)

The report continues.

(b) (i) What does this award aim to celebrate? Give **two** details.

(2)

(ii) What do people need to do to be nominated for this award? Give **one** detail.

(1)

(iii) In addition to a cash prize, what else does the winner receive?

(1)

(Total for Question 9 = 10 marks)

Ambitions

10 Payal is telling you about her attitude towards education, future plans and work.

Put a cross ☒ in each one of the **two** correct boxes for each question.

(i) What does she say about education?

(2)

| | | |
|----------------|--|-------------------------------------|
| Example | Her parents want her to go to university. | <input checked="" type="checkbox"/> |
| A | She is not in favour of single-sex education. | <input type="checkbox"/> |
| B | She wants to stay close to her parents. | <input type="checkbox"/> |
| C | She enjoys her school. | <input type="checkbox"/> |
| D | She wants to learn the same skills as her brother. | <input type="checkbox"/> |
| E | She wants to go to a school in a different city. | <input type="checkbox"/> |

(ii) What are her views about career choices?

(2)

| | | |
|----------|--|--------------------------|
| A | She wants to make a career in business. | <input type="checkbox"/> |
| B | She wants to do full time charity work. | <input type="checkbox"/> |
| C | She understands the importance of networking. | <input type="checkbox"/> |
| D | She believes in hard work rather than education. | <input type="checkbox"/> |
| E | She feels proud about her cousin's work. | <input type="checkbox"/> |

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Gujarati Higher tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Gujarati script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Gujarati word or name.

SECTION A

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(a) | ઋતુ | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(b) | પહેલાં | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(c) | બપોરે | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(d) | દૂરના | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 1(e) | મુસાફરી | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(a) | ઓછો | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(b) | સહેલું | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(c) | વધારો | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 2(d) | મુશ્કેલ | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 2(e) | મુશ્કેલ | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(ii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(iii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(iv) | C | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 4 | B, D, F | (3) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(i) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(ii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 5(iii) | D | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(a) | Any two of the following: politeness of staff (1) customer service/wanted to help customers (1) not far from/near the market/10 minutes from the market (1) | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 6(b) | Any one of the following: lots of people/fans there (1) it would be (very) busy/crowded (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(c) | Any one of the following: the (dolls') museum was closed (1) they couldn't visit the museum (1) they didn't get to see the museum (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(d) | Any one of the following: they would come in spring/autumn/at a different time (of year) (1) they would come when it is not so hot/when it is cooler (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 7(a) | because they are still discussing the project/discussions take place every week | (1) |

| Question number | Answer | Mark |
|-----------------|--------------|------|
| 7(b) | water sports | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 7(c) | car sharing/can share a car (rather than using individual cars). | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 7(d) | It reduces the use of paper (when sending information via social networking sites). | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 7(e) | Any one of the following: by not throwing the bottles away (1) by re-using water bottles (1) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a)(i) | D | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a)(ii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a)(iii) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(b)(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(b)(ii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(b)(iii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|---------------|------|
| 9(a)(i) | space science | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 9(a)(ii) | Any one of the following: wealthy/rich (1) Gujarati (1) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 9(a)(iii) | recognition of (their) strength (1) independence (1) | (2) |

| Question number | Answer | Mark |
|-----------------|-----------------------------|------|
| 9(a)(iv) | (first) research laboratory | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 9(a)(v) | Any one of the following: clever (1) hardworking (1) | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 9(b)(i) | his/Dr Vikram Sarabhai's life (1) (his valuable) contribution (to the field of space science) (1) | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 9(b)(ii) | Any one of the following: do/carry out new research. (1) develop something new. (1) | (1) |

| Question number | Answer | Mark |
|------------------|---------|------------|
| 9(b)(iii) | memento | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 10(i) | B, D | (2) |

| Question number | Answer | Mark |
|-----------------|--------|------------|
| 10(ii) | A, E | (2) |

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Gujarati

Paper 2: Speaking in Gujarati General instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2018

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference(s)

1GU0/2H

You do not need any other materials.

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.

General instructions to the teacher conducting the assessment (*continued*)

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no rephrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic, as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Gujarati Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR3
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 3 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 3) move onto the subsequent Theme 3 sequence for each candidate.

For example:

| | |
|----------------|------------------|
| 1st candidate: | Candidate 1 grid |
| 2nd candidate: | Candidate 3 grid |
| 3rd candidate: | Candidate 4 grid |
| 4th candidate: | Candidate 5 grid |
| 5th candidate: | Candidate 7 grid |

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

| Candidate Order | Task 1 | Task 2 | Task 3 | |
|--------------------|-------------------|-------------------|----------------------|--------------------|
| | Pearson Allocated | Pearson Allocated | Candidate Selection* | Teacher Selection |
| | Role Play | Picture Based | Conversation 1 | Conversation 2 |
| Candidate 1 | HR3 (Theme 2) | HP7 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | HP9 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 |
| | | HP1 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 |
| | | HP6 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 2 | HR7 (Theme 3) | HP4 (Theme 2) | Theme 1 | Theme 4 OR Theme 5 |
| | | HP1 (Theme 1) | Theme 2 | Theme 4 OR Theme 5 |
| | | HP10 (Theme 5) | Theme 4 | Theme 1 OR Theme 2 |
| | | HP7 (Theme 4) | Theme 5 | Theme 1 OR Theme 2 |
| Candidate 3 | HR1 (Theme 1) | HP5 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| | | HP10 (Theme 5) | Theme 3 | Theme 2 OR Theme 4 |
| | | HP3 (Theme 2) | Theme 4 | Theme 3 OR Theme 5 |
| | | HP8 (Theme 4) | Theme 5 | Theme 2 OR Theme 3 |
| Candidate 4 | HR4 (Theme 2) | HP7 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | HP1 (Theme 1) | Theme 3 | Theme 4 OR Theme 5 |
| | | HP10 (Theme 5) | Theme 4 | Theme 1 OR Theme 3 |
| | | HP5 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 5 | HR9 (Theme 4) | HP9 (Theme 5) | Theme 1 | Theme 2 OR Theme 3 |
| | | HP2 (Theme 1) | Theme 2 | Theme 3 OR Theme 5 |
| | | HP4 (Theme 2) | Theme 3 | Theme 1 OR Theme 5 |
| | | HP6 (Theme 3) | Theme 5 | Theme 1 OR Theme 2 |

| | | | | |
|--|----------------|----------------|---------|--------------------|
| Candidate 6 | HR6 (Theme 3) | HP9 (Theme 5) | Theme 1 | Theme 2 OR Theme 4 |
| | | HP8 (Theme 4) | Theme 2 | Theme 1 OR Theme 5 |
| | | HP3 (Theme 2) | Theme 4 | Theme 1 OR Theme 5 |
| | | HP1 (Theme 1) | Theme 5 | Theme 2 OR Theme 4 |
| Candidate 7 | HR2 (Theme 1) | HP5 (Theme 3) | Theme 2 | Theme 4 OR Theme 5 |
| | | HP7 (Theme 4) | Theme 3 | Theme 2 OR Theme 5 |
| | | HP10 (Theme 5) | Theme 4 | Theme 2 OR Theme 3 |
| | | HP4 (Theme 2) | Theme 5 | Theme 3 OR Theme 4 |
| Candidate 8 | HR5 (Theme 2) | HP8 (Theme 4) | Theme 1 | Theme 3 OR Theme 5 |
| | | HP9 (Theme 5) | Theme 3 | Theme 1 OR Theme 4 |
| | | HP2 (Theme 1) | Theme 4 | Theme 3 OR Theme 5 |
| | | HP6 (Theme 3) | Theme 5 | Theme 1 OR Theme 4 |
| Candidate 9 | HR10 (Theme 4) | HP9 (Theme 5) | Theme 2 | Theme 1 OR Theme 3 |
| | | HP2 (Theme 1) | Theme 3 | Theme 2 OR Theme 5 |
| | | HP3 (Theme 2) | Theme 1 | Theme 3 OR Theme 5 |
| | | HP5 (Theme 3) | Theme 5 | Theme 1 OR Theme 2 |
| Candidate 10 | HR8 (Theme 3) | HP8 (Theme 4) | Theme 2 | Theme 1 OR Theme 5 |
| | | HP10 (Theme 5) | Theme 1 | Theme 2 OR Theme 4 |
| | | HP1 (Theme 1) | Theme 4 | Theme 2 OR Theme 5 |
| | | HP4 (Theme 2) | Theme 5 | Theme 1 OR Theme 4 |
| * Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.' | | | | |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about your friends and family with a Gujarati friend. The teacher will play the part of the friend and will speak first.

You must address the friend using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે એક ગુજરાતી મિત્ર સાથે તમારા મિત્રો અને કુટુંબ વિશે વાત કરો છો.

1. કુટુંબ સાથેનો સંબંધ – કેવો
2. સૌથી પ્રિય મિત્ર – વર્ણન
3. !
4. ? મિત્રો – અગત્યતા
5. ? કુટુંબ અને મિત્રો – અભિપ્રાય

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે એક ગુજરાતી મિત્ર સાથે તમારા મિત્રો અને કુટુંબ વિશે વાત કરો છો.

| | |
|---|---|
| 1 | તારા કુટુંબ સાથેના તારા સંબંધ વિશે મને કહીશ. Allow the candidate to describe their relationship with their family. |
| 2 | તારા પ્રિય મિત્રનું વર્ણન કરીશ. Allow the candidate to describe their best friend. |
| 3 | ! તાજેતરમાં તે તારા મિત્રો સાથે શું કર્યું હતું? Allow the candidate to say what they have recently done with friends. Give an appropriate brief response. |
| 4 | ? Allow the candidate to ask you about the importance of friends. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask your opinion of family and friends. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Daily life

Instructions to candidates

You are in Ahmedabad, shopping with a Gujarati friend. Your teacher will play the part of the friend and will speak first.

You must address the friend using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે તમારા ગુજરાતી મિત્ર સાથે અમદાવાદ શહેરમાં ખરીદી કરવા જવાના છો.

1. ખરીદીની પસંદગી – ક્યાં
2. વિસ્તારની દુકાનો – અભિપ્રાય
3. !
4. ? યોજનાઓ – ખરીદી પછી
5. ? ભોજન – ક્યાં

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR2

Topic: Daily life

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે તમારા ગુજરાતી મિત્ર સાથે અમદાવાદ શહેરમાં ખરીદી કરવા જવાના છો.

| | |
|---|---|
| 1 | આજે આપણે ખરીદી માટે શું કરવાના છીએ? Allow the candidate to say where they want to go shopping. |
| 2 | તું જ્યાં રહે છે ત્યાંની દુકાનો તને કેવી લાગે છે? Allow the candidate to say what the shops are like where they live. |
| 3 | ! છેલ્લે તું ખરીદી કરવા ગયો હતો/ગઈ હતી તેના વિશે મને કહીશ. Allow the candidate to tell you about their last shopping trip. Give an appropriate brief response. |
| 4 | ? Allow the candidate to ask about plans after shopping. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask you where you are eating. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: Town, region and country

Instructions to candidates

You are on holiday in Baroda and go to the tourist office for some information about activities. The teacher will play the role of the employee and will speak first.

You must address the employee using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે વડોદરામાં એક પ્રવાસ કચેરીમાં છો. તમે કામદાર સાથે વાત કરો છો.

1. પ્રવૃત્તિઓ વિશે કહો જેની માહિતી જોઈએ છે
2. !
3. સાંજની પ્રવૃત્તિની પસંદગી – કારણ
4. રેસ્ટોરાં – ભલામણ
5. ? છેલ્લી ટ્રેન – ક્યારે

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR3

Topic: Town, region and country

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે વડોદરામાં એક પ્રવાસ કચેરીમાં છો. તમે કામદાર સાથે વાત કરો છો.

| | |
|---|---|
| 1 | <p>નમસ્તે! હું તમને કાંઈ મદદ કરું?</p> <p>Allow the candidate to say which activities they want information on. Give an appropriate brief response.</p> |
| 2 | <p>!</p> <p>અત્યાર સુધી તમે તમારી ભારતની રજા દરમિયાન શું કર્યું?</p> <p>Allow the candidate to say what they have already done during the holidays in India. Give an appropriate brief response.</p> |
| 3 | <p>તમને સાંજે શું કરવું ગમે અને શા માટે?</p> <p>Allow the candidate to explain what they like doing in the evening and why. ઓહ સરસ! વડોદરામાં તો ઘણું કરવાનું છે દા.ત. અહીંનું ખાવાનું પણ ખૂબ જ સ્વાદિષ્ટ હોય છે.</p> |
| 4 | <p>?</p> <p>Allow the candidate to ask for information on restaurants. Give an appropriate brief response.</p> |
| 5 | <p>?</p> <p>Allow the candidate to ask you the time of the last train. Give an appropriate brief response.</p> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You lost your bag and are reporting this at the lost property office in Surat. The teacher will play the role of the lost property officer and will speak first.

You must address the officer using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે ખોવાઈ ગયેલી વસ્તુઓની કચેરીમાં છો. તમે ત્યાંના અધિકારી સાથે વાત કરો છો.

1. થેલી – વર્ણન
2. થેલી – તેમાંની વસ્તુઓ
3. !
4. ? કચેરી – સંપર્કની વિગતો
5. ? કચેરી – ખુલ્લી રહેવાના સમય

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે ખોવાઈ ગયેલી વસ્તુઓની કચેરીમાં છો. તમે ત્યાંના અધિકારી સાથે વાત કરો છો.

| | |
|---|---|
| 1 | તમે તમારી થેલીનું વર્ણન કરશો? Allow the candidate to describe the bag. |
| 2 | થેલીની અંદર જે વસ્તુઓ હતી તેનું વર્ણન કરો. Allow the candidate to state what was in the bag. |
| 3 | ! તમારી થેલી ખોવાઈ ગઈ ત્યારે તમે શું કરતા હતા? Allow the candidate to say what they were doing when they lost the bag. ભલે. મેં તેની નોંધ લીધી છે. |
| 4 | ? Allow the candidate to ask for the contact details of the lost property office. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask when the office is open. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates

You are in a department store in Bhuj to return an item of clothing. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે ભૂજમાં એક ડિપાર્ટમેન્ટ સ્ટોરમાં છો. તમારે એક કપડાંની વસ્તુ પાછી આપવી છે.

1. પાછી આપવી – કપડાંની વસ્તુ
2. ખરાબી – વર્ણન
3. !
4. ? કપડાંની વસ્તુ – અદલાબદલી
5. ? પહેરી જોવાના ઓરડાઓ – ક્યાં

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે ભૂજમાં એક ડિપાર્ટમેન્ટ સ્ટોરમાં છો. તમારે એક કપડાંની વસ્તુ પાછી આપવી છે.

| | |
|---|--|
| 1 | હું તમને શું મદદ કરું? Allow the candidate to say they wish to return an item of clothing. |
| 2 | તેમાં શું ખરાબી છે? Allow the candidate to explain what the problem is. |
| 3 | ! હાલમાં તમે બીજી કોઈ જાતની કપડાંની વસ્તુ ખરીદી હોય તેના વિશે મને કહેશો? Allow the candidate to say what other type of clothing they have bought recently. અહીં અમારા ડિપાર્ટમેન્ટ સ્ટોરમાં અમારી પાસે તે જાતની કપડાંની વસ્તુ છે. |
| 4 | ? Allow the candidate to ask about the possibility of changing the item. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask where the changing rooms are. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR6

Topic: School activities

Instructions to candidates

You are talking to your Gujarati friend about extracurricular activities that take place in each of your schools. The teacher will play the role of the friend and will speak first.

You must address the friend using an informal form of *you* in Gujarati such as તું/તને/તેં/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે તમારા ગુજરાતી મિત્ર સાથે અભ્યાસ સિવાયની પ્રવૃત્તિઓ વિશે વાત કરો છો.

1. અભ્યાસ સિવાયની પ્રવૃત્તિઓ – કયા કયા દિવસે
2. અભ્યાસ સિવાયની મનપસંદ પ્રવૃત્તિ – કારણ
3. !
4. ? નિશાળની ક્લબો – ખર્ચ
5. ? નિશાળની ક્લબો – સમયપત્ર

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR6

Topic: School activities

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે તમારા ગુજરાતી મિત્ર સાથે અભ્યાસ સિવાયની પ્રવૃત્તિઓ વિશે વાત કરો છો.

| | |
|---|--|
| 1 | <p>તારી અભ્યાસ સિવાયની પ્રવૃત્તિઓ અઠવાડિયાના કયા કયા દિવસે હોય છે?</p> <p>Allow the candidate to say which days of the week they have extracurricular activities.</p> <p>ખૂબ સરસ</p> |
| 2 | <p>તારી અભ્યાસ સિવાયની મનપસંદ પ્રવૃત્તિ કઈ છે અને શા માટે?</p> <p>Allow the candidate to say what their favourite extracurricular activity is and why.</p> <p>સરસ</p> |
| 3 | <p>!</p> <p>તાજેતરમાં તે તારી નિશાળની ક્લબમાં શું કર્યું હતું?</p> <p>Allow the candidate to say what they have recently done in a school club.</p> <p>ખૂબ રસપ્રદ. હું પણ મારી નિશાળની ક્લબમાં જાઉં છું.</p> |
| 4 | <p>?</p> <p>Allow the candidate to ask about the cost of school clubs.</p> <p>Give an appropriate brief response.</p> |
| 5 | <p>?</p> <p>Allow the candidate to ask about your school clubs' schedule.</p> <p>Give an appropriate brief response.</p> |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR7

Topic: What school is like

Instructions to candidates

You are spending the day with your Gujarati exchange partner at their school. Your teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે તમારા ગુજરાતી અદલાબદલીના સાથીદાર સાથે એક દિવસ પસાર કરી રહ્યા છો અને નિશાળના જીવન વિશે વાત કરો છો.

1. નિશાળની શરૂઆત – સમય
2. નિશાળનો ગણવેશ – અભિપ્રાય
3. !
4. ? નિશાળનો રમતગમત દિન
5. ? બપોરના ભોજન સમયે – પ્રવૃત્તિ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR7

Topic: What school is like

Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as તું/તને/તે/તારે/તારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે તમારા ગુજરાતી અદલાબદલીના સાથીદાર સાથે એક દિવસ પસાર કરી રહ્યા છો અને નિશાળના જીવન વિશે વાત કરો છો.

| | |
|---|---|
| 1 | તારી નિશાળ કયા સમયે શરૂ થાય? Allow the candidate to say when their school starts. |
| 2 | નિશાળના ગણવેશ વિશે તારો શું અભિપ્રાય છે? Allow the candidate to provide an opinion on school uniform. |
| 3 | ! નિશાળના તારા છેલ્લા પ્રવાસ વિશે મને કહીશ. Allow the candidate to describe the last school trip they went on. Give an appropriate brief response. |
| 4 | ? Allow the candidate to ask about your school sports day. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask what you do at lunchtime. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: School activities

Instructions to candidates

You are talking to a Gujarati teacher during a trip to a school in Delhi. The teacher will play the role of the teacher and will speak first.

You must address the teacher using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

દિલ્હીની નિશાળના પ્રવાસ દરમિયાન તમે એક ગુજરાતી શિક્ષક સાથે વાત કરો છો.

1. ભારતની મુલાકાત – ક્યારે ક્યારે
2. આ મુલાકાત – અભિપ્રાય
3. !
4. ? છેલ્લો નિશાળનો પ્રવાસ – ક્યાં
5. ? ઇન્ડિયન નિશાળનો પ્રવાસ – ક્યારે

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR8

Topic: School activities

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

દિલ્હીની નિશાળના પ્રવાસ દરમિયાન તમે એક ગુજરાતી શિક્ષક સાથે વાત કરો છો.

| | |
|---|---|
| 1 | તમે ભારત ક્યારે ક્યારે આવો છો? Allow the candidate to say how often they come to India. |
| 2 | આ પ્રવાસ તમને કેવો લાગે છે? Allow the candidate to say what they think of the trip.. |
| 3 | ! અત્યાર સુધી તમે ભારતમાં શું શું કર્યું? Allow the candidate to say what they have done in India. Give an appropriate brief response. |
| 4 | ? Allow the candidate to ask where your school last went on a trip to. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask when your school is going on a trip to England. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR9

Topic: Work

Instructions to candidates

You are looking for part-time work at an Indian store in north London. The teacher will play the role of the store manager and will speak first.

You must address the manager using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે ઉત્તર લંડનમાં એક ભારતીય દુકાનમાં ટૂંક સમય માટે કામ શોધો છો. તમે દુકાનના મેનેજર સાથે વાત કરો છો.

1. કામ - કયા પ્રકારનું
2. આ કામ - કારણ
3. !
4. ? પરદેશી ભાષા - કઈ
5. ? કામની શરૂઆત - માહિતી

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR9

Topic: Work

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે ઉત્તર લંડનમાં એક ભારતીય દુકાનમાં ટૂંક સમય માટે કામ શોધો છો. તમે દુકાનના મેનેજર સાથે વાત કરો છો.

| | |
|---|---|
| 1 | હું તમને શું મદદ કરું? Allow the candidate to state what type of work they are looking for. |
| 2 | તમને શા માટે આ પ્રકારનું કામ જોઈએ છે? Allow the candidate to say why they are interested in this type of work. |
| 3 | ! આ કામ તમારે કેટલા સમય માટે કરવું છે? Allow the candidate to say how long they would like to work for. સરસ. તમને અહીં કામ મળી શકશે. |
| 4 | ? Allow the candidate to ask what foreign languages are needed. Give an appropriate brief response. |
| 5 | ? Allow the candidate to ask you when they can start. Give an appropriate brief response. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to candidates

You are serving dinner at a local hotel during the summer and you speak to an Indian tourist. The teacher will play the part of the tourist and will speak first.

You must address the tourist using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

તમે એક સ્થાનિક હોટેલમાં રાતનું ભોજન પીરસો છો. તમે એક ભારતીય પ્રવાસી સાથે વાત કરો છો.

1. તમારો સ્થાનિક વિસ્તાર – અભિપ્રાય
2. શનિ-રવિની પ્રવૃત્તિ – ભલામણ
3. !
4. ? ભોજનની વાનગીઓ – મંગાવવી
5. ? ભોજનની વાનગીઓ – ભલામણ

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS HR10

Topic: Using languages beyond the classroom

Instructions to teacher

- Address the candidate using a formal form of *you* in Gujarati such as તમે/તમને/તમારે/તમારાથી.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

તમે એક સ્થાનિક હોટેલમાં રાતનું ભોજન પીરસો છો. તમે એક ભારતીય પ્રવાસી સાથે વાત કરો છો.

| | |
|---|--|
| 1 | તમારો સ્થાનિક વિસ્તાર કેવો છે તેના વિશે કહેશો? Allow the candidate to say what they think about the area. |
| 2 | શનિરવિના કોઈ પ્રવૃત્તિ કરવા માટે તમે ભલામણ કરી શકો? Allow the candidate to recommend an activity for the weekend. |
| 3 | ! ગયા ઉનાળાની રજામાં તમે શું કર્યું હતું? Allow the candidate to say what they did during the last summer holidays. Give an appropriate brief response. |
| 4 | ? Allow the candidate to ask you what you would like to order. હું કાંઈ નક્કી નથી કરી શકતો/શકતી. |
| 5 | ? Allow the candidate to ask if you would like them to make a recommendation of what to eat. હા, તમારો ખૂબ આભાર. |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP1

Topic: Cultural life



(Source: © Dinodia Photos/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- ઉજવણી કરવાનું મહત્ત્વ
- કોઈ તહેવારની ઉજવણી જેમાં તમે ગયા હતા
- ભવિષ્યમાં કોઈ જુદી જાતની ઉજવણી કરવા માંગતા હો
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP1

Topic: Cultural life



(Source: © Dinodia Photos/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે ઉજવણી કરવી એ અગત્યનું છે. તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. છેલ્લે તમે કોઈ તહેવારની ઉજવણીમાં ગયા હતા ત્યારે તમે શું કર્યું હતું?
[બીજું કાંઈ?]
4. ભવિષ્યમાં તમે કોઈ જુદી જાતની ઉજવણીમાં જવા માંગતા હો તેના વિશે મને કહો.
[શા માટે?/બીજું કાંઈ?]
5. પાર્ટીઓમાં સંગીત કેટલું મહત્ત્વનું છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP2

Topic: Daily life



(Source: © Jenny Matthews/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- સામાજિક પ્રસારણ માધ્યમ દ્વારા એકબીજા સાથે સંપર્ક રાખવા વિશે તમારો અભિપ્રાય
- પહેલાં કોઈ વખત તમને ટેકનોલોજી ઉપયોગી થઈ હોય તેનો એક દાખલો
- ભવિષ્યમાં લોકોને ટેકનોલોજી કેવી રીતે મદદ કરશે
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP2

Topic: Daily life



(Source: © Jenny Matthews/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે સામાજિક પ્રસારણ માધ્યમ દ્વારા એકબીજા સાથે સંપર્ક રાખવો જરૂરી છે.
તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. પહેલાં કોઈ વખત તમને ટેકનોલોજી ઉપયોગી થઈ હોય તેનો એક દાખલો આપો.
[બીજું કાંઈ?]
4. તમારા અભિપ્રાય પ્રમાણે ભવિષ્યમાં ટેકનોલોજી લોકોને કેવી રીતે મદદ કરશે?
[શા માટે?/બીજું કાંઈ?]
5. તમારા અભિપ્રાય પ્રમાણે ટેકનોલોજીના ગેરફાયદા શું છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP3

Topic: Town, region and country



(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- શહેર અથવા ગામમાં રહેવા વિશે તમારો અભિપ્રાય
- તાજેતરમાં તમે જે જગ્યાની મુલાકાત લીધી છે
- ભવિષ્યમાં તમે જે જગ્યામાં રહેવાનું પસંદ કરો છો
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP3

Topic: Town, region and country



(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને શહેર કરતાં ગામ વધુ ગમે. તમને શું વધુ ગમે?
[શા માટે?/બીજું કાંઈ?]
3. તાજેતરમાં તમે કોઈ જગ્યાની મુલાકાત લીધી હોય તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. ભવિષ્યમાં તમે કઈ જગ્યાએ રહેવાનું પસંદ કરશો?
[શા માટે?/બીજું કાંઈ?]
5. તમે જ્યાં રહો છો ત્યાં તમારા માટે સૌથી અગત્યની વસ્તુ શું છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP4

Topic: Holidays



(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- પર્વતો કે દરિયા કિનારા પર રજાઓ ગાળવા વિશે તમારો અભિપ્રાય
- રજા પર તમે જે રસપ્રદ કર્યું છે
- આવતા વર્ષે તમે જ્યાં રજા પર જવાનું પસંદ કરો છો
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP4

Topic: Holidays



(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને દરિયા કિનારા કરતાં પર્વતો પર રજાઓ ગાળવી વધુ ગમે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. તમારી રજા પર તમે કંઈક રસપ્રદ કર્યું હોય તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. આવતા વર્ષે તમે રજા પર ક્યાં જવાના છો?
[શા માટે?/બીજું કાંઈ?]
5. તમને તમારા મિત્રો સાથે કે તમારા કુટુંબ સાથે રજા પર જવું ગમે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP5

Topic: School activities



(Source: © Steve Speller/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- નિશાળના પરદેશના પ્રવાસો વિશે તમારો અભિપ્રાય
- નિશાળના પ્રવાસમાં જે કંઈ શીખ્યા હો
- ભવિષ્યમાં તમારો વર્ગ જે કાર્યક્રમ ગોઠવશે
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP5

Topic: School activities



(Source: © Steve Speller/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કંઈ?]
2. હું માનું છું કે નિશાળના પરદેશના પ્રવાસો મહત્વના છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કંઈ?]
3. તમે નિશાળના પ્રવાસમાં કંઈ શીખ્યા હો તેના વિશે મને કહો.
[બીજું કંઈ?]
4. ભવિષ્યમાં તમારો વર્ગ કયા પ્રકારનો કાર્યક્રમ ગોઠવશે?
[શા માટે?/બીજું કંઈ?]
5. નિશાળની અદલાબદલી કરવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP6

Topic: What school is like



(Source: © David Gee 4/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- નિશાળનો દિવસ પૂરો થવાના સમય વિશે તમારો અભિપ્રાય
- તમને મળેલ સૌથી મોટી સફળતા
- નિશાળમાં અભ્યાસ પૂરો કર્યા પછીની તમારી યોજનાઓ
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP6

Topic: What school is like



(Source: © David Gee 4/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે બ્રિટનમાં નિશાળનો દિવસ બહુ જલદી પૂરો થાય છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. નિશાળમાં તમને સૌથી મોટી સફળતા કઈ મળી હતી? તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. તમે નિશાળમાં અભ્યાસ પૂરો કર્યા પછી શું કરવાના છો?
[શા માટે?/બીજું કાંઈ?]
5. તમારી નિશાળના શિક્ષકો વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP7

Topic: Ambitions



(Source: © EyeEm/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- કોઈ કામમાં પૈસાની અગત્યતા વિશે તમારો અભિપ્રાય
- પહેલાં તમે નિશાળમાં, ઘરમાં અથવા કોઈ સંસ્થા માટે જે સૌથી વધુ રસપ્રદ કામ કર્યું છે
- ભવિષ્યમાં તમને જ્યાં કામ કરવાની ઇચ્છા છે
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP7

Topic: Ambitions



(Source: © EyeEm/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે કોઈ પણ કામમાં સૌથી અગત્યની વસ્તુ પૈસા છે. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. પહેલાં તમે નિશાળમાં, ઘરમાં અથવા કોઈ સંસ્થા માટે સૌથી વધુ રસપ્રદ કામ કર્યું હોય તેના વિશે મને કહો?
[શા માટે?/બીજું કાંઈ?]
4. ભવિષ્યમાં તમે ક્યાં કામ કરવા ઇચ્છો છો તેના વિશે મને કહો?
[શા માટે?/બીજું કાંઈ?]
5. તમને લાગે છે કે યુવાનો નિશાળમાં ભણતા હોય એ દરમિયાન તેઓએ કામ કરવું જોઈએ?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP8

Topic: Using languages beyond the classroom



(Source: © Cultura Creative (RF)/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- ભણતરમાં કમ્પ્યુટરનો ઉપયોગ કરવા વિશે તમારો અભિપ્રાય
- ગુજરાતી શિક્ષણમાં તમને જે સૌથી વધુ ગમ્યું
- ભવિષ્યમાં ગુજરાતી ભાષાનો તમે જે રીતે ઉપયોગ કરવા ઇચ્છો છો
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP8

Topic: Using languages beyond the classroom



(Source: © Cultura Creative (RF)/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. ભણતરમાં કમ્પ્યુટરનો ઉપયોગ કરવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. ગુજરાતી ભાષાનો અભ્યાસ કરવામાં તમને સૌથી વધુ શું ગમ્યું હતું?
[શા માટે?/બીજું કાંઈ?]
4. ભવિષ્યમાં તમે ગુજરાતી ભાષાનો કઈ રીતે ઉપયોગ કરવા ઇચ્છો છો?
[શા માટે?/બીજું કાંઈ?]
5. પરદેશમાં કામ કરવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- સ્વચ્છ દરિયા કિનારા હોવાનું મહત્ત્વ
- પર્યાવરણને મદદ કરવા તમારા કુટુંબના કોઈ સભ્યએ જે કાંઈ કર્યું છે
- પર્યાવરણને સ્વચ્છ રાખવા ભવિષ્યમાં તમે જે કાંઈ કરશો
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S55382A

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STIMULUS HP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. હું માનું છું કે એ મહત્ત્વનું છે કે દરિયા કિનારા સ્વચ્છ રાખવા જોઈએ. તેના વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]
3. પર્યાવરણને મદદ કરવા તમારા કુટુંબના કોઈ સભ્યએ કાંઈ કર્યું હોય તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. પર્યાવરણને સ્વચ્છ રાખવા માટે ભવિષ્યમાં તમે શું કરશો?
[બીજું કાંઈ?]
5. તમારી બિનજરૂરી વસ્તુઓ ફેંકવા કરતાં કોઈને આપી દેવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP10

Topic: Bringing the world together



(Source: © Xinhua/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટાનું વર્ણન
- આંતરરાષ્ટ્રીય રમતગમતના કાર્યક્રમો વિશે તમારો અભિપ્રાય
- પહેલાં તમે જે રમતગમતના ખાસ કાર્યક્રમમાં ભાગ લીધો છે
- ભવિષ્યમાં કોઈ રસપ્રદ હરીફાઈ જોવાની તમારી યોજનાઓ
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample Assessment Materials

(Time: 22 to 24 minutes (total), which includes 12 minutes' preparation time)

Paper Reference **1GU0/2H**

Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.
- To enable each candidate to do this, prompts have been given in each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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Topic: Bringing the world together



(Source: © Xinhua/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
[બીજું કાંઈ?]
2. મને આંતરરાષ્ટ્રીય રમતગમતના કાર્યક્રમો બહુ ગમે, તમને ગમે?
[શા માટે?/બીજું કાંઈ?]
3. તમે રમતગમતના કોઈ ખાસ કાર્યક્રમમાં ભાગ લીધો હોય તેના વિશે મને કહો.
[બીજું કાંઈ?]
4. ભવિષ્યમાં કોઈ રસપ્રદ હરીફાઈ જોવાની તમારી શું યોજના છે?
[શા માટે?/બીજું કાંઈ?]
5. ટુકડીમાં પ્રવૃત્તિઓ કરવા વિશે તમારો શું અભિપ્રાય છે?
[શા માટે?/બીજું કાંઈ?]

GCSE Gujarati Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 should 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 should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will 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.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, student work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication; highly ambiguous OR pronunciation prevents communication |
| 1 | Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication |

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults, for example teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 4 (HR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria.

Higher card 4 (HR4)

તમે ખોવાઈ ગયેલી વસ્તુઓની કચેરીમાં છો. તમે ત્યાંના અધિકારી સાથે વાત કરો છો.

Prompt 1: થેલી - વર્ણન

Question 1: તમે તમારી થેલીનું વર્ણન કરશો?

| Mark | Descriptor | |
|------|--|--|
| 0 | થેલીનું વર્ણન કરું. | થેલી બસમાં. |
| | No rewardable communication. The candidate repeats wording from the question and does not describe the item. | Highly ambiguous. The candidate has misunderstood the question and provided no description of the item that is lost. |
| 1 | મોંઘી ચામડું. | થેલી કારી હશે. |
| | Partially clear. The word “ચામડું” is not stated with a case ending as in “ચામડાની”. However, the meaning is understandable within the context of the role play. | Ambiguous. The candidate has responded in the future tense and the word “કારી” has been mispronounced as “કારી”. |
| 2 | મારી થેલી લીલા રંગની લાંબા પટ્ટાવાળી હતી. | તે રંગબેરંગી આભલાંવાળી હતી અને માટું નામ પણ લખેલું હતું. |
| | The response is clearly communicated. | The response is clearly communicated. |

Prompt 2: થેલી - તેમાંની વસ્તુઓ

Question 2: થેલીની અંદર જે વસ્તુઓ હતી તેનું વર્ણન કરો.

| Mark | Descriptor | |
|------|---|---|
| 0 | બહુ વસ્તુઓ છે. | ઘણી વસ્તુઓ ગુમ થઈ ગઈ. |
| | No rewardable communication. The candidate has provided no details about any of the items in the bag. | Highly ambiguous. The candidate appears to have misunderstood the question and provided no details about any of the items in the bag. |
| 1 | લુગડાંમાં હતી. | હું નવાં કપડાં ગયાં. |
| | Ambiguous. The candidate's response states "in the clothes", rather than "clothes in the bag". | Sentence structure is partially correct. The incorrect pronoun "હું" has been used, instead of "મારા". |
| 2 | થેલીમાં માટું પાકીટ, મારા પુસ્તક અને ઘરની ચાવી હતી. | તેમાં મારી સફર માટેનાં કપડાં, ટિકિટ અને કાળા રંગનું પૈસાનું એક પાકીટ હતું. |
| | Clearly communicated, despite the minor pronoun error where the candidate has stated "મારા" instead of "માટું". | The response is clearly communicated. |

Prompt 3: !

Question 3: તમારી થેલી ખોવાઈ ગઈ ત્યારે તમે શું કરતા હતા?

| Mark | Descriptor | |
|------|--|--|
| 0 | હું કરતો તો. | મિત્ર મરવા. |
| | No rewardable communication. The question has not been answered. | Pronunciation prevents communication. The word "મળવા" has been mispronounced as "મરવા". |
| 1 | ઘેરથી નિશાળે જઈશ. | દરિયા કિનારામાં થેલી ના મળી. |
| | Partially clear. The candidate has responded in the future tense rather than the past. However, the meaning is understandable within the context of the role play. | Partially appropriate. The candidate has stated where they were when they lost the bag but not what they were doing. |
| 2 | હું સવારે બસમાં નિશાળે જતી હતી. | હું આગાડીના મથકે ઉપહારગૃહમાં મારા મિત્રની વાટ જોતી હતો. |
| | The response is clearly communicated. | Unambiguous, despite an error with the verb where "જોતો" has been stated as "જોતી". |

Prompt 4: ? કચેરી - સંપર્કની વિગતો

| Mark | Descriptor | |
|------|---|--|
| 0 | સંપર્કની વિગતો. | થેલી મળી છે? |
| | No rewardable communication. The candidate has simply repeated the wording of the prompt and has not asked a question. | No rewardable communication. The required question has not been asked. |
| 1 | હું ક્યાં ટેલિફોન કરું? | તને થેલીની મળે તો તને કેવી રીતે પૂછું? |
| | Partially clear. The candidate has not asked for contact details. A purpose has been conveyed but it lacks clarity. However, the meaning is understandable within the context of the role play. | Partially appropriate within the context of the role play. The candidate has used an informal form of "you" in a formal role play. |
| 2 | મહેરબાની કરી તમે મને અહીંનો ટેલિફોન નંબર આપશો? | તમારો સંપર્ક કરવા કૃપા કરી તમે મને તમારો ટેલિફોન નંબર આપશો? |
| | The response is clearly communicated. | The response is clearly communicated. |

Prompt 5: ? કચેરી - ખુલ્લી રહેવાના સમય

| Mark | Descriptor | |
|------|---|---|
| 0 | કચેરી ખુલી છે? | ઓફિસ ક્યાં ખુલેને બંધ થાય? |
| | No rewardable communication because the required question has not been asked. | Reference to "where" rather than "when" makes the response highly ambiguous. |
| 1 | કચેરી ક્યારે ખુલે? | કચેરી ખુલે અને બંધ થાય? |
| | Partially clear. The candidate has asked for the opening time but failed to ask about the closing time. | Ambiguous; the candidate has asked whether the office opens and closes but has made no reference to time. |
| 2 | તમારી કચેરીના ખુલવાના સમય શું છે? | તમારી કચેરી કેટલા વાગ્યે ખુલે અને કેટલા વાગ્યે બંધ થાય? |
| | The response is clearly communicated. | The response is clearly communicated. |

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material. |
| 1–4 | <ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 5–8 | <ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 9–12 | <ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate. |
| 13–16 | <ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible. |

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

| Mark | Descriptor |
|------|--|
| 0 | No rewardable material. |
| 1–2 | <ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 3–4 | <ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.Responses are generally coherent although errors occur that occasionally hinder clarity of communication. |
| 5–6 | <ul style="list-style-type: none">Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication. |
| 7–8 | <ul style="list-style-type: none">Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.Responses are coherent, any errors do not hinder the clarity of the communication. |

Additional guidance

Errors: students are not expected to produce perfect, error-free speech 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 clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener 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.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication. |
| 4–6 | <ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication. |
| 7–9 | <ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate. |
| 10–12 | <ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible. |

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted. Occasionally able to initiate and develop responses independently but regular prompting needed. Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation. |
| 4–6 | <ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation. Sometimes able to initiate and develop the conversation independently, some prompting needed. Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation. |
| 7–9 | <ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction. Mostly able to initiate and develop the conversation independently. Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation. |
| 10–12 | <ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction. Consistently able to initiate and develop the conversation independently. Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow. |

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material. |
| 1–3 | <ul style="list-style-type: none">Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed. |
| 4–6 | <ul style="list-style-type: none">Manipulates grammatical structures with occasional variation, complex structures used but repetitive.Generally accurate grammatical structures, generally successful references to past, present and future events.Generally coherent speech although errors occur that sometimes hinder clarity of communication. |
| 7–9 | <ul style="list-style-type: none">Manipulates a variety of grammatical structures, some variety of complex structures.Predominantly accurate grammatical structures, mostly successful references to past, present and future events.Predominantly coherent speech; errors occur but they rarely hinder clarity of communication. |
| 10–12 | <ul style="list-style-type: none">Manipulates a wide variety of grammatical structures, frequent use of complex structures.Consistently accurate grammatical structures, consistently successful references to past, present and future events.Fully coherent speech; any errors do not hinder the clarity of the communication. |

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures included in the grammar list that are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech 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 clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener 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.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
Level 1/Level 2
GCSE (9–1)

Centre Number

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Candidate Number

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Sample Assessment Materials

(Time: 1 hour 5 minutes)

Paper Reference **1GU0/3H**

Gujarati

Paper 3: Reading and understanding in Gujarati

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Gujarati.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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S 5 5 3 8 4 A 0 1 2 0


Pearson

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

An international event

1 Read the advert below.

કઠપૂતળીના ખેલને બઢતી આપવા માટે દર વરસે સપ્ટેમ્બર મહિનામાં એક આંતરરાષ્ટ્રીય મેળાની યોજના કરવામાં આવે છે.

ગયા વરસે આ મેળો દિલ્હીમાં હતો પણ આ વરસે તે રાવલપિંડીમાં રાખવામાં આવ્યો છે. ૨૦૧૨ની સાલમાં પાંચ નાટક કંપનીઓથી આ મેળાનું મંડાણ થયું હતું. ત્યારબાદ આ કાર્યક્રમ ખૂબ લોકપ્રિય થવાના કારણે હવે તો વીસથી પણ વધુ કંપનીઓ ભાગ લેવાની છે.

ઓગસ્ટ મહિનામાં તો ખૂબ જ ભીડ થશે કારણ કે ઈંદનો તહેવાર હોવાથી વધારે લોકો આવવાની શક્યતા છે, એટલા માટે જો પરદેશથી આવનાર લોકોએ નાઉમેદ ન થવું હોય તો તેઓની જગ્યા આગળથી નોંધાવી લેવી પડશે.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Where will the festival be held this year?

(1)

(b) How many theatre groups will there be?

(1)

(c) Why is it likely to be very busy in August?

(1)

(Total for Question 1 = 3 marks)

Pavan's New House

- 2 Read the extract from a book, about Pavan, who has recently moved to a new house with his family. In this extract he is writing a letter to his cousin Geeta.

પ્રિય બહેન ગીતા

કેમ છે? ગયા શુક્રવારે અમે નવા ઘરે આવી ગયા છીએ. અમારું નવું ઘર ખૂબ સરસ છે. તે બહુ મોટું નથી ને નાનું પણ નથી, મારા માતા-પિતા, નાની બહેન મીના અને મારા માટે બરાબર છે.

ઘરમાં ચાર શયનકક્ષ, બેઠકખંડ, ભોજનખંડ, રસોડું, બે સ્નાનગૃહ, ત્રણ પાચખાના, ગાડી રાખવાનો તબેલો તેમજ આગળ અને પાછળ બગીચાઓ છે. નજીકમાં જ બધી સુખ-સુવિધાઓ ઉપલબ્ધ છે. એકંદરે મારો ઓરડો સરસ છે પણ મને દિવાલનો લાલ રંગ નથી ગમતો એટલે બદલીને વાદળી રંગ કરીશ.

અમારા પાડોશીઓ પણ ગુજરાતી જ છે. તેઓ ખૂબ જ મિલનસાર અને દયાળુ સ્વભાવનાં છે. પહેલા જ દિવસે અમારા માટે ચા-નાસ્તો લાવ્યા હતા. તેમનો દિકરો અજય તો ટૂંક સમયમાં જ મારો ગાઢ મિત્ર બની ગયો છે.

કાકા-કાકીને પ્રણામ અને જવાબ લખજે.

લિ. તારો ભાઈ પવન

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) How many other family members live with Pavan?

(1)

- (b) How many gardens does Pavan's new house have?

(1)

- (c) Why does Pavan want to change the colour of his room?

(1)

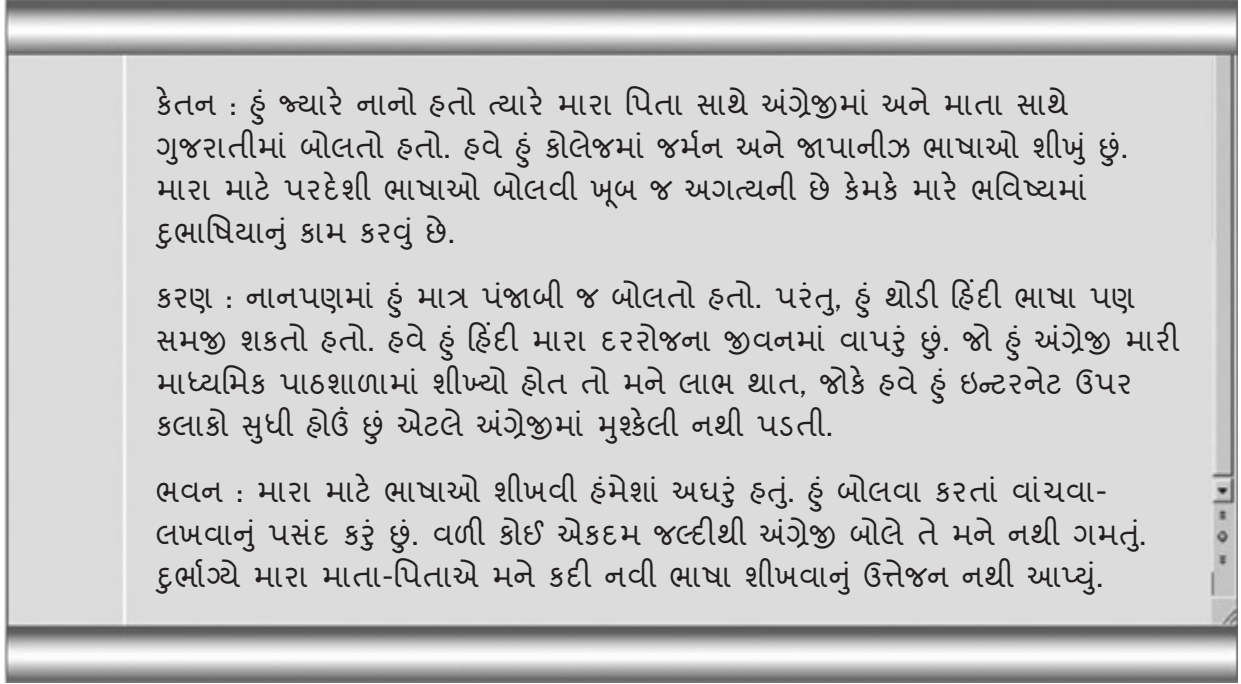
- (d) How are his new neighbours?

(1)

(Total for Question 2 = 4 marks)

How we use different languages

3 Read the conversation between people on an internet chat forum.



Answer the following questions **in English**. You do not need to write in full sentences.

(a) Who prefers reading a language rather than speaking it? (1)

(b) Who speaks four languages? (1)

(c) How does Karan learn English? (1)

(d) What does Bhavan say about his parents' attitude to his language learning? (1)

(e) What would Ketan like to do in the future? (1)

(Total for Question 3 = 5 marks)

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QUESTION 4 BEGINS ON THE NEXT PAGE

Shopping In Surat

- 4 Read the extract from a literary text about Gujarati culture. Devanshi tells about her shopping experience in India.

ગુજરાતના વેપારીઓ જેવી આવડત દુનિયાભરમાં ક્યાંય જોવા નથી મળતી. તેઓની ધંધો કરવાની રીત જ અનોખી હોય છે.

તમે સાડીઓની અથવા પુરુષોના કપડાંની દુકાનમાં જોવા પ્રવેશો કે તમને સરસ રીતે આવકારી આ અથવા સોડા મંગાવશે. આપણી બોલવાની રીત પરથી દુકાનદાર સમજી જાય કે આપણે પરદેશના છીએ અને શું લેવું હશે. આથી ધીમે રહીને પૂછશે કે તમે ક્યાંથી આવો છો.

સાડીઓ કે કપડાં બતાવવાના શરૂ કરે ત્યારે પહેલાં તો ફેશન પૂરી થવા આવી હોય અને થોડાં સસ્તાં હોય તેવા બતાવે. પછી ધીમેથી મીઠું મીઠું બોલીને નવી ફેશનના મોંઘાં કપડાં બતાવતા જાય. ગયા વરસે જ્યારે હું સૂરતમાં ખરીદી કરવા ગઈ હતી ત્યારે મને ઘણો રસપ્રદ અનુભવ થયો હતો. મેં જે કપડાં જરા પણ પસંદ કર્યાં તે તરત જ જુદા ઢગલામાં મૂકતા ગયા અને છેલ્લે તેમાંથી ઊપાડીને કહ્યું, “આ તો નવો જ માલ છે અને ખૂબ જ સરસ છે એટલે લઈ જાવ.”

તમે જો મક્કમ ન રહો તો તમને જોઈએ તેના કરતાં બમણી ખરીદી કરીને દુકાનમાંથી બહાર નીકળશો.

Put a cross ☒ in the correct box.

Example: When dealing with customers, shopkeepers in Gujarat are...

| | |
|-------------------------------------|-----------------------------|
| <input type="checkbox"/> | A poor at their job. |
| <input type="checkbox"/> | B impolite. |
| <input type="checkbox"/> | C inexperienced. |
| <input checked="" type="checkbox"/> | D good at their job. |

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(i) Upon entering the shop you will be...

(1)

| | |
|--------------------------|--------------------|
| <input type="checkbox"/> | A ignored. |
| <input type="checkbox"/> | B welcomed. |
| <input type="checkbox"/> | C hugged. |
| <input type="checkbox"/> | D told off. |

(ii) You will be offered...

(1)

| | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | A tea and biscuits. |
| <input type="checkbox"/> | B tea or coffee. |
| <input type="checkbox"/> | C tea or cold drinks. |
| <input type="checkbox"/> | D tea and samosas. |

(iii) Shopkeepers recognise foreigners from their...

(1)

| | |
|--------------------------|-------------------|
| <input type="checkbox"/> | A speech. |
| <input type="checkbox"/> | B manners. |
| <input type="checkbox"/> | C clothes. |
| <input type="checkbox"/> | D look. |

(iv) They will start off by showing you...

(1)

| | |
|--------------------------|--|
| <input type="checkbox"/> | A the latest fashions. |
| <input type="checkbox"/> | B the most expensive clothes. |
| <input type="checkbox"/> | C clothes going out of fashion. |
| <input type="checkbox"/> | D designer clothes. |

(v) If you are not firm you might...

(1)

| | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | A upset the shopkeeper. |
| <input type="checkbox"/> | B buy too much. |
| <input type="checkbox"/> | C talk too much. |
| <input type="checkbox"/> | D please the shopkeeper. |

(Total for Question 4 = 5 marks)

The value of university

- 5 Read this online magazine article, where young people talk about going straight to university from school.

શું શાળાના અભ્યાસ પછી તરત જ યુનિવર્સિટી જવું યોગ્ય છે?

હીનાને લાગે છે કે ગુજરાતી માતા-પિતાઓ વાસ્તવિક વિગતોની પૂરેપૂરી માહિતી મેળવ્યા વગર જ ધારી લેતા હોય છે કે નિશાળનો અભ્યાસ પૂરો થાય કે તરત જ યુવાનવર્ગે મહાવિદ્યાલયમાં જવું જ જોઈએ, નહિતર ભવિષ્યમાં તેઓને સારી નોકરી ન મળી શકે. પરંતુ, હકીકતમાં તો કિશોરવર્ગને આ સમયે એવો જરા પણ ખ્યાલ હોતો જ નથી કે તેઓને તેમના ભવિષ્યમાં શું કરવું છે?

શીવમ એવું કહેવા માંગે છે કે નિશાળનું ભણતર પૂરું કર્યા બાદ એકાદ વરસ વિશ્વના બીજા કોઈ દેશમાં રહી ત્યાંની રહેણીકરણી વિશે જાણકારી મેળવવી એ તદ્દન બરાબર છે અને તે માટે હું સંપૂર્ણપણે સંમત છું.

રાહુલના વિચાર પ્રમાણે આ સમયનો ગાળો જ એવો છે કે જે આપણા અમૂલ્ય જીવનનો અનુભવ લેવા માટે શ્રેષ્ઠ છે. તમે તમારી પોતાની જાતને બરાબર ઓળખી શકો અને તમારી વિશિષ્ટ ખાસિયત જાણી શકો જે ભવિષ્યની કારકિર્દીનો નિર્ણય લેવા માટે સહાયકારી થઈ શકે.

પરંતુ હેમલને હજુ શંકા છે કે અભ્યાસ વગરનું એક આખું વર્ષ ગાળવું એ આપણા માટે જોખમકારક બની શકે છે. આ વિશેની સાચી વાત તો એ છે કે એક વરસમાં તમે જે શીખ્યાં હો તે લગભગ બધું જ ભૂલી જવાની સંભાવના છે અને તમારે બધું ફરીથી શીખવું પડે.

Who says what? Choose the correct answer from **Heena, Shivam, Rahul** and **Hemal**.

Example: *Heena* thinks that some Gujarati parents have preconceptions.

- (a) is worried that you can forget everything after a year out of education. (1)
- (b) points out that a year abroad after finishing school is fine. (1)
- (c) says some parents think that going straight to university is important to get a good job. (1)
- (d) thinks that having a year out between school and university gives you valuable life experience. (1)

Answer the following questions **in English**.

- (e) According to the text, what important decision can a year abroad help you to make?

(1)

- (f) Why does Heena think it can be a bad idea to make a decision about university at this age?

(1)

(Total for Question 5 = 6 marks)

International days

6 Read the article about international days.

સામાન્ય રીતે બધાં જ દિવસો અગત્યના હોય છે પણ કેટલાક દિવસોનું અમુક કારણોને લીધે વધારે મહત્ત્વ હોય છે. ૧૫મી ઓગસ્ટ હિંદુસ્તાનીઓ માટે અગત્યની ગણાય છે કારણ કે તે દિવસ ભારતનો સ્વતંત્રતાદિન છે. કેટલાક લોકોનું માનવું છે કે વધારે પડતા આંતરરાષ્ટ્રીય દિવસો ઉજવવાથી તેનું મહત્ત્વ ઘટી જશે.

મનુષ્યના આજના યાંત્રિક ઢબના જીવનમાં લોકો એટલાં બધાં વ્યસ્ત થઈ ગયા હોય છે કે આજે કયો દિવસ કે કઈ તારીખ છે તે પણ તેઓને યાદ નથી રહેતું. સંયુક્ત રાજ્યસંસ્થા તેમ જ બીજી સંસ્થાઓ, એક વરસમાં આવતી કેટલીક તારીખોની ઐતિહાસિક પરિસ્થિતિની અગત્યતા કાયમ માટે યાદગાર બનાવવા અથાગ પ્રયાસ કરી રહી છે. દુનિયાભરમાં જુદા જુદા સમાજો સવિશેષ દિવસોએ વિવિધ પ્રકારના કાર્યક્રમો યોજી પૂર્વે બની ગયેલ મહત્ત્વની ઘટનાઓની ઉજવણી કરે છે. જેના કારણે દુનિયામાં ચાલી રહેલી સમસ્યાઓ બાબતે અને તેઓના સાંસ્કૃતિક વારસા વિશે લોકોમાં જાગૃતિ લાવી શકાય છે.

૨૧મી ફેબ્રુઆરી આંતરરાષ્ટ્રીય માતૃભાષા દિન તરીકે ઉજવાય છે કારણ કે દુનિયાભરમાં બોલાતી ૬૯૧૨ ભાષામાંથી ૫૧૬ ભાષાઓનું તો જાણે અસ્તિત્વ જ મટી ગયું છે. અમુક ભાષાઓનો વધારે પડતો ઉપયોગ થવાને કારણે કેટલીય માતૃભાષાઓનું મહત્ત્વ ઘટી ગયું છે. આવી જ રીતે ૨૧મી માર્ચનો દિવસ જાતીય ભેદભાવનો અંત લાવવા માટેના દિવસ તરીકે ઉજવાય છે. ૭મી એપ્રિલ દુનિયાના આરોગ્યદિન તરીકે અને પહેલી મે વિશ્વના મજૂર દિવસ તરીકે મનાય છે.

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(i) What does this article tell us?

Put a cross ☒ next to the **three** correct sentences.

(3)

| | | |
|----------------|---|-------------------------------------|
| Example | Some days are more important due to their significance. | <input checked="" type="checkbox"/> |
| A | Having too many memorable dates can make them lose their importance. | <input type="checkbox"/> |
| B | The 21st of March is celebrated as Mother Tongue Day. | <input type="checkbox"/> |
| C | There are 6912 languages spoken today. | <input type="checkbox"/> |
| D | The 15th of August is celebrated worldwide. | <input type="checkbox"/> |
| E | World Health Day is celebrated in April. | <input type="checkbox"/> |
| F | The United Nations and other organisations endorse memorable dates. | <input type="checkbox"/> |
| G | Our modern lifestyles help us to remember important dates in history. | <input type="checkbox"/> |

Answer the following questions in English.

(ii) Give **one** way that local communities raise awareness for issues around the world.

(1)

(iii) What is the reason for the decline in use of mother tongue worldwide?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

ઉનાળાની રજાઓ

7 જિતેનનો તેની ઉનાળાની રજાઓ વિશેનો બ્લોગ વાંચો.

ગયા વર્ષે ઉનાળાની રજામાં મારા મિત્રો તથા મેં જંગલમાં શિબિરના પ્રવાસે જવાનું નક્કી કર્યું હતું. મને પહેલેથી જ જ્યાં તડકો, તાજો હવા, સુંદર વન અને હૂંફાળા પાણીવાળું નીલા રંગનું સરોવર હોય તેવી જગ્યા ખૂબ પસંદ હતી. શિબિર દરમિયાન હું ઘણા છોકરા છોકરીઓને મળ્યો હતો. ત્યાં બધું બહુ રસપ્રદ હતું. અહીં અમે સરોવર કિનારે તેમજ વનમાં ખૂબ ફર્યા અને મજા કરી હતી. રોજ સાંજે અમે ચલચિત્ર જોતા હતાં તો કોઈ વખત વાતચીત કરતા અથવા સંગીત સાંભળીને નાચતા હતાં. અમે ખોખો અને સંતાફકડી જેવી રમતો પણ રમતાં હતાં. ત્યાં બધું ખૂબ જ આશ્ચર્યજનક હતું!

સાચાં ખાનામાં ☒ કરો.

ઉદાહરણ: રજાઓ ... પહેલાં હતી.

| | |
|-------------------------------------|------------|
| <input type="checkbox"/> | A મહિના |
| <input type="checkbox"/> | B પખવાડિયા |
| <input type="checkbox"/> | C બે દિવસ |
| <input checked="" type="checkbox"/> | D એક વરસ |

(i) આ શિબિર ... હતી.

(1)

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | A જંગલમાં |
| <input type="checkbox"/> | B પહાડો પર |
| <input type="checkbox"/> | C નદી કાંઠે |
| <input type="checkbox"/> | D દરિયા કિનારે |

(ii) ત્યાંનું હવામાન ... હતું.

(1)

| | |
|--------------------------|-------------------|
| <input type="checkbox"/> | A ખરાબ |
| <input type="checkbox"/> | B ઠંડું |
| <input type="checkbox"/> | C સરસ |
| <input type="checkbox"/> | D વાદળિયું |

(iii) આ શિબિરમાં ... હતું.

(1)

| | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | A ઘણું બધું કરવાનું |
| <input type="checkbox"/> | B કંઈ કરવાનું ન |
| <input type="checkbox"/> | C બધું ખૂબ કંટાળાજનક |
| <input type="checkbox"/> | D હમેશાં બધું શાંત |

(iv) રોજ સાંજે તેઓ ... હતાં.

(1)

| | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | A કામ કરતા |
| <input type="checkbox"/> | B મનોરંજન કરતા |
| <input type="checkbox"/> | C અભ્યાસ કરતા |
| <input type="checkbox"/> | D તરવા જતા |

(v) તંબુમાં ગાળેલી રજાઓ ... હતી.

(1)

| | |
|--------------------------|-------------------------|
| <input type="checkbox"/> | A ખરાબ સપના જેવી |
| <input type="checkbox"/> | B ખૂબ ખર્ચાળ |
| <input type="checkbox"/> | C અણગમતી |
| <input type="checkbox"/> | D ખૂબ આનંદદાયક |

(Total for Question 7 = 5 marks)

આપણી પૃથ્વીની રક્ષા કરો

8 પર્યાવરણની યોજનાઓ વિશે માહિતી વાંચો.

સ્વચ્છ નદી યોજના

આ ઓગસ્ટ દરમિયાન એક ટુકડી સ્થાનિક વિસ્તારમાં આવેલી નદી સાફ કરશે. તે માટે પાણી ન જાય તેવાં કપડાંની જરૂર પડશે. જેને સારું તરતા આવડતું હશે તેઓને માટે જ છે. સોળ વરસની નીચેના માટે યોગ્ય નથી.

જૂનામાંથી નવાની યોજના

હું પર્યાવરણને બચાવવા હંમેશાં નકામી વસ્તુઓનો ફરીથી ઉપયોગ કરું છું. હું પાણીની બાટલીને ફેંકી ન દેતા તેને વારંવાર વાપરું છું. જે વસ્તુનો ફરી પાછો ઉપયોગ થઈ શકતો હોય તો તેને એક વાર વાપરી નાંખી ન દેવી જોઈએ.

વૃક્ષ વાવો યોજના

તમને વનજીવનની ચિંતા છે? પાનખરમાં અમે જંગલમાં કામ કરવા જઈશું. ત્યાં સાફસૂકી કરી નવા ઝાડો રોપીને અહીં વસતી જુદી જુદી જાતિને મદદરૂપ થઈ શકીશું.

સ્વચ્છ શહેર યોજના

ચોમાસા પછી દિવાળીની તૈયારી કરવા અમે અમારી શેરીઓમાં સફાઈ કરીશું. બાળકોના ઉત્તેજન માટે ખાસ પ્રવૃત્તિઓ હશે.

તમે કઈ યોજના પસંદ કરશો? સ્વચ્છ નદી, જૂનામાંથી નવું, વૃક્ષ વાવો અથવા સ્વચ્છ શહેર. તમે એકથી વધારે વાર શબ્દોનો ઉપયોગ કરી શકશો.

ઉદાહરણ: તમે વર્ષા ઋતુ પછી જ મદદ કરી શકશો: સ્વચ્છ શહેર

(ક) તમે કોઈ પણ જાતની ચિંતા વગર તરી શકશો: (1)

(ખ) તમે કામ વગરની ચીજોને ફરીથી વાપરો છો: (1)

(ગ) તમારા પાંચ અને સાત વરસના બે ભાઈઓ છે: (1)

(ઘ) તમને પ્રાણીઓનું રક્ષણ કરવામાં રસ છે: (1)

(ચ) તમને ખાસ પ્રકારના કપડાંની જરૂર પડશે: (1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE

9 નીચેનો લેખ વાંચો.

આજની સૌથી મોટી સમસ્યા પ્રદૂષણની છે. મનુષ્ય પોતે જ આ માટે જવાબદાર છે. પોતાનાં સ્વાર્થને ખાતર લોકો આ પૃથ્વી પરના જંગલો, વન્યસૃષ્ટિ, નદીઓ વગેરે કુદરતી અનેક રમણીય સ્વરૂપોનો વિનાશ કરી રહ્યા છે. માનવ પોતાના રહેઠાણો બનાવવા માટે, પ્રાણીઓના કુદરતી ઘરોનો નાશ કરી રહ્યા છે. પ્રાણીઓનો શિકાર કરી સામાજિક મોભા ખાતર કે પછી પશુઓની ચામડી, દાંત, હાડકાં, શિંગડાંમાંથી બનતાં પોષાક, ઘરેણાં, પગરખાં જેવી વસ્તુઓના વ્યાપાર માટે તેમની હત્યા કરવામાં આવે છે. માનવોના સૌંદર્ય પ્રસાધનો કે દવાઓના સંશોધન માટે પ્રાણીઓ પર જુદા જુદા અખતરાઓ કરવામાં આવે છે.

કુદરતી વાયુ તથા બળતણ માટે મનુષ્યે પહેલાં ધરતીને ખોદી નાખી; પછી વૃક્ષોને કાપી નાંખ્યાં. કારખાનાંઓ તેમજ વાહનોનાં ધૂમાડાથી પર્યાવરણ પ્રદૂષિત થવા લાગ્યું. બીમારીઓ ફેલાવા લાગી. દુનિયાભરના હવામાનમાં ભારે ફેરફારો થયા.

ઉદ્યોગો તેમજ ઘરોમાંથી ઠલવાતા કચરા વડે નદીઓ પ્રદૂષિત થઈ ગઈ છે. જેના કારણે આ પાણી માનવજાત કે પશુઓને પીવાલાયક કે ખેતીલાયક રહેતું નથી. જે નદીઓ જેને આપણે લોકમાતા કહીએ છીએ, જેણે સદીઓથી પોતાના નિર્મળ જળ દ્વારા તમામ જીવોનું પોષણ કર્યું, તેના કાંઠે વસેલાં અસંખ્ય શહેરો તથા ગામડાંઓને સમૃદ્ધ બનાવ્યા અને જેનાથી અનેક મહાન સંસ્કૃતિઓની શરૂઆત થઈ એવી નદીઓ હવે કચરાથી ઊભરાઈ રહી છે.

જાગૃત નાગરિક તરીકે આપણે સહુએ કુદરતનાં દરેક રૂપોનું જતન માળીની જેમ કરવું જોઈએ, જેથી વિશ્વમાં જીવોના એકબીજા સાથેના સંબંધોમાં સંતુલન જાળવી શકાય.

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નીચેના સવાલોનાં ગુજરાતીમાં જવાબ લખો. આખા વાક્યમાં જવાબ લખવાની જરૂર નથી.

(a) પ્રદૂષણ માટે કોણ જવાબદાર છે?

(1)

(b) પ્રાણીઓને શા માટે મારવામાં આવે છે? બે કારણો જણાવો.

(2)

(c) નદીઓ શાનાથી પ્રદૂષિત થઈ રહી છે?

(1)

(d) કુદરતની જાળવણી શા માટે જરૂરી છે?

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage into English.

ગાંધીનગરની લગભગ બધી જ શાળાઓમાં મોબાઇલ ફોન વાપરવાની મનાઈ છે. આમ છતાં મારા ભાઈ કીરીટે મને કહ્યું કે વડોદરામાં ઘણાં બાળકો પાસે પોતાનો મોબાઇલ ફોન હોય છે જેના વિશે તેઓ કોઈને જણાવતા નથી. તેમ છતાં, બધાં તેનો અનુચિત ઉપયોગ નથી કરતા, ઘણા તો તેમના અભ્યાસમાં મદદ માટે વાપરે છે. જો મોબાઇલ ફોનના અનુચિત ઉપયોગ માટે જ મનાઈ કરવામાં આવે તો વધારે સારું.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Gujarati Higher tier

Paper 3 Mark scheme

SECTION A

| Question number | Answer | Mark |
|-----------------|---------------|------|
| 1(a) | In Rawalpindi | (1) |

| Question number | Answer | Mark |
|-----------------|------------------|------|
| 1(b) | More than twenty | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(c) | It will be during (the festival of) Eid | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(a) | 3 | (1) |

| Question number | Answer | Mark |
|-----------------|----------------------|------|
| 2(b) | Two (front and back) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 2(c) | Because he does not like red/does not like the colour | (1) |

| Question number | Answer | Mark |
|-----------------|-------------------------------------|------|
| 2(d) | (The neighbours are) friendly/ kind | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(a) | Bhavan | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 3(b) | Ketan | (1) |

| Question number | Answer | Mark |
|-----------------|--------------------|------|
| 3(c) | Using the internet | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(d) | They never encouraged him (to learn a new language) | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3(e) | He would like to become a translator/interpreter | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(i) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(ii) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iii) | A | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(iv) | C | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4(v) | B | (1) |

| Question number | Answers | Mark |
|-----------------|---------|------|
| 5(a) | Hemal | (1) |

| Question number | Answers | Mark |
|-----------------|---------|------|
| 5(b) | Shivam | (1) |

| Question number | Answers | Mark |
|-----------------|---------|------|
| 5(c) | Heena | (1) |

| Question number | Answers | Mark |
|-----------------|---------|------|
| 5(d) | Rahul | (1) |

| Question number | Answers | Mark |
|-----------------|--|------|
| 5(e) | It can help you find a specialism (for your future career) | (1) |

| Question number | Answers | Mark |
|-----------------|---|------|
| 5(f) | (Young people) may not be sure about what to do in future | (1) |

| Question number | Answer | Mark |
|-----------------|---------|------|
| 6(i) | A, E, F | (3) |

| Question number | Answers | Mark |
|-----------------|-----------------------------------|------|
| 6(ii) | Holding events (on certain dates) | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(iii) | Certain languages are used more (worldwide) | (1) |

SECTION B

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(i) | સ (A) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(ii) | ગ (C) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(iii) | સ (A) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(iv) | ખ (B) | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 7(v) | ધ (D) | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 8(a) | સ્વચ્છ નદી | (1) |

| Question number | Answer | Mark |
|-----------------|-----------|------|
| 8(b) | જૂનામાંથી | (1) |

| Question number | Answer | Mark |
|-----------------|-------------|------|
| 8(c) | સ્વચ્છ શહેર | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 8(d) | વૃક્ષ વાવો | (1) |

| Question number | Answer | Mark |
|-----------------|------------|------|
| 8(e) | સ્વચ્છ નદી | (1) |

| Question number | Answer | Mark |
|-----------------|-----------------|------|
| 9(a) | મનુષ્ય (પોતે જ) | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 9(b) | Any two responses from: વ્યાપાર માટે/ સૌંદર્ય પ્રસાધનો માટે/ દવાના સંશોધન માટે Award one mark per correct response. | (2) |

| Question number | Answer | Mark |
|-----------------|-----------------------------------|------|
| 9(c) | ઉદ્યોગો/ ઘરોમાંથી ઠલવાતા કચરા વડે | (1) |

| Question number | Answer | Mark |
|-----------------|-------------------------------|------|
| 9(d) | વિશ્વના જીવોમાં સંતુલન જાળવવા | (1) |

SECTION C

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 10 | The use of mobile phones in most schools in Gandhinagar is prohibited. However, my brother Kirit told me that in Baroda a lot of children have their own mobile phones which they don't declare. However, not everyone uses them inappropriately and some use them to get help with their studies, so it would be better if mobile phones were banned only for inappropriate use. | (7) |

| Mark | Descriptor |
|------|--|
| 0 | No rewardable communication. |
| 1-3 | The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses. |
| 4-6 | The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax. |
| 7 | The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation. |

Please check the examination details below before entering your candidate information

Candidate surname

Other names

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Level 1/Level 2
GCSE (9–1)

Centre Number

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Sample Assessment Materials

(Time: 1 hour 25 minutes)

Paper Reference **1GU0/4H**

Gujarati

Paper 4: Writing in Gujarati

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer either Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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S 5 5 3 8 6 A 0 1 1 2


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Choose either Question 1(a) or Question 1(b).

આંતરરાષ્ટ્રીય રમતગમતનો ઉત્સવ

- 1 (a) તમારા ગુજરાતી મિત્ર રૂપેન તરફથી તમને એક ઈ-મેઈલ મળ્યો છે, તેમાં તમે જે આંતરરાષ્ટ્રીય રમતગમતના ઉત્સવમાં ગયા હતા તેના વિશે પૂછે છે.

રૂપેનને એક અનૌપચારિક ઈ-મેઈલ લખો.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરૂરી છે:

- તમે આ ઉત્સવ વિશે કેવી રીતે જાણ્યું
- તમારા દેશના લોકોની મનપસંદ રમતગમત
- યુવાન લોકોના જીવનમાં રમતગમતની અગત્યતા
- કોઈ એક રમતગમતની પ્રવૃત્તિ જેમાં તમે ભવિષ્યમાં ભાગ લેવા ઇચ્છો છો.

આશરે 80-90 શબ્દોમાં ગુજરાતીમાં લખો.

(20)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

કામો

(b) તમારી મિત્ર કાજલે ગુજરાતના યુવાન લોકો માટેના કામો વિશે એક પત્ર લખ્યો છે.

કાજલને એક અનૌપચારિક પત્ર લખો.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરૂરી છે:

- તમે પહેલાં જે કોઈ કામ કર્યું હોય/તાલીમ લીધી હોય
- યુવાન લોકો માટે લોકપ્રિય કામો
- યુવાન લોકોએ શા માટે કામ કરવું જોઈએ
- તમારી ભવિષ્યના કામની યોજનાઓ.

આશરે 80–90 શબ્દોમાં ગુજરાતીમાં લખો.

(20)

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(Total for Question 1 = 20 marks)

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Handwriting practice area with 30 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

લિ. આપનો/આપની વિશ્વાસુ,

સંગીતના કાર્યક્રમો

(b) એક સ્થાનિક ગુજરાતી સમાજ કેન્દ્ર તેમની વેબસાઇટ માટે તમારા દેશના સંગીતના કાર્યક્રમો વિશે તમારા અભિપ્રાય જાણવા માંગે છે. વાંચકોને રસ પડે તેવો એક ઔપચારિક બ્લોગ લખો.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરૂરી છે:

- તમે કોઈ પણ સંગીતના કાર્યક્રમમાં પહેલાં હાજરી આપી હોય તેની વિગતો
- યુવાન લોકોએ આવા કાર્યક્રમોમાં જવું જોઈએ એ શા માટે મહત્ત્વનું છે
- તમે પરદેશમાં કોઈ સંગીત સમારોહમાં જશો કે નહિ
- સામાન્ય રીતે સંગીત વિશે તમે શું વિચારો છો.

તમારે તમારા વિચારો અને અભિપ્રાયોનું સમર્થન કરવું જરૂરી છે.

આશરે 130–150 શબ્દોમાં ગુજરાતીમાં લખો.

(28)

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(Total for Question 2 = 28 marks)

૩ નીચેના ફકરાનું ગુજરાતીમાં ભાષાંતર કરો.

Last year I flew to Gujarat to visit my friend in Vadodara. When I was there, I met a lot of friendly people. I will go there again next year but I do not want to stay with my friend. I would rather book a popular local hotel so that I can have more freedom.

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

GCSE Gujarati Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all 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 band you should 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 band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will 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.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style |
| 4–6 | <ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies |

| Mark | Descriptor |
|-------|---|
| 7–9 | <ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency |
| 10–12 | <ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency |

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–2 | <ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed |
| 3–4 | <ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5–6 | <ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication |
| 7–8 | <ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication |

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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 gender, adjectival agreements
- 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, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

| Mark | Descriptor |
|------|---|
| 0 | No rewardable material |
| 1–4 | <ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency |
| 5–8 | <ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies |
| 9–12 | <ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style |

| Mark | Descriptor |
|-------|---|
| 13–16 | <ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language Consistent use of appropriate register and style throughout |

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

| Mark | Descriptor |
|-------|--|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication |
| 4–6 | <ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication |
| 7–9 | <ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication |
| 10–12 | <ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication |

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

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 gender, adjectival agreements
- 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 which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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 doing 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.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

| Mark | Descriptor |
|-------|---|
| 0 | No rewardable material |
| 1–3 | <ul style="list-style-type: none">Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interferenceSome straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed |
| 4–6 | <ul style="list-style-type: none">The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicatedLanguage and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed |
| 7–9 | <ul style="list-style-type: none">The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicatedMostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed |
| 10–12 | <ul style="list-style-type: none">The meaning of the passage is fully communicatedConsistently accurate language and structures, any errors do not hinder clarity |

| Question number | Example response |
|-----------------|--|
| 3 | <p>ગયા વર્ષે હું વડોદરામાં રહેતા, મારા મિત્રને મળવા વિમાનથી ગુજરાત ગઈ હતી/ગયો હતો. જ્યારે હું ત્યાં હતી/હતો, ત્યારે મને ઘણા મિલનસાર લોકો મળ્યા હતા. આવતા વર્ષે હું ત્યાં ફરીથી જઈશ પણ મને મારા મિત્ર સાથે નથી રહેવું. તેને બદલે હું એક લોકપ્રિય સ્થાનિક હોટલ નોંધાવીશ જેથી મને વધારે સ્વતંત્રતા મળી શકે.</p> |

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 gender, adjectival agreements
- 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, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

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.

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