GCSE (9-1) Gujarati

Sample Assessment Materials
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Gujarati (1GU0)
First teaching from September 2018
First certification from June 2020
Issue 2
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Original image by Mark Bolitho and Naki Kouyioumtzis

ISBN 978 1 4469 4681 7

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Summary of Pearson Edexcel Level 1/2 GCSE in Gujarati sample assessment materials

Issue 2 changes

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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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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.
Introduction

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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.
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Gujarati
Paper 1: Listening and understanding in Gujarati
Transcript
Foundation Tier

Do not return the transcript with the question paper.
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: સમાચારપત્ા કાં છે?

Music event

Question 2

Example

M2: વિશ્વશાંત માટે અનોખો અંતરરાષ્ટ્રીય સંગીતનો કાય્યક્રમ.

Question 2 Part (i)

M2: તેનું જીવંત પ્રસાર દૂર્દશ્યન પર કરવામાં આવશે.

Question 2 Part (ii)

F1: અનેક દેશોના કલાકારો ભાગ લઈ રહ્ા છે.

Question 2 Part (iii)

F2: સોલ વર્યની ઉંમરના સવાસેવકોની જરૂર છે.

My friends

Question 3

Example

M1: મારો વમત્ અમીત એક્દમ મોજીલો છે.

Question 3

M1: તે બહુ જ મસતીખો છે અને ઇમેશાં વગર્ના મિગ્રણી મકથી કરતો રહે છે. તે શાળામાં પ્રફ્યાટ છે.
F1: પ્રથા ઘરી શરમાણ અને લાગણીલી છે અને તે બધા સાથે બધાતી નથી. સોનલ લાગણમાં અને રમતગમમાં હોંસિયાર છે. તે લિકશકોની પ્રીત છે.
Eating out

Question 4
Example

M2: સૂરજ કારેક જ બહાર જમવા જય છે.

Question 4

M2: સૂરજને પનીર તથા દૂધ નથી પચતા. તે તેમનાઉદ્યાગ્યને પરિણિત બાવાનું જ મંગાવે છે. પણ તેને પિણી બાકુ પકડ છે.

F1: જ્યુનિયર વ્યાંગી મંગાવતી વાતે આલોચની બદલ ખાદ્યોનો વિસ્તાર કરે છે. તેને પદે પદેં બાવાનું વધારે વાપર ભાવે છે.

My dream job

Question 5

Question 5 Part (a)

F2: મને લાગે છે કે મારા માટે ઉત્તમ કામ રેસ્તોરન્ટમાં રસોઈ પરીક્ષણ કરવામાં આવી છે.

Question 5 Part (b)

F2: મારા માતા-વપાટ્ને મારા પર ભૂમ વિશ્વાસ છે.

Question 5 Part (c)

F2: પરંતુ મારા માતા બંધ કહે છે કે હું અલગ સાહેબ છું કે હું અલગ સાહેબ છું.

Question 5 Part (d)

F2: મારા માતે લોકોને પ્રવાસને વધુ અનુભવ આપે છે.

Celebrating success

Question 6

Example

M1: આમારી વાર્ષિક કાર્યકર્મમાં આપનું સ્વાગત છે. પહેલું ઇનામ આમારી છોકરીઓના જીને આપવામાં આવે છે.

Question 6

M1: તેમને રાખી જનાએ સપચી જાતા હતા અને તેમને સુવિદા પક્ત તથા લેક ધનાંક મળવું હતું. આચરણ વચ્ચે એનારી નથી જાણી શક્ય શેરતના સ્પતિતી તરીકે તેમના પસંગી કરવામાં આવી છે. શાનાય છોકરીઓ!
Audio books

Question 7

Example

M1: હું સ્વતંત્ર રીતે વિવિધ બાબતો પૂર્ણ કરવાનું રેકોર્ડિંગ મારા અવાજમાં કરવા માંગું છું.

Question 7

M1: આથી કોઈપણ ઉંમરની વસ્તુને કોઈપણ સમયે અને કોઈપણ જગ્યાએ તેની મોજ માળી રાખી શકે. આથી નવથી દૃષ્ટવાળા લોકોને શાયદાર્ક બાંધી શકે. આથી મહિલાઓ અને શાળાઓને તેમની હેઠળ પણ હાથ શું થશે તે જે બધી ભલી.

Gujarat tour

Question 8

F2: ૧૦ જાન્યુઆરીથી ત્રીજી જાયંકનની ગુજરાત પાસ્ટ એક દર ખાસ છે. સૂરત શહેરના વસ્તૂમથી નજીક હોટલમાં રહેવાની વસ્તૂશાળી આપને કોઈ બધી સાધનો ખરીદવા કે આપને લાવવા કે લઇ જવાની કોઈ બધી બધી થશે. તયારો વસત્તૂ ગુજરાતી પાસ્ટમાં પ્રસ્તુત છે તથા આ તક ગમાવી શકે છે.

Our school

Question 9

Example

F1: અમારી વશાળ સર્જનાત્મક છે.

Question 9

F1: અમારો વસત્તૂ પાસ્ટનાથી શું થાય. દરેક વર્ષની પ્રાચીનતા પાસ્ટ વસ્તૂમાં ઘંટ વાગવાને બચાવે ભારતીય સંગીત બધી વસ્તૂશાળી અથવા બધી વસ્તૂ વસતૂશાળી વસ્તૂ અથવા આળ મેળવવા માટે પોતાના ઉચ પછી કંપની કરી રાખી શકે છે. ઉપરાંત મોટી વસ્તૂશાળી સફળતા મકાન માટે પોતાની ઉચ અભ્યાસ કરી રાખી શકે છે. તેમ મતે મહત્તમતા કરવામાં આવે હોય તેમ માટે વસત્તૂશાળી અને આશાવાદી જીવનમાં વધારે ફાનર રહે છે. જો અમારી શાળા રાત્રિ પહોંચ થકી તો બહુ જ મજા આવે છે.
Work survey

Question 10

F1: તેઓ લાગે છે કે શાળામાં હજ આ એક ટકા જેટલા આપાત સુવાનો ઘર ઘર છાતા પહોંચાવીને કમાલ કરી રહ્યાં છે. જેટલા સુવાનો ભીમ્ણ માટે કામ કરવાને હવે પોતાની કપણી હશે. તેમાં રહેલા છે કે તેઓ પોતાની મનપસંદ કામ કરીને વધારે કમા શકેશે. અહીં સુવાનો પોતાની નોકરીમાં સક્ષમતા મેળવવા માટે પહેલા પોતાની ઉપર અધયાપક પૂરી કર્યે છે.

Weather forecast

Question 11

Example

M2: એવું લાગે છે કે વરસાદના ઘણા અસહ્ય ગરમીમાંથી હવે ગુજરાતને રાહત મળશે.

M2: ભારે વરસાદ સાથે કેટલાક સેશન સિટર મૈકિલા તે માટે પણ ધ્યાન રાખવું જાણી શકે છે. માટે ઉપરાંત મોટી હાનાં નીકળી વનશાળાની વસતુઓ બનાવતી શીખી એવી પછી શાળામાં વેચી જશે.

International Kite Festival

Question 12

F1: હવે વર્ષે ૧૪મી જાન્યુઆરીએ અમ્દાવાદ શહેરમાંથી આંતરરાષ્ટ્રીય પતંગસાબ્ય સાધન થયા છે. પતંગીઓ હરીફાઇના વિશેષતાઓની શ્રેષ્ઠ ઉદાહરણ માટે સુખી જૂદું જમા વાત કરવા માટે પેટામાં પતંગના દોરા જોખમી હોય તે કારણે એક માટે પગાર માટે મેળવી જાશે. તબીબી પાક્ષિક પતંગના હવામાં પર્યાવરણ માટે વધુ મુખ્ય સમગ્ર હોઈ જશે.
Question 13

Example

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

Question 13

M1: ગુજરાતમાં તો કોઈના ઘરે જઈએ તો સમય કે રસતુ પ્રમાણે મહેમાનોનું સવાગત થા્. પહેલાં તો લોકો આપણે પાણી આપે. પછી જ થા કે કોઇ જેવા પીઠાં અને નાસ્તા માટે આપ્યું કરે. હેલક ઘરોમાં વાપરવા સમયે કાશ કે તાજા ખોરાણોની રસ પણ પ્રસાદ કરી નીકળી આવેલાં મહેમાનો જમા વગર ન જાવ અદવા દેવાં અને બટેટાંનું શાક જેવા લાંબ સાથે બાંધી આપવામાં આવે.

કુદરતી સંપત્તિ

Question 14

Example

M2: હાલનાં વરષોમાં ગુજરાતને ઘણો વવકાસ કર્યો છે.

Question 14

M2: મોટાં શહેરોની સરખામણીમાં ગામડાના વસાહતી વિસ્તારોની વિસ્તારા કરશુંલે ઘટ્યા રહ્યો છે. રોજગારની વધુ તકી મળી શકે છે. નવાં ઘરો બાંધવા માટે વૃક્ષો કપાઈ રહ્યા છે અને પેલરમાંથી પાણી ઘટયો રહ્યો છે. આમ દિવસથી અદ્ભુત એક વાત છે કે કાચબારો ક્ષોઢણમાં પાણી સંખ્યા ઘટી રહી છે. કેટલીક ન્દીઓનાં ચોક્કશે પાણી નહી રહે છે કારણકે કારખાનાંથી નીકળતા કચરો પાણીમાં ઠલવાં છે. વાહનોના ધૂમાડાનું પ્રમાણ વધવા તેના લોકો પણ શ્વાસ લેવામાં તકલીફ પડે છે. આથી ગુજરાત સરકાર કુદરતી સંપત્તિને બચાવવાનાં પણ તેવા કારણકે કારખાનાંથી.
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.
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.

Example: enjoy a comic book ❌

A. study Gujarati
B. look up a word
C. go through a magazine
D. return a book
E. read the news
F. borrow a DVD
G. study economics

(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 \( \bigcirc \) in the correct box for each question.

**Example:** This event has been organised to…

- [ ] A celebrate the success of young people.
- [ ] B promote a new band.
- [x] C promote world peace.
- [ ] D create awareness about global warming.

(i) The event will be…

- [ ] A sponsored by a local company.
- [ ] B streamed on the internet.
- [ ] C shown on television.
- [ ] D paid for by the council.

(ii) Artists will come from…

- [ ] A all the local towns.
- [ ] B all over Gujarat.
- [ ] C other parts of India.
- [ ] D different countries.

(iii) Volunteers need to be…

- [ ] A 16 years old.
- [ ] B 18 years old.
- [ ] C 21 years old.
- [ ] 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 \( \checkmark \) next to each one of the **three** correct statements.

(3)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Amit</th>
<th>Priya</th>
<th>Sonal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong> fun loving</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A makes fun of friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B fashionable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C shy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D bold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E makes fun of teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F good at sport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G makes parents angry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**(Total for Question 3 = 3 marks)**
## 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)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Suraj</th>
<th>Khalid</th>
<th>Rubina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example rarely eats out</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A considers spicy food healthy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>B can’t digest dairy products</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>C likes eating Italian food</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>D can’t digest fried food</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>E considers oven baked food healthy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>F thinks about the price</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>G eats out regularly</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(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 .................................................... 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.

Example They are in different languages. ✅
A suitable for all ages 🗞️
B available online 🗞️
C can be bought now 🗞️
D suitable only for children 🗞️
E available in shops 🗞️
F can be bought soon 🗞️
G are cheap 🗞️

(Total for Question 7 = 3 marks)
### Gujarat tour

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Why is this tour very popular?</td>
<td>(1)</td>
</tr>
<tr>
<td>(b) What is the benefit of staying in a hotel near the airport?</td>
<td>(1)</td>
</tr>
<tr>
<td>(c) Why is early booking advised?</td>
<td>(1)</td>
</tr>
</tbody>
</table>

(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.

Example: Their school is…

☐ A boring.
☐ B old.
☒ C unique.
☐ D far.

(i) Their school starts with…

☐ A music.
☐ B prayers.
☐ C bell.
☐ D registration.

(ii) Every afternoon they…

☐ A play together.
☐ B study together.
☐ C sing together.
☐ D eat together.

(iii) They raised money by…

☐ A selling what they made.
☐ B doing sponsored events.
☐ C having cake sales.
☐ D asking for donations.

(iv) They would be happier if they would…

☐ A win the school competition.
☐ B get better grades.
☐ C go to school on Sundays.
☐ D do less homework.

(Total for Question 9 = 4 marks)
(iv) They would be happier if they would…

- A win the school competition.
- B get better grades.
- C go to school on Sundays.
- 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.

<table>
<thead>
<tr>
<th>Example</th>
<th>Weather is changing</th>
<th>☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thunder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B windy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C lightning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D unsafe sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E sunny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F disrupted transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G flooded farms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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
SECTION B

International Kite Festival

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?
.......................................................................................................................... ..........................................................

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

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

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

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

Gujarat ni Mahemanagati

13 Ketan potana mitra sadhe shatriy pat vaat karre che.
Tete vu khe che tete samajhine ni cheena naamante apetala oek vaahva chekkhe vahare shahloini upayog kari vaahva puro pahle. Ketalaak aleva shahlo pahul che jene ap ap upayog nahi kare.

<table>
<thead>
<tr>
<th>navrang</th>
<th>pranth</th>
<th>parv</th>
<th>fun</th>
<th>moto</th>
</tr>
</thead>
<tbody>
<tr>
<td>naju</td>
<td>cetala</td>
<td>musakari</td>
<td>sanj</td>
<td></td>
</tr>
</tbody>
</table>

UKAHAER: Ketan tena maamane phare gujarati rajyak ma hone.

(a) Gujaratian mahemanagati................................. pumakhe yaay che. (1)

(b) Suhuthi ............... mahemano pahili aapavan riwaaj che. (1)

(c) Ketalaak haroam ............... aash aapavaam aawe. (1)

(d) ............... mahemano leshan karlo vaagar jhala n devay. (1)

(e) Mahemano temani ............... maate cheppala ahen saak bhandhi aapavaam aawe. (1)

(Total for Question 13 = 5 marks)
કુદરતી સંપત્તિ

14 તમે તમારા મિત્ર ચચરાગને યુ ત્રૂણ પર સાંભળો છો.
તે શું કહે છે?
અહીં આપેલાં યાર સભ્યતાપૂર્ણ યોજના શબ્દના પણ રીતે ભાષા પુરો.
ઓછો, વધારો, સહેલું, મુશ્ેલ
આપ કોણપણ એક શબ્દ એક મિત્ર વધારે વધારે વધારે વધારે.

ઉદાહરણ: ગુજરાતના મઓકાસાં.................................................................ધારો છે.

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

(b) ગામમાં લેખક મેળવવાનું ................................................................. છે. (1)

(c) કાચબાઓની સંખ્યાને................................................................. થયો છે. (1)

(d) માસ લેખાણનું ................................................................. બને છે. (1)

(e) કુદરતી સંપત્તિને બયાન કરવાનું ................................................................. બનશે. (1)

(Total for Question 14 = 5 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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A, B, E</td>
<td>(3)</td>
</tr>
<tr>
<td>2(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>2(ii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (Amit)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>3 (Priya)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>3 (Sonal)</td>
<td>F</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (Suraj)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4 (Khalid)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4 (Rubina)</td>
<td>E</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5(a)</td>
<td>a cook/a chef</td>
<td></td>
</tr>
<tr>
<td>5(b)</td>
<td>(They) trust (her)</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>acting</td>
<td></td>
</tr>
<tr>
<td>5(d)</td>
<td>feeding people</td>
<td></td>
</tr>
<tr>
<td>6(a)</td>
<td>national</td>
<td>(1)</td>
</tr>
<tr>
<td>6(b)</td>
<td>medal (1) money (1)</td>
<td>(2)</td>
</tr>
<tr>
<td>7</td>
<td>A, E, F</td>
<td>(3)</td>
</tr>
<tr>
<td>8(a)</td>
<td>low prices/cheap (rates)</td>
<td></td>
</tr>
<tr>
<td>8(b)</td>
<td>Any one of the following: no cost/free airport pick-ups (1)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>no cost/free airport drop offs (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>free travel to and from airport to hotel (1)</td>
<td></td>
</tr>
<tr>
<td>8(c)</td>
<td>Any one of the following: few spaces/places left (1) not many tickets left (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>9(i)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>9(ii)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>5(a)</td>
<td>a cook/a chef</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>They trust her</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>acting</td>
<td>(1)</td>
</tr>
<tr>
<td>5(d)</td>
<td>feeding people</td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>national</td>
<td>(1)</td>
</tr>
<tr>
<td>6(b)</td>
<td>medal</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>money</td>
<td>(1)</td>
</tr>
<tr>
<td>7</td>
<td>A, E, F</td>
<td>(3)</td>
</tr>
<tr>
<td>8(a)</td>
<td>low prices/cheap (rates)</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)</td>
<td>Any one of the following: no cost/free airport pick-ups</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>no cost/free airport drop offs</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>free travel to and from airport to hotel</td>
<td>(1)</td>
</tr>
<tr>
<td>8(c)</td>
<td>Any one of the following: few spaces/places left</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>not many tickets left</td>
<td>(1)</td>
</tr>
<tr>
<td>9(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>9(iv)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>10(a)</td>
<td>by delivering (door to door) papers</td>
<td>(1)</td>
</tr>
<tr>
<td>10(b)</td>
<td>Any one of the following: to earn more money</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>to do (their) favourite job/work</td>
<td>(1)</td>
</tr>
<tr>
<td>10(c)</td>
<td>(paid or unpaid) work experience</td>
<td>(1)</td>
</tr>
<tr>
<td>10(d)</td>
<td>Any one of the following: hard work</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>optimism</td>
<td>(1)</td>
</tr>
<tr>
<td>11</td>
<td>B, D, F</td>
<td>(3)</td>
</tr>
<tr>
<td>12(a)</td>
<td>winter</td>
<td>cold</td>
</tr>
<tr>
<td>12(b)</td>
<td>a gold watch</td>
<td>(1)</td>
</tr>
<tr>
<td>12(c)</td>
<td>not to get hurt/to avoid getting hurt/crowd</td>
<td>(1)</td>
</tr>
<tr>
<td>12(d)</td>
<td>glass coating/they (the strings) are coated with glass</td>
<td>(1)</td>
</tr>
</tbody>
</table>
### SECTION B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>13(a)</td>
<td>નદુ</td>
<td>(1)</td>
</tr>
<tr>
<td>13(b)</td>
<td>ફફેલી</td>
<td>(1)</td>
</tr>
<tr>
<td>13(c)</td>
<td>અપરોર</td>
<td>(1)</td>
</tr>
<tr>
<td>13(d)</td>
<td>દેશના</td>
<td>(1)</td>
</tr>
<tr>
<td>13(e)</td>
<td>મુસાફરી</td>
<td>(1)</td>
</tr>
<tr>
<td>14(a)</td>
<td>ઓછો</td>
<td>(1)</td>
</tr>
<tr>
<td>14(b)</td>
<td>સહું</td>
<td>(1)</td>
</tr>
<tr>
<td>14(c)</td>
<td>વધારો</td>
<td>(1)</td>
</tr>
<tr>
<td>14(d)</td>
<td>મુજભલ</td>
<td>(1)</td>
</tr>
<tr>
<td>14(e)</td>
<td>મુજભલ</td>
<td>(1)</td>
</tr>
</tbody>
</table>
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 though 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
### Sample sequencing grid

<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>Pearson Allocated</td>
<td>Pearson Allocated</td>
<td>Candidate Selection*</td>
</tr>
<tr>
<td>Role Play</td>
<td>Picture Based</td>
<td>Conversation 1</td>
<td>Conversation 2</td>
</tr>
<tr>
<td><strong>Candidate 1</strong></td>
<td>FP8 (Theme 4)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
</tr>
<tr>
<td>FR3 (Theme 2)</td>
<td>FP10 (Theme 5)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 4</td>
</tr>
<tr>
<td></td>
<td>FP1 (Theme 1)</td>
<td>Theme 4</td>
<td>Theme 3 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP5 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 4</td>
</tr>
<tr>
<td><strong>Candidate 2</strong></td>
<td>FP2 (Theme 1)</td>
<td>Theme 2</td>
<td>Theme 4 OR Theme 5</td>
</tr>
<tr>
<td>FR6 (Theme 3)</td>
<td>FP9 (Theme 5)</td>
<td>Theme 4</td>
<td>Theme 1 OR Theme 2</td>
</tr>
<tr>
<td></td>
<td>FP8 (Theme 4)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 2</td>
</tr>
<tr>
<td><strong>Candidate 3</strong></td>
<td>FP6 (Theme 3)</td>
<td>Theme 2</td>
<td>Theme 4 OR Theme 5</td>
</tr>
<tr>
<td>FR1 (Theme 1)</td>
<td>FP9 (Theme 5)</td>
<td>Theme 3</td>
<td>Theme 2 OR Theme 4</td>
</tr>
<tr>
<td></td>
<td>FP4 (Theme 2)</td>
<td>Theme 4</td>
<td>Theme 3 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP7 (Theme 4)</td>
<td>Theme 5</td>
<td>Theme 2 OR Theme 3</td>
</tr>
<tr>
<td><strong>Candidate 4</strong></td>
<td>FP8 (Theme 4)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
</tr>
<tr>
<td>FR4 (Theme 2)</td>
<td>FP2 (Theme 1)</td>
<td>Theme 3</td>
<td>Theme 4 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP9 (Theme 5)</td>
<td>Theme 4</td>
<td>Theme 1 OR Theme 3</td>
</tr>
<tr>
<td></td>
<td>FP6 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 3</td>
</tr>
<tr>
<td><strong>Candidate 5</strong></td>
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<td>Theme 1</td>
<td>Theme 2 OR Theme 3</td>
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</tr>
<tr>
<td></td>
<td>FP3 (Theme 2)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP5 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 2</td>
</tr>
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<td>Candidate</td>
<td>Task Theme Allocation</td>
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<tr>
<td>-----------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate 6</strong></td>
<td>FR7 (Theme 3)</td>
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<tr>
<td></td>
<td>FP10 (Theme 5)</td>
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<td>Theme 2 OR Theme 4</td>
</tr>
<tr>
<td></td>
<td>FP7 (Theme 4)</td>
<td>Theme 2</td>
<td>Theme 1 OR Theme 5</td>
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<tr>
<td></td>
<td>FP4 (Theme 2)</td>
<td>Theme 4</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
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<td>Theme 2 OR Theme 4</td>
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<tr>
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<td>FP6 (Theme 3)</td>
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<td>Theme 4 OR Theme 5</td>
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<td></td>
<td>FP8 (Theme 4)</td>
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</tr>
<tr>
<td></td>
<td>FP9 (Theme 5)</td>
<td>Theme 4</td>
<td>Theme 2 OR Theme 3</td>
</tr>
<tr>
<td></td>
<td>FP3 (Theme 2)</td>
<td>Theme 5</td>
<td>Theme 3 OR Theme 4</td>
</tr>
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<td><strong>Candidate 8</strong></td>
<td>FR5 (Theme 2)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>FP7 (Theme 4)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
</tr>
<tr>
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<td>FP10 (Theme 5)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 4</td>
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<td>Theme 4</td>
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<tr>
<td></td>
<td>FP10 (Theme 5)</td>
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<td>Theme 2 OR Theme 3</td>
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<tr>
<td></td>
<td>FP1 (Theme 1)</td>
<td>Theme 2</td>
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</tr>
<tr>
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<td>FP4 (Theme 2)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
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<td>Theme 1 OR Theme 2</td>
</tr>
<tr>
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<td>FR10 (Theme 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FP3 (Theme 2)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP9 (Theme 5)</td>
<td>Theme 2</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td>FP2 (Theme 1)</td>
<td>Theme 3</td>
<td>Theme 2 OR Theme 3</td>
</tr>
<tr>
<td></td>
<td>FP6 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 2</td>
</tr>
</tbody>
</table>

* 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.’
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.
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.
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. આસ પક્ષગામ – ક્યારો?
5. ? પહેરી જોવું – ક્યારા?
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.
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>નમસટે. કેટલી મદદ કરું?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say which article of clothing they are looking for.</td>
</tr>
<tr>
<td>2</td>
<td>તમને જે વસૂ જોઈએ છે તેનું વર્ણન કરો?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to describe the item of clothing they want.</td>
</tr>
</tbody>
</table>
| 3 | તમને કેટલી સુધી ખરીદી થવી ચાહે?
|   | Allow the candidate to say how much they would like to spend. |
| 4 | તે શા કારણે જોઈએ છે?
|   | Allow the candidate to say what occasion the item of clothing is for. |
| 5 | ? |
|   | Allow the candidate to ask about trying on the item of clothing. |
|   | Give an appropriate brief response. |
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.
**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 તુ/ત/તને/ત/તાર/તાર/.

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**

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

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.
STIMULUS FR2

Topic: Cultural life

Instructions to teacher

- Address the candidate using an informal form of you in Gujarati such as તું/તમે/તમારે/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.

| 1 | તમે શું માટે આ ઉત્સવમાં જવું છે?  
All the candidate to tell you why they want to go to the festival. |
|---|---|
| 2 | આપણે ત્યા કેટલા સમય માટે રહેવાના ક્ષેત્રે?  
Allow the candidate to say how long you are staying at the festival. |
| 3 | તે કેટલા દૂર છે?  
Allow the candidate to say how far away the festival is. |
| 4 | તે કેટલી લોકોની નાણાં 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. |
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.
**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 માહતી જોઈએ છે.

1. જોવાલાયક સથળ - કયા?
2. અમદાવાદમાં રજા - કેટલો સમય
3. !
4. બીજી પ્રવૃત્તિ કરવાની કયાંકા - કાર?
5. ? લાખામણ ઘટાડો - વિધાનીઓ માટે
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 મવશે માકહતી જોઈએ છે.

1. જોવાલાયક સથલ – કયતું
2. અમદાવાદમાં રજા – કેટલો સમય
3. !
4. બીજી પ્રવૃત્તિ કરવાની ઇચ્છા – કારર
5. ? ભાવમાં ઘટાડો – ત્વદ્ાથથીઓ માટે
**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.

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<td>1</td>
<td>મૂં તમને શું મદદ કરું?</td>
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<tr>
<td></td>
<td>Allow the candidate to say where they want to visit.</td>
</tr>
<tr>
<td>2</td>
<td>તમે અહીં કેટલો સમ્ રહેવાના છો?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say how long they are staying.</td>
</tr>
<tr>
<td></td>
<td><em>Give an appropriate brief response.</em></td>
</tr>
<tr>
<td>3</td>
<td>!</td>
</tr>
<tr>
<td></td>
<td>ભારતના ખાવાના વિશે તમારો શું અભિપ્રાય છે?</td>
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<tr>
<td></td>
<td>Allow the candidate to say what they think of Indian food.</td>
</tr>
<tr>
<td>4</td>
<td>તમે બીજી કઈ પ્રવાસ કરવા ઇચ્છો છો અને શા માટે?</td>
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<tr>
<td></td>
<td>Allow the candidate to say what other activity they would like to do and why.</td>
</tr>
<tr>
<td></td>
<td><em>Give an appropriate brief response.</em></td>
</tr>
<tr>
<td>5</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask about student discounts.</td>
</tr>
<tr>
<td></td>
<td><em>Give an appropriate brief response.</em></td>
</tr>
</tbody>
</table>
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.
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 રેસટોરાંને ટેલિફોન કરો છો. તમને એક મેજ નોંધાવવું છે.

1. નોંધરી - કેટલા લોકો
2. નોંધરી - કેટલા વાગયા માટે
3. !
4. ઉજવરી - કાર્ય
5. ? ગાડી રાખવાની સગવડ
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 રેસટોરાંને ટેલફોન કરો છો. તમને એક મેજ નોંધાવવું છે.

1. નોંધરી – કેટલા લોકો
2. નોંધરી – કેટલા વાગયા માટે
3. ઉજવરી – કારર
4. ?
5. ગાડી રાખવાની સગવડ

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.
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.**

ઠેમે લંડનમાં એક રેસ્ટોરાંને ટેલિફાન કરો છો. તમને એક મેજ નોંધાવવું છે. તમને એક મેજ નોંધાવવું છે.

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<tbody>
<tr>
<td>1</td>
<td>તમને કિંમત મેળી કદ્દુ?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say how many people they would like to make a reservation for.</td>
</tr>
<tr>
<td>2</td>
<td>ક્યારે સમય માટે જોઈએ છે?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say for what time they want the reservation.</td>
</tr>
<tr>
<td>3</td>
<td>તમે કિંમત વાયારી પાલી દ્વારા છો છો?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what kind of food they would like to eat.</td>
</tr>
<tr>
<td>4</td>
<td>તમે શું વિજયવાદી રહી છો?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what they are celebrating.</td>
</tr>
<tr>
<td>5</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask about parking facilities at the restaurant.</td>
</tr>
</tbody>
</table>

*Give an appropriate brief response.*
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.
**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/તારે/તારા/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 મમત્ર સાથે બસના પ્રવાસમાં જવું છે.

1. બસનો પ્રવાસ – કાં જવતું છે?
2. ખરીદી – વસ્તુઓ?
3. !
4. સંગ્રહસથાનો – તમારો અભભપ્રાય?
5. ? બસનો પ્રવાસ – ભાવ
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

1. બસનો પ્રવાસ – કાં જવતું ્?
2. ખરીદી – વસ્તુઓ ્?
3. સંગ્રહસથાનો – તમારો અભભપ્રાય ્?
4. બસનો પ્રવાસ – ભાવ ્?

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.
### STIMULUS FR5

**Topic:** Town, region and country

**Instructions to teacher**

- Address the candidate using an informal form of you in Gujarati such as તમ/તમે/તારે/તારા/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 મીત સાથે બસવાના પ્રવાસમાં જવું છે.

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</table>
| 1 | આજે તને શું કરવું છે?  
Allow the candidate to say where they want to go. |
| 2 | ત્યા મને થોડી બારીક કરવી છે, તારે શું કરવું છે?  
Allow the candidate to say what shopping they would like to do.  
સર્વ. |
| 3 | !  
તને અપનાના લોકના સમયે શું કરવું છે?  
Allow the candidate to say what they want to do at lunchtime.  
અલો. |
| 4 | સંગ્રહસથાનો વિષે તારે 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. |
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.
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/તારે/તારા/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 અહેવાલના વિદ્યાર્થી સાથે વાત કરો છો જે તમારી નિશ્ચાતમાં છે.

1. વર્ગમાં વિદ્યાર્થીઓ – કેટલા
2. સાતવા સિવાયની પ્રવૃત્તિ – વાજ્ય
3. !
4. નિશ્ચાતનું ભોજનાલય – અભિપ્રાય
5. ? ભારતની નિશ્ચાત – રાજાઓ કયારે
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 1: Role play

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.
**STIMULUS FR6**

**Topic:** What school is like

**Instructions to teacher**

- **Address the candidate using an informal form of you in Gujarati such as તમ/તમારે/તમે/તમારા/તમારી.**

- 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.**

*ટમે તમારા અદલાબદલીના વિદ્યાર્થીઓ સાથે વાત કરો છો જે તમારી નિશાનમાં છે.*

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</table>
| **1** | મારા વર્ગમાં ધારા વિદ્યાર્થીઓ છે. તારા વર્ગમાં?  
  Allow the candidate to tell you about the size of their class. |
| **2** | તારી સક્ષમ વસ્તુઓ મનપસંદ પ્રવૃત્િ વિષે મને કહીશ.  
  Allow the candidate to tell you about their favourite extracurricular activity. |
| **3** |  
  તારા ઇમાતાસના લેસન ક્યારે ક્યારે હોય છે?  
  Allow the candidate to say how often they have history. |
| **4** |  
  નિશાનમાં લોચનાચાર વિષે તારી શું અલ્બિલાય 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.* |
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.
**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 તૂ/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. નિશાલનો પ્રવાસ – જગયા
2. !
3. આ પ્રવાસ – કારણ
4. પ્રવાસમાં શિક્ષણ – વાર્તા
5. ? મુલાકાતની જગયા – અભિપ્રાય
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.
BEGIN THE ROLE PLAY WITH THE FOLLOWING INTRODUCTION.

1. આજે આપણે શું કરવાના છીએ?
   Allow the candidate to say what you are doing today.

2. !
   આપણે ક્યાં સમગ્ર કરવાના છીએ?
   Allow the candidate to tell you the departure time.

3. આપણે શું માટે ત્યા કરવાના છીએ?
   Allow the candidate to say why you are visiting this place.

4. આપણી સાથે શું શિક્ષકો આવવાના છે તેમને કેવી 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.
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.
**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 લેસટરમાં એક યુવા કેન્દ્રમાં સવયંસેવા કામ કરવા ઇચછો છો. તમે કેન્દ્રના યુવા કામદાર સાથે વાત કરો છો.

1. પ્રવૃત્તિઓ – કારે
2. સવયંસેવાનું કામ – કારરુ
3. !
4. આવડતો – કારે
5. ? શરૂઆત – કારે
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 લેસટરમાં એક યુવા કેન્દ્રમાં સવ્ંસેવકનું કામ કરવા ઇચછો છો. તમે કેન્દ્રના યુવા કામદાર સાથે વાત કરો છો.

1. પ્રવૃત્તિઓ – કઈ?
2. સવયંસેવાનતું કામ – કારર?
3. !
4. આવડતો – કઈ?
5. ?

શરૂઆત – કારે?

You do not need any other materials.
Begin the role play with the following introduction.

તમે લેસટરમાં એક યુવા કેન્દ્રમાં સવ્યસેવકનું કામ કરવા ઇચછો 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 સવ્યસેવાનું કામ કરવું છે?
   Allow the candidate to say why they are interested in voluntary work. 
   સરસ!

3.  તમે અકબારદિયાના કાયદોને દિવસે આહી કામ કરી શક્શો?
   Allow the candidate to state their availability. 
   બલે.

4.  તમારી કાગ આવશ્યકતાઓ તમે આહી ઉપયોગ કરી શકો?
   Allow the candidate to state their relevant skills. 
   મૂવ સરસ! અમારી પાસે તમે કરી શકો એવું કામ છે.

5.  તમે ક્રમાંતરી વાર શરુ કરી શકો?
   Allow the candidate to ask when they can start work. 
   Give an appropriate brief response.
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.
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 કાકડડિફની એક હોટેલમાં છો. આ ઉનાળાની રજાઓ માટે તમે કામ શોધી રહ્ા છો.
1. કેવતું કામ
2. ઉનાળામાં કામ – કારણ
3. !
4. અહીં કામ – કેટલા સમય માટે
5. ? હોટેલ – ગરવેશ
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 કાકડડિફની એક હોટેલમાં છો. આ ઉનાળાની રજાઓ માટે તમે કામ શોધી રહ્ા છો.

1. કેવતું કામ
2. ઉનાળામાં કામ – કારર
3. !
4. અહીં કામ – કેટલા સમય માટે
5. ?

હોટેલ – ગરવેશ

You do not need any other materials.
**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 કાકડડિફની એક હોટેલમાં છો. આ ઉનાળાની રજાઓ માટે તમે કામ શોધી રહ્ા છો.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>નમસ્તે! તમને કયો મેચ ચેલ્લું?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what kind of job they are looking for.</td>
</tr>
<tr>
<td>2</td>
<td>તમને શી માટે આ ઉનાળામાં કામ કરવું છે?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say why they want to work this summer.</td>
</tr>
<tr>
<td>3</td>
<td>આ ઉનાળાની રજા માટે તમારી બીજી શી યોજનાઓ છે?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what other plans they have for this summer holidays.</td>
</tr>
<tr>
<td>4</td>
<td>તમને અહીં કેટલા વખત માટે કામ કરવું છે?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say how long they want to work there.</td>
</tr>
<tr>
<td>5</td>
<td>અહીં તમને અંતગ્રામ માટે કામ કરવું છે?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask about a uniform.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
**Task 1: Role play**

Instructions to the candidate

- 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.

1. નમસતે! હું તમને કાંઈ મદદ કરું?

2. તમને શા માટે આ ઉનાળામાં કામ કરવામાં આવ્યું?

3. આ ઉનાળાની રજા માટે તમારી બીજી શીઓ કીએ?

4. તમને અહીં કેટલા વખત કામ કરવું છે?

5. તમને અહીં કેટલો રૂપમાં કામ કરવું છે?

- Allow the candidate to say what kind of job they are looking for.
- Allow the candidate to say why they want to work this summer.
- Allow the candidate to say what other plans they have for this summer holidays.
- Allow the candidate to say how long they want to work there.
- Allow the candidate to ask about a uniform.
- Give an appropriate brief response.
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

ટમારે પ્રેસટનના એક સથાનક સમાજ કેન્દ્રમાં ગુજરાતી ભાષાના કોસ્ટમ જોડાવું છે.

1. સ્માર્ખ દેશ - શા માટે
2. કોસ્ટ - કેટલો લાંબો?
3. !
4. ગુજરાતી - ભાવિષ્યમાં ઉપયોગ
5. ? પુલક્કો - બસરી
S55381A

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
• પ્રેસટનના એક સથામનક સમાજ કેન્દ્રમાં ગુજરાતી ભાષાના કોસ્નમાં જોડાવું છે.
  1. સમાજ કેન્દ્ર – શા માટે
  2. કોસ્ન – કેટલો લાંબો
  3. ગતુજરાતી – ભત્વષયમાં ઉપયોગ
  4. પતુસતકો – ખરીદી

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.
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 પ્રેસટનના એક સથામનક સમાજ કેન્દ્રમાં ગુજરાતી ભાષાના કોસ્નમાં જોડાવું છે.

1. નમસટે! તમને કયો મદદ કરું?
   Allow the candidate to say why they have come to the community centre.

2. તમે કેટલો સમ્ય ભરવા માંગો છો?
   Allow the candidate to say how long they would like to study.

3. !
   તમને ગુજરાતી ભાષા શીખવામાં શું ગમે છે?
   Allow the candidate to say what they enjoy most about studying Gujarati.

4. તમે ગુજરાતી શીખને તેને કેવી રીતે ઉપયોગ કરવા કયો છો?
   Allow the candidate to tell you what they would like to do with their Gujarati.

5. ?
   Allow the candidate to ask what books they need to buy.
   Give an appropriate brief response.
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.
આ ફોટો જ્ઞાન અને નીચેના મતુદ્ાઓ વિશે વાત કરવા તૈયાર રહો:

• ફોટાનતું વર્ણન
• ઉજવરીઓ વિશે તમારો અભભપ્રાય
• તાજેતરમાં તમે એક મોટી ઉજવરીમાં ગયા હતા તેથી તૈયાર રહો?
• તમારો આવતો જનમદદવસ જે રીતે ઉજવવા માંગો છો?
• તમને ગમ્તું પાટટીને સંગીત.
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.
1. આ ફોટાનું વર્ણન કરો.
   [બીજતું કાંઈ?]

2. મને ઉજવરીઓ ગમે. અને તમને?
   [શા માટે?/બીજતું કાંઈ?]

3. તાજેતરમાં તમે એક મોટી ઉજવરીમાં ગયાં હતા તયાર તમે શું કર્યું હતું?
   [બીજતું કાંઈ?]

4. તમારો આવતો જન્મદદબસ તમે કઠ રીતે ઉજવવા માંગો છે તે વિશે મને કહો.
   [બીજતું કાંઈ?]

5. તમને ગમતું પાટટીનું સંગીત કયતું છે?
   [શા માટે?/બીજતું કાંઈ?]
1. Describe this photo. [What is this?]  
2. I enjoy festivals. And you? [Why? What?]  
3. How should you prepare for a large festival at the last minute? [What?]  
4. How do you celebrate your birthday at home? [What?]  
5. Do you enjoy traditional festivals and music? [Why? What?]
STIMULUS FP2

Topic: Daily life

(Source: © Jenny Matthews/Alamy Stock Photo)

આ ફોટો જતું અને નીચેના મતુદ્ાઓ વિશે વાત કરવા તૈયાર રહો:

• ફોટાનું વર્ણન
• મોબાઇલ ફોન વિશે તમારો અભભપ્રાય
• તાજેતરમાં તમે મશાલમાં કહા રીતે કમ્પ્યુટરનો ઉપયોગ કરો?
• આ અઠવાડિયામાં તમે સામાજિક માધ્યમની કહા રીતે ઉપયોગ કરવાના છો?
• ઇન્ટરનેટ વિશે તમારો અભભપ્રાય.
આ ફોટો જતુઓ અને નીચેના મતુદ્ાઓ ત્વશે વાત કરવા તૈયાર રહો:

• ફોટાનતું વર્ણન
• મોબાઇલ ફોન ત્વશે તમારો અભભપ્રાય
• તાજેતરમાં તમે ત્નશાળમાં કઈ રીતે કમ્પયૂટરનો ઉપયોગ કયયો
• આ અઠવાદડયામાં તમે સામાજજક માધયમનો કઈ રીતે ઉપયોગ કરવાના ઓ
• ઇન્ટરનેટ ત્વશે તમારો અભભપ્રાય.
1. આ ફોટાનું વર્ણન કરો.
   [કીંમત કાંઈ?]  

2. કે માનનું છું કે મોબાઇલ ફોન જરૂરી છે. તેના વિશે તમારો શું અભિપ્રાય છે?
   [શા માટે?/કીંમત કાંઈ?]  

3. મને કહેશો કે તમારી તાજેતરના ક્રિયાઓ ક્લાઉડસથાપના ઉપયોગ કરીને કરી રહીએ?
   [કીંમત કાંઈ?]  

4. તમે આ અહીંદાહીઓ સામાજિક માધ્યમો ક્લાઉડ સેવાઓ ઉપયોગ કરવાની છી?
   [શા માટે?/કીંમત કાંઈ?]  

5. ઇન્ટરનેટ વિશે તમારો શું અભિપ્રાય છે?
   [શા માટે?/કીંમત કાંઈ?]
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.
આ ફોટો જતું અને નીચેના મતુદ્ાઓ ત્વશે વાત કરવા તૈયાર રહો:

- કિનારા વાળું
- મોટા શહેરો વિશે તમારો અભભપ્રાય
- તમે જયાં રહો છો તયાં તમારી તજીખતમાં તમે જ કર્યું હતું?
- લાયિશમાં જે જગયાની મુલાકાત લેવા છે છે?
- તમે રહે છો તયાંની ડુકાનો વિશે તમારો અભભપ્રાય.
Instructions to the teacher

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.
1. આ ફોટાનું વર્ણન કરો. 
   [બીજતું કાંઈ?]

2. મને મોટાં શહેરો ગમે. તેના ત્વશે તમારો શતું અભભપ્રાય છે? 
   [શા માટે/?બીજતું કાંઈ?]

3. તમે જયાં રહો છો ચી ચાં તાજેતરમાં તમે શું કર્યું હતું? 
   [બીજતું કાંઈ?]

4. સવિચારોમાં તમે શું જાણાશે મુતાફકત લેવા છાંકી છી. 
   [શા માટે/?બીજતું કાંઈ?]

5. તમે જયાં રહો છો ચી ચાં દુકાની વિશે તમારો શું અભભપ્રાય છે? 
   [શા માટે/?બીજતું કાંઈ?]
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.
આ છેટો જુઓ અને નીચેના મૂદાઓ વિશે વાત કરવા તૈયાર રહો:

- દેશના વારીન
- હરિયા ડિનારા પાસે રજા ગાળવા વિશે તમારો અભભપ્રાય
- તમારી શિક્ષાિના ફેલતી રીતે રજા ઓટ
- તમારી આવતી ઉનાળાની રજા ઓટ
- પેશાવર ઉનાળાની લાંબી રીતે રજા ઓટ વિશે તમારો અભભપ્રાય.
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.
- You must ask the set questions and comments as 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.
1. આ છોટાનું વર્ણન કરો.
   [વીજ કાંઠી?
2. હું માનું છું કે દર્શયા દિનારા પાસે રજયો ગાળવી પુલ્લલ સર્સ છે. તેના વિષય તમારો શું અભભપ્રાય છે?
   [શા માટે?/વીજ કાંઠી?
3. તમે તમારી શીખાવાણી ચેલ્લી રજયોમાં શું કર્યું હતું? તેના વિષય મને કહેવો.
   [વીજ કાંઠી?
4. આવતી ઉનનાવણી રજયોમાં તમે શું કરવાના છો?
   [શા માટે?/વીજ કાંઠી?
5. નિશાલની લાંબી ઉનનાવણી રજયો વિશે તમારો શું અભભપ્રાય છે?
   [શા માટે?/વીજ કાંઠી?]
1. આ ફોટાના વર્ણન કરો.

2. હતું માનતું છી કે દદરયા દકનારા પાસે રજાઓ ગાળવી શકું. તેના ત્વશે તમારો શતું અભભપ્રાય કે?

3. તમે તમારી ત્યાળાની વેલ્લી રજાઓમાં શતું કયા હતું? તેના ત્વશે મને કહેશો.

4. આવતી ઉનાળાની રજાઓમાં તમે શ તું કરવા શકશો?

5. ત્નશાળની લાંબી ઉનાળાની રજાઓ ત્વશે તમારો શતું અભભપ્રાય કે?

You do not need any other materials.
આ ત્સ્ટ ખૂબા અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

• ફોટાનું વર્ણન
• નાણાના પ્રવાસો વિશે તમારો અભભપ્રાય
• નાણાની પ્રવાસ જેમાં તમે ગયા છો
• નાણાની કાર્યક્રમ જેમાં તમે સંખ્યામાં બાંધ દેશો
• નાણાની પ્રવૃત્તિઓ જે તમને પસંદ નથી.
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.
1. આ ફોટાનું વિશેષ વર્ણન કરો.
   [ભીષુ કેટી?]  

2. મને લાગે છે કે નિશાણના પ્રવાસો કંટાળાજનક હોય છે. તેના વિશે તમારો શાસ્ત્રીય અભભપ્રાય છે?
   [શા માટે?/ભીષુ કેટી?]  

3. તમે નિશાણના કયા પ્રવાસ પર ગયા છો? તેના વિશે મને કહો.
   [ભીષુ કેટી?]  

4. ભવિષ્યમાં તમે નિશાણના કયા કાર્યક્રમમાં ભાગ લેશો?
   [શા માટે?/ભીષુ કેટી?]  

5. નિશાણના કયા પ્રવાસો નથી ગમતી?
   [શા માટે?/ભીષુ કેટી?]  

(Source: © Steve Speller/Alamy Stock Photo)
Instructions

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- 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.
આ ફોટો જેનો અને નીચેના મતુદ્ાઓ વાત વાત કરવા તૈયાર રહો:

- છેટાનું વાર્ણ
- નિશાના ગળભેષ વિશે તમારો અભભાપ્ત
- ગાજ આગવાણી તમે નિશાનમાં જ કર્યું હતું?
- આખીએ વર્ષ તમે નિશાનમાં જે વિશે સંપૂર્ણ હતો?
- નિશાનમાં રમતગમત કરવા વિશે તમારો અભભાપ્ત.
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.
1. આ ફોટાનું વર્ણન કરો.
   [બીજા કાંઈ?]

2. કુલ માટું ફોટા કે નિશાણનો ગુણવત્તા જરૂરી છે. તેના બધી તમારી શાખા અને પ્રાચીનપથે છે?
   [શા માટે?/બીજા કાંઈ?]

3. શામા અહિવાલે તમે નિશાણની ક્રમમાં કયા હતું?
   [બીજા કાંઈ?]

4. તમે આવ્યા કરે નિશાણની શું સારું છે?
   [શા માટે?/બીજા કાંઈ?]

5. તમને નિશાણને રમતા માટે કરી ગમે?
   [શા માટે?/બીજા 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

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• 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.
આ છે ફોટો જે જતુ અને નીચેના મતુદા વિશે વાત કરવા તૈયાર રહ્યો:

• ફોટાના વર્ણન
• કચેરીમાં કામ કરવા ત્વશે તમારો અભભપ્રાય
• ત્નશાળમાં, ઘરમાં અથવા કોઈ સંસધામાં જે કામ કર્યું છે
• ભાર પહોંચમાં તમે જે પ્રકારનું કામ કરવા કયથી છો
• ત્નશાળમાં સ્પષ્ટતા કેવી રીતે ત્મે કામ કરવા વિશે તમારો અભભપ્રાય.
Instructions to the teacher

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.
1. આ ફોટાનું વર્ણન કરો.
   [બીજતું કંઈ?]

2. હતું માનતું છં કે કચેરીમાં કામ કરવતું રસદાયક છે. તેના વિશે તમારો શતું અભભપ્રાય છે?
   [શા માટે?/બીજતું કંઈ?]

3. તમે નિશાલમાં, ઘરમાં અથવા કાઉન્ટર્સ સંખ્યા માટે કામ કરવું હેઠળ તેના વિશે મને કહો.
   [બીજતું કંઈ?]

4. શિક્ષણમાં તમને જ પહેલાં કામ કરવું છે તેના વિશે મને કહો.
   [શા માટે?/બીજતું કંઈ?]

5. તમને લાગે છે કે વિકાસીઓ નિશાલમાં બધાં હેઠળ ત્યારે તમારો કામ કરવું જોઈએ?
   [શા માટે?/બીજતું કંઈ?]
Welcome to the Sample Assessment Materials for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Gujarati. These materials are designed to help you practice for the Speaking in Gujarati exam, specifically the Picture-based task.

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.

You do not need any other materials.
આ ફોટો જતું વર્ણન
• ફોટાનું વર્ણન
• તમારી શીખ્યા ભારતી જે રીતે શીખ્યા
• ગુજરાતી ભારતી જે રીતે ઉપયોગ કરો
• પરદેશમાં કામ કરવા તમારો અભભપ્રાય

STIMULUS FP8
Topic: Using languages beyond the classroom

(Source: © Cultura Creative (RF)/Alamy Stock Photo)
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.
1. આ ફોટાનું વર્ણન કરો. [પ્રશ્ન 1]
2. મને તમે સાથે ભરવા ગમે. તે ત્વશે તમારો શતું અભભપ્રાય છે? [પ્રશ્ન 2]
3. તમે ગુજરાતી ભાષા કિંમત રીતે શીખો? [પ્રશ્ન 3]
4. બાકીઓ તમે ગુજરાતી ભાષાનો કિંમત રીતે ઉપયોગ કરો? [પ્રશ્ન 4]
5. પરદેશમાં કામ કરવા વિશે તમારી શતું અભભપ્રાય છે? [પ્રશ્ન 5]
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.
STIMULUS FP9
Topic: Environmental issues

(Source: © Enrique AlgarraMore/Getty Images)

આ ફોટો જતું અને નીચેના મતુદ્ાઓ ત્વશે વાત કરવા તૈયાર રહો:

• ફોટાનાં વર્ણન
• જયાં તયાં કચરો ફેંકવા ત્વશે તમારો અભભપ્રાય
• પર્યાવરણમાં મદદ કરવા તમારા કાંઈ કય તું કરી શકો?
• પયા્ણવરરને મદદ કરવા ભત્વષયમાં તમે જે કરવા ઇચ્ો છો?
• નકામી વસ્તુઓનો ફરી ઉપયોગ કરવા ત્વશે તમારો અભભપ્રાય.
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.
**STIMULUS FP9**

**Topic: Environmental issues**

(Source: © Enrique AlgarraMore/Getty Images)

1. આ ફોટાનું વર્ણન કરો.
   
   [ભીજુ કાંઈ?]

2. હું માનું છું કે જયાં તયાર કચરો ફેંકવો ન જોઈએ. તમારો શું અભભપ્રાય છે?
   
   [શા માટે?/ભીજુ કાંઈ?]

3. પર્યાવરણે મદ્દ કરવા તમારી કશ્મીરના કોઇ સાધ્યો શું કર્યું હતું?
   
   [ભીજુ કાંઈ?]

4. પર્યાવરણે મદ્દ કરવા તમે ભલભૂમી શું કરવા હમદર્દી છો?
   
   [ભીજુ કાંઈ?]

5. નખામી વસ્તુઓનો કરી ઉપયોગ કરવા બદલે તમારો શું અભભપ્રાય છે?
   
   [શા માટે?/ભીજુ કાંઈ?]
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.
STIMULUS FP10

Topic: Bringing the world together

(Source: © Xinhua/Alamy Stock Photo)

આ ફોટા જેથી આંતરરાષ્ટ્રીય હરીફાઈ તૈયાર રખવી તે વાત કરવા તૈયાર રહો:

- ફોટાના વર્ણન
- રંગતંગતની હરીફાઈ વિશે તમારી અલીબાદ
- તમે આ ફોટાની શૈલી આંતરરાષ્ટ્રીય હરીફાઈ વિશે જણાવવો માટે યોગ્ય હોય છો?
- હરીફાઈના વિષે તમે પ્રથમ કયા કારણો ધ્યાય છો?
- તમારી મતદાનની 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.
STIMULUS FP10

Topic: Bringing the world together

1. આ ફોટાનું વર્ણન કરો.
   [ભીજુ કાંઈ?]

2. મને રમતગમતની હરીફાઈ ગમે. તમને ગમે?
   [શા માટે?/ભીજુ કાંઈ?]

3. તમે કોઈ આંતરરાષ્ટ્રીય હરીફાઈ જોઈ હોય તેના ત્વશે મને કહો.
   [ભીજુ કાંઈ?]

4. શા માટે તમે કોઈ હરીફાઈની બાબત લેવાના હો તેના વિશે મને કહો?
   [શા માટે?/ભીજુ કાંઈ?]

5. તમને સૌથી વધારે કઈ જાતની રમતગમત ગમે?
   [શા માટે?/ભીજુ 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

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)

ટેમે ટમારા ગુજરાતી મિત્ર સાથે એક સંગીતના ઉત્સવમાં જવાના છો. ટેમે ટમારા મિત્ર સાથે વાત કરી શકશે છે.

Prompt 1: ઉત્સવમાં જવાનું - કારણ

Question 1: તને શુ માટે આ ઉત્સવમાં જવું છે?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Gujarati Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>काले ज्वुं छे.</td>
<td>मने संगीतनो शोक छे.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication because response does not communicate the required message.</td>
<td>Pronunciation prevents communication. The candidate has stated &quot;शोक&quot; (grief) instead of &quot;शोख&quot; (interested in).</td>
</tr>
<tr>
<td>1</td>
<td>मे संगीत गमुं, वेटले.</td>
<td>मने गायक गमुं.</td>
</tr>
<tr>
<td></td>
<td>Communication is only partially clear within the context of the role play due to the inaccurate use of the pronoun “मे” and the verb “गमुं”.</td>
<td>Communication is ambiguous because the use of the past tense affects clarity of communication: the candidate has stated “I liked” instead of “I like”.</td>
</tr>
<tr>
<td>2</td>
<td>मारा मनपसं हाक गावाना छे.</td>
<td>आ उत्सव विश्वासित छे अनે एક જદી અનુભવ માઝલા માટે જવું છે.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated.</td>
<td>Clearly communicated.</td>
</tr>
</tbody>
</table>
Prompt 2: ઉત્સવમાં - વેઠળો સમય

Question 2: આપણે તેમ વેઠળો સમય માટે રહેવાના ક્ષેત્રે?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0    | 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    | 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    | The response is clearly communicated.
       | The response is clearly communicated. |

Prompt 3: !

Question 3: તે દૂર છે કે?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 0    | Highly ambiguous. The candidate has simply stated a number.
       | No rewardable communication; the candidate has simply repeated part of the question. |
| 1    | 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    | The response is clearly communicated.
       | The response is clearly communicated. |
Prompt 4: લોકો કેશા કપડાં પહેરે - વયુન

Question 4: આમ લોકો કેશા કપડાં પહેરે?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>કપડા.</td>
</tr>
<tr>
<td></td>
<td>કપડા પહેરે છે.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. No relevant information has been provided in response to the question. The candidate has simply stated &quot;clothes&quot;.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>તમારા પછા કપડાં.</td>
</tr>
<tr>
<td></td>
<td>હલા પહેરે.</td>
</tr>
<tr>
<td></td>
<td>Partially appropriate within the context of the role play. The candidate has used a formal form of &quot;you&quot; in an informal role play.</td>
</tr>
<tr>
<td></td>
<td>Pronunciation affects clarity of communication. The candidate has pronounced &quot;ક્લોઝ&quot; (black) as &quot;કલા&quot; (get angry).</td>
</tr>
<tr>
<td>2</td>
<td>ત્યાં લોકો આવ્યટલક કપડાં પહેરે.</td>
</tr>
<tr>
<td></td>
<td>લોકો ગરમ કપડાં પહેરે ખા્યા ત્યાં મુલાકાત પાછું ચંત કરી પડે.</td>
</tr>
<tr>
<td></td>
<td>The response is clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>The response is clearly communicated.</td>
</tr>
</tbody>
</table>

Prompt 5: ? રહેવાનું - રહેવાની જગ્યા

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>રહેવાની સાગવડ.</td>
</tr>
<tr>
<td></td>
<td>રહેવાનું રાતે?</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The candidate has not asked a question.</td>
</tr>
<tr>
<td></td>
<td>Highly ambiguous. It is not clear what the candidate is asking about.</td>
</tr>
<tr>
<td>1</td>
<td>રહેવાનું શું છે?</td>
</tr>
<tr>
<td></td>
<td>રહેવાની સાગવડ તમને શું લાગે?</td>
</tr>
<tr>
<td></td>
<td>Partially clear. The candidate has stated &quot;what is accommodation&quot; and not made it exactly clear what they are trying to ask. However, the meaning is understandable within the context of the role play.</td>
</tr>
<tr>
<td></td>
<td>Partially appropriate within the context of the role play. The candidate has used the formal register in an informal role play.</td>
</tr>
<tr>
<td>2</td>
<td>ત્યાંની રહેવાની સાગવડ તને કેશા લાગે છે?</td>
</tr>
<tr>
<td></td>
<td>ત્યાંની રહેવાની સાગવડ વિશે તારો શું અભિપ્રાય છે?</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated. The candidate has asked a clear question.</td>
</tr>
<tr>
<td></td>
<td>Unambiguous.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | • 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  | • 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 | • 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| • 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–2</td>
<td>• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.</td>
</tr>
<tr>
<td></td>
<td>• Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.</td>
</tr>
<tr>
<td>3–4</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</td>
</tr>
<tr>
<td>5–6</td>
<td>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</td>
</tr>
<tr>
<td></td>
<td>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>7–8</td>
<td>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</td>
</tr>
<tr>
<td></td>
<td>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • 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  | • 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  | • 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| • 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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.
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.
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Likes to do on Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aasha</td>
<td><strong>Me and my friends</strong> go shopping and then go to a restaurant.**</td>
</tr>
<tr>
<td>Chirag</td>
<td><strong>I hardly ever go out but if I do, I go to a club.</strong></td>
</tr>
<tr>
<td>Kishan</td>
<td><strong>My Gujarati school is over, so I go to see my dad.</strong></td>
</tr>
<tr>
<td>Hansa</td>
<td><strong>I usually go out on Saturdays with my sister.</strong></td>
</tr>
</tbody>
</table>

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.

Example: The trip is on Saturday.

(a) Everybody should meet at the ...................................................... .

(b) The trip will cost ...................................................... for children.

(c) The journey time to the seaside is ...................................................... .

(d) On the way, the snack provided for everybody is ...................................................... .

(e) In the evening the return time is ...................................................... .

(Total for Question 2 = 5 marks)
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?

(ii) Why does she like YouTube?

(iii) What can she send without having to pay?
3 (b) The blog continues.

(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.

Example: Jaipur is known as the … city

- [ ] A Silver
- [✓] B Golden
- [ ] C Brass
- [ ] D Copper

(i) Jaipur was founded by King…

- [ ] A Maan Singh.
- [ ] B Sawai Jai Singh.
- [ ] C Bahadur Singh.
- [ ] D Bhawani Singh.
(ii) On three sides of Jaipur, there are…

- A mountains.
- B rivers.
- C lakes.
- D forests.

(iii) In Amer Palace you can ride on…

- A a horse.
- B a donkey.
- C an elephant.
- D a bull.

(iv) The day trip to Jaipur is…

- A cheap.
- B costly.
- C free of charge.
- D unreasonable.

(v) Jaipur is also called the…

- A Yellow city.
- B Red city.
- C Blue city.
- D Pink city.

(Total for Question 4 = 5 marks)
5 Read the advert below.

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

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

(b) How many theatre groups will there be?

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

(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.

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
ભાષાના પ્રભાવના ઉदાહરણ: તેના કામના અનુભવ વીશે તમને ઈ-મેઈલ લખે છે.

(ક) તેના મામા ____________________________________________ માં રહે છે. (1)

(ખ) તેનું સાથે ____________________________________________ સાથે કામ કરશે. (1)

(ખ) તેને લાગે છે કે આ કામ બહુ ____________________________________________ છે. (1)

(ઝ) તેના માન્યતા ____________________________________________ નથી કરવી. (1)

(ા) પોતાના વ્યવસાયમાં ____________________________________________ થાય છે. (1)

(નીચે પ્રથમ વાક્યમાં ખાલી જગ્યા પૂરી કરો.)

(Total for Question 7 = 5 marks)
નેહા તેના કામના અનુભવ વીશે તમને ઈ-મેઈલ લખે છે.

ઉદાહરણ:

1. નેહા તેના મામાને માં જશે.

2. ખાનામાં આપેલા શબદટોનટો ઉપ્ટોગ કરી નીિેના વાક્યટોમાં ખાલી જગ્ા પ ૂરટો. ખાલી જગ્ા કરતા વધારે શબદટો છે.

3. નેહા તેની રજામાં મારી ઉંમરના રજામાં કામ કરવા આવે છે. આ કામ ઘણ અઘરું અને શહેરનાં બીજાં કામટો કરતાં અલગ છે પરંત મને તટો મારા જેવડા લટોકટો સાથે કામ કરવામાં ખબ આનંદ આવે છે. હું જ્ારે મટો્ી થઈશ ત્ારે મટો્ાં પટોતાનટો ધંધટો કરીશ કારણ કે મને બીજા લટોકટો મા્ે કામ કરવું પસંદ નથી. પટોતાના વ્વસા્માં તમારી પસંદગીના કલાકટો કામ કરી શકટો તેમજ પૈસા પણ વધાર કમાઈ શકટો.

(Total for Question 7 = 5 marks)
ઉનાળાની રજાઓ

8 શ્રીંદનનટો તેની ઉનાળાની રજાઓ વિશેનો વલોકન વાર્ષિક કરો.

| ઉદાહરણ: રજાઓ … (i) આ લાલાય હતી. |
|---|---|---|---|
| A મહિના | B પાંચપાંચદિન | C વે દીવસ | D એક વરસ |

(i) આ શીબર … હતી.

<table>
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<tr>
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<th>૨</th>
<th>૩</th>
<th>૪</th>
<th>૫</th>
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<tr>
<td>A જંગલમાં</td>
<td>B પાક્ષકો પર</td>
<td>C નવી ઝડે</td>
<td>D ચીનાટ ઉદાહરણ</td>
<td></td>
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</table>

(1)
(iii) ત્યાંનું હવામાન … હતું۔

<p>| | | | | |</p>
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<tr>
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<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>અરાય</td>
<td>ઠંડુ</td>
<td>સરસ</td>
<td>વાદચળયું</td>
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</tr>
</tbody>
</table>

(1)

(iii) આ શિખરમાં … હતું。

<p>| | | | | |</p>
<table>
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</thead>
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<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ધારું બધું કરવાનું</td>
<td>ધારી કરવાનું ન</td>
<td>બધું ભૂમ કાંઠાનખ</td>
<td>હમેશા બધું શાંત</td>
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(1)

(iv) લેખ સાંજે તેખો … હતા。

<p>| | | | | |</p>
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<td>કામ કરતા</td>
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<td>અભ્યાસ કરતા</td>
<td>તરવા જતા</td>
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(1)

(v) તમબુમા ગાળેલી રજાઓ … હતા。

<p>| | | | | |</p>
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<td>A</td>
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<td>C</td>
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<tr>
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</table>

(Total for Question 8 = 5 marks)
આપણી પ્રબ્યૂધતાની રક્ષા કરો

9. પથ્થરવર્ષી યોજનાઓ વિશે માહિતી વાંચો.

sworth નહીં યોજના
આ યોજના દરમિયાન એક ટ્રેકિલ સ્થાનિક વિસ્તારમાં આવેલી નહીં સાધી કરે છે. 
તે માટે પાલી ન જય તેવા કપડાની જુદુર પકડી. 
જે સારું તરતા આવી તેને માટે જ છે. 
સોના વરસાદી ની જેટલી માટે યોજના નથી.

જુનામાંદી નવાની યોજના
િુ પાણીને વયાધાવા હમેશા નકમી વસતુભરીની સ્તરપની ઉપયોગ કરે છું.
ઉદાહરણ તમને વનજીવનની સિભા કે પાનખરમા ઘણી કામ કરવા જઈશું. 
લાં સાફ્સૂફી કરી નવા કાય રોપને આખી વસતી જરુર જલ કરવાને મહારૂપ ધાર શકીશું.

સાફ્સૂફી કરી નવા ઝાડટો રટોપને અહીં વસતો મદદરૂપ થઈ શકીશ ક્યાં?

આપણી પૃથ્વીની રખો 
જૂનામાંદી નવાની 
સવચ્છ નદી 

(1)
(1)
(1)
(1)

(સાફ્સૂફી યોજના)
યોમાસ પાણી દીવાળીની તેવાય કરવા અમે વનજીવન વચારી લાં સાફ્સૂફી કરીશું.

તમે કાર યોજના પસંદ કરો?

(સાફ્સૂફી યોજના)
આપણી પૃથ્વીની રખો 

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
10 Translate this passage into English.

હું નિશાણે યાતીને જઈ હતું. ગુજરાતની શીખતી સહેલું હોવાથી મને ગમે છે. મને છતિકસનો વિષય નથી ગમતો કારણ કે તે ક્ષણમાં જાણું છે. ગરીબીની રસ્તા સામેને માટે ધરથરાવ પણ થવું હતું. નિશાણે આપીને મારા મિત્રો સાથે વસવા માટે મને જરા પણ સમય નહોતો હતો.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS
### GCSE Gujarati Foundation tier

#### Paper 3 Mark scheme

<table>
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<th>Question</th>
<th>Answer</th>
<th>Mark</th>
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<tr>
<td></td>
<td>1(b)</td>
<td>Aash</td>
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<tr>
<td></td>
<td>1(c)</td>
<td>Kishan</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1(d)</td>
<td>Chirag</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1(e)</td>
<td>Hansa</td>
<td>1</td>
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<tr>
<td></td>
<td>1(f)</td>
<td>Chirag</td>
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<td>shopping centre</td>
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<td></td>
<td>2(b)</td>
<td>Rs. 100/100 Rupees</td>
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<td></td>
<td>2(d)</td>
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## GCSE Gujarati Foundation tier

### Paper 3 Mark scheme

#### SECTION A

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<tr>
<td>2(a)</td>
<td>shopping centre</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>Rs. 100/100 Rupees</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>two hours</td>
<td>(1)</td>
</tr>
<tr>
<td>2(d)</td>
<td>free</td>
<td>(1)</td>
</tr>
<tr>
<td>2(e)</td>
<td>7 pm</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(i)</td>
<td>computer</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3(a)(ii)</td>
<td>she can listen to/find her favourite songs</td>
<td>(1)</td>
</tr>
<tr>
<td>3(a)(iii)</td>
<td>photos/photographs</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(i)</td>
<td>she can keep in touch with friends/she can play games</td>
<td>(1)</td>
</tr>
<tr>
<td>3(b)(ii)</td>
<td>she stays at home instead of meeting friends/ she has become unsociable</td>
<td>(1)</td>
</tr>
<tr>
<td>4(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>5(a)</td>
<td>In Rawalpindi</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>More than twenty</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>It will be during (the festival of) Eid</td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>3</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>6(b)</td>
<td>Two (front and back)</td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>Because he does not like red/does not like the colour</td>
<td>(1)</td>
</tr>
<tr>
<td>6(d)</td>
<td>(The neighbours are) friendly/ kind</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td>ગામ</td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>યુવાનો</td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>અધુણ</td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>નોકરી</td>
<td>(1)</td>
</tr>
<tr>
<td>7(e)</td>
<td>આવક</td>
<td>(1)</td>
</tr>
<tr>
<td>8(i)</td>
<td>૪ (A)</td>
<td>(1)</td>
</tr>
<tr>
<td>8(ii)</td>
<td>૧ (C)</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iii)</td>
<td>૫ (A)</td>
<td>(1)</td>
</tr>
<tr>
<td>8(iv)</td>
<td>૭ (B)</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8(v)</td>
<td>ઘ (D)</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)</td>
<td>સ્વચ્છ નદી</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)</td>
<td>જુનામંડી</td>
<td>(1)</td>
</tr>
<tr>
<td>9(c)</td>
<td>સ્વચ્છ શહેર</td>
<td>(1)</td>
</tr>
<tr>
<td>9(d)</td>
<td>વૃક્ષ વાવો</td>
<td>(1)</td>
</tr>
<tr>
<td>9(e)</td>
<td>સ્વચ્છ નદી</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**SECTION C**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>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.</td>
<td>(7)</td>
</tr>
</tbody>
</table>

**Mark**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0</strong></td>
<td>No rewardable communication.</td>
</tr>
<tr>
<td><strong>1–2</strong></td>
<td>Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.</td>
</tr>
<tr>
<td><strong>3–4</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>5–6</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.</td>
</tr>
</tbody>
</table>
**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 Questions 2 and 3, answer either option (a) or option (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.
તમે અમદાવાદમાં છો. તમે આ ફોટો તમારા મમત્ો માટે ઇનટરનેટ પર મૂકો છો.

(Total for Question 1 = 12 marks)
Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box □.

School

2 (a) તમે જમનગરમાં એક નિશાનમાં છો. અવાજ શક્તિ તમને તમારી એંટેનની નિશાન વિશે એક ફોટો તમારી ઇંટરનેટ પર માટ પૂછે છે.

તમારે નીચેના મુદ્દોનો ઉપયોગ કરવો જરૂરી છે:

• તમારી નિશાન ક્વાં આવેલી છે
• તમને કાિય વસ્તી આ છે
• તમે ગુજરાતી શા માટ ભાષા છો
• તમે આવતા વસ્તી નિશાનમાં શું કરશો.

આશરે 40–50 શબ્દોમાં ગુજરાતીમાં લખો.

(16)
If you answer Question 2(b) put a cross in the box.

**Music concert**

2 (b) तमे संगीतनાં એક ક્લાસમાં જાગ્રત લેવાના છો. વાચકોને તેના વિશે વધુ માહિતી આપતો એક ઓપિયારિક બલોગ લખો.

તમારે નીચેના મુદ્દાઓનો ઉપયોગ કરવો જરુરી છે:

- તમારી સંગીતની કાવ્યક્રમ કયું છે.
- તમારું મનપસદં સંગીત કયું છે.
- જીવનમાં સંગીત લેવાના ઝાડી શું છે.
- અબિષેદ્ધાં જે પકાસ સંગીતના કાય્યક્રમને તમે જાગ લેવા ચાલત છો.

ાંતરરાષ્ટ્રીય રમત ગમતના ઉતસવમાં ગયા િતા તેના વાક્યમાં જીવનની સંગીત કાય્યક્રમના તમે જાગ લેવા વધુ માહિતી આપો.

आ શ માં 40–50 શબ્દોમાં ગુજરાતીમાં લખો.

(Total for Question 2 = 16 marks)
Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box □.

International sports festival

3 (a) તમારા ગુજરાતી મિત્ર ક્ષેપન તરખીએ તમને એક ઈ-મેઇલ લખ્યો છે, તેમાં તમે જે આંતરરાષ્ટ્રીય રમતગમતના ઉત્સવમાં ગયા હતા તેમાં વિશે પૂછા છે.

ક્ષેપનને એક અન્ય પથરાઇક ઈ-મેઇલ લખો.

તમારે નીચેના મુદ્યોનો ઉપયોગ કરવો જરૂરી છે:

- તમે તે ઉત્સવ વિશે ડીટી રીતે જાણું
- તમારા દેશના લોકોની મનપસંદ રમતગમત
- યુવાન લોકોના જીવનમાં રમતગમતની અગાધતા
- કેટલી એક રમતગમતની પ્રૂફિટ તેમાં તમે બિચખામાં બાજ લેવા હોય છો.

આશરે 80-90 શબ્દોમાં ગુજરાતીમાં લખો. (20)

*S55385A0512*

Turn over
તમારી મમત્ કાજલે ગુજરાતના યુવાન લોકો માટેનાં કામ મવશે એક પત્ લખયો છે.

તમારી િમવષયના કામની યોજનાઓ.

યુવાન લોકોએ શા માટે કામ કરવું જોઈએ

યુવાન લોકો માટે લોકમપ્ય કામો

તમે પિેલાં જે કોઈ કામ કય શમ િોય/તાલીમ લીધી િોય

80–90 શબદોમાં

If you answer Question 3(b) put a cross in the box.
If you answer Question 3(b) put a cross in the box 

**Work**

(b) તમારી ભિતર કાજલે ગુજરાતના યુવાન લોકો માટેના કામ વિંદે એક પત્ર લખો છે.

કાજલે એક અન્યપસાણક પત્ર લખો.

તમારે નીચેના મૂકાયોનો ઉપયોગ કરવો જરૂરી છે:

- તમે પહેલાં જ કોઈ કામ કરવું જોઈએ
- યુવાન લોકોએ લોકેનાં કામો
- યુવાન લોકોએ કામ કરવું જોઈએ
- તમારી ભવિષ્યના કામની યોજનાથો.

આશરે 80-90 શબ્દોમાં ગુજરાતીમાં લખો.

(20)
(Total for Question 3 = 20 marks)
I live in Surat

4  નીચેના વાકોનું ગુજરાતીમાં અંગલીમાં બાંધીને કરો.

(a) My city is modern.  

(b) There are many factories.  

(c) The people are generally friendly.  

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

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

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS
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.
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | - 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  | - 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  | - 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • 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  | • 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  | • 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | 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  | 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  | 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  | 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: 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.
**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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • 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  | • 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  | • 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  | • 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, adjecitival 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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 |
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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>Communicates brief information relevant to the task with little development</td>
</tr>
<tr>
<td></td>
<td>Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</td>
</tr>
<tr>
<td></td>
<td>Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</td>
</tr>
<tr>
<td>4–6</td>
<td>Communicates information relevant to the task, with development of the occasional key point and idea</td>
</tr>
<tr>
<td></td>
<td>Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions occasionally successful</td>
</tr>
<tr>
<td></td>
<td>Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style is evident but with inconsistencies</td>
</tr>
<tr>
<td>7–9</td>
<td>Communicates information relevant to the task, with development of some key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</td>
</tr>
<tr>
<td></td>
<td>Some examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style is evident but with occasional inconsistency</td>
</tr>
<tr>
<td>10–12</td>
<td>Communicates information relevant to the task with expansion of key points and ideas</td>
</tr>
<tr>
<td></td>
<td>Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</td>
</tr>
<tr>
<td></td>
<td>Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of register and style throughout with minimal inconsistency</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • 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  | • 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  | • 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  | • 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed</td>
</tr>
<tr>
<td>2</td>
<td>Meaning fully communicated with occasional errors that do not hinder clarity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>માંથી શહેર આવ્યું છે.</td>
</tr>
<tr>
<td>4(b)</td>
<td>ત્યાં ઘાસ કારબાનાઓ છે.</td>
</tr>
<tr>
<td>4(c)</td>
<td>લોકો સામાન્ય રીતે મળાવવા હોય છે.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1</td>
<td>• Some words are communicated but the overall meaning of the sentence is not communicated</td>
</tr>
</tbody>
</table>
| 2    | • The meaning of the sentence is partially communicated  
|      | • Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed |
| 3    | • The meaning of the sentence is fully communicated  
|      | • Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(d)</td>
<td>મને અહીંનું કલામ ગમે છે, પણ આજે વરસાદ પડે છે.</td>
</tr>
<tr>
<td>4(e)</td>
<td>અમે આ શહેરમાં આવ્યાં કારણે ઘાસ કરવાનું છે, પણ અમે વાજા નથી ગમાતો.</td>
</tr>
</tbody>
</table>
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

Do not return the transcript with the question paper.
SECTION A

ગુજરાતની મહેમાનગત

Question 1
Example
M1: ઉનાળાની રજાઓમાં હું રાજકોટ મારા મામાને ઘરે ગયો હતો.

Question 1
M1: ગુજરાતમાં તો કોઈના ઘરે જઈ એ તો સમય કે ઋતુ પ્રમાણે મહેમાનો સ્ાગત થાય. પહેલાં તો લોકો આપણે પાણી આપે. પછી જ તે કોઈ જેવા પીઠાં અને નાસ્તા માટે આગ્રહ કરે. તેટલાક ઘરોમાં અધિકતમ સમયે છાશ કે લાલાં ચેર કે ખેડૂતી રસ પાડી પીરસાય. નવું હૃદય આવેલા મહેમાનો જમયા વગર ન જાય અથવા દ્રાપકાં અને પટકાં શાક જે સાથે બાંધી આવેલાં ચેર કે તાજાં ફળોનો રસ પાડી આવેલાં.

કુદરતી સંપતત

Question 2
Example
M2: હાલના વર્ષોમાં ગુજરાતે ઘણો વ્લકાસ કયષો છે.

Question 2
M2: મોટાં શહેરોની સરખામણીમાં ગામડાં વ્લકાસ હરણફાળે થઈ રહ્ા છે. રોજગારની ઉપરાંત અમે બધા એક કલાક ઉજાણી કરીએ અને બેસીને જમીએ. તે ઉપરાંત અમે નકામી પાકીયોમાંથી ફીકી સતુઓ બના્તાં શીખીએ અને શાળાના મેળામાં પેચીએ. તે આ્કમાંથી ગરીબ વ્દ્ાથથીઓને મદદ કર્ામાં આ્ે. જો અમારી શાળા રવ્્ાર પણ ખુલલી રહે તો બહુ જ મઝા આ્ે!

Weather forecast
Example
M2: એવપ્રલ તથા મે મદહનાની અસહ્ ગરમીમાંથી હ્ે ગ જે માટે ગુજરાટને રાહત મળશે.

Question 4
M2: ભારે હૃદય સાથે કલાકના વસતિેર માઈલની ઝડપે પ્ન ફંકાશે. ખેડૂતો માટે ખુશખબર છે, પણ માછીમારોને દદરયારી દૂર રહે્ાની સલાહ આપ્ામાં આ્ે છે. નીચાણ્ાળા ઘરોના પાંછ હોય તેની તપાસ પહેલે કરી લે્ી. ન્ નનતમ તાપમાં ૨૦ ડીગ્રી જેટલું નીચું જશે. જો આપ મેઘધનુર્ જુઓ તો અમને તેનું ફાક્ટર જરૂર મોકલજો.
SECTION B

Our school

Question 3
Example
F1: અમારી શાળા એકદમ અનોખી છે.

Question 3
Example
F1: અમારી વનશાળા એકદમ અનોખી છે.

Question 3
Example
F1: અમારી વનશાળા એકદમ અનોખી છે.

Weather forecast

Question 4
Example
M2: એવી વરસાદ સાથે પણ ઘંધર છે જે ભારતમાં શક્ય છે. ખેડૂતો માટે ખુશખબર છે, પણ માછીમારોને દદરયાથી દૂર રહેવું જરૂરી છે. નીચાણ્ાળા ઘરોમાં રહતાં લોકોએ ખાસ ધયાન રાખવું જે મદદ કરે છે કે તેમને પ્રકૃતિની સ્થિરતા નહીં આપી શકે.

Question 4
Example
M2: એવી વરસાદ સાથે પણ ઘંધર છે જે ભારતમાં શક્ય છે. ખેડૂતો માટે ખુશખબર છે, પણ માછીમારોને દદરયાથી દૂર રહેવું જરૂરી છે. નીચાણ્ાળા ઘરોમાં રહતાં લોકોએ ખાસ ધયાન રાખવું જે મદદ કરે છે કે તેમને પ્રકૃતિની સ્થિરતા નહીં આપી શકે.

M2: એવી વરસાદ સાથે પણ ઘંધર છે જે ભારતમાં શક્ય છે. ખેડૂતો માટે ખુશખબર છે, પણ માછીમારોને દદરયાથી દૂર રહેવું જરૂરી છે. નીચાણ્ાળા ઘરોમાં રહતાં લોકોએ ખાસ ધયાન રાખવું જે મદદ કરે છે કે તેમને પ્રકૃતિની સ્થિરતા નહીં આપી શકે. જે આપ મેઘધનુર્ જુઓ તો અમને તેનું મોકલ્યો.
Question 5

Example

M1: મારા મોટા બાળકે તો પૂરી સમયનું કામ કરવું છે.

Question 5

M1: મેં મહેનત પહોંચી જ્યાં તેમનો સુધારવાના અધિકારો પૂરી થયો હતો. તેમની પાસે સાથે ભંગદ્વાર તરનીના બધુ ગઢુ છે પણ કરાવવા માટે અનુભવ નથી. તેમણે કલાકીલી અસરો કરી, પણ અનુભવ વધારવા સુધી કામ આપતા લોકો અભિવૃદ્ધિ છે કારણ કે સમય અને નિચ્છે પસીને થોડી તાલીમ્યાં ભાગ છતા તેણી કામ પર લાંબું ટકે તેની કૌશલ ઝડકી નથી. વારટાને લોકો બહુ સહયોગપૂર્વક સુધી કામ પસંગ કરી?

F1: હું કેવિના તારી વાત સાથ કરી છું. મારા વિવેક જ્યાં કામ કરી છે તે કારણ દ્વારા પણ હું મારો ભાગ ભજવું છું. હું જયારે નજીકના સમાચાર કેંદ્રમાં બેટવનની ઉત્સાહ માળી જાઉં તયારે મારી બચાવી શકાય.

On holiday in Rajkot

Question 6

M2: મને કેટરલ અયેટાં ગમી. ક્યાંથી તેમના થાળોને ધળાણા માસ હતી અને તેમના વાતવરણ મારી કામગીરી વધારા માટ કરવા માગતા હતાં જ્યાં ભૂમિ ભાજું છે.

F2: પૂર્ણ વજરમાં જૈન પણ કેટરલ સુલભ હતા રીખામાં બેસી રહી છે એટલી મિલનતા જ તમે પહોંચી જ્યા.

M2: સાથી ધૂમાં કે અમે બધી સમર્થ જ્યાં નૃંધાળી ડિઝન કોષ્ટક આવવામાં આવી હતી. સામાન્ય રીતે તેઓ લીક હોવ અને સંપાદનાંને સહિત તેઓ આવતા હતો, પણ અમે ગયા અને સમયે તેઓ શાંત હતી. આથી બધા કરી શકીએ 

F2: મને તો અસરો એ વખતો છે ક અમે વધુ સંયોજન કોષ્ટકોનો સંગ્રહશાળા જેવાં મોક્લે ન મળવા. અમે ગયા તેઓ તેઓ તેઓ ભૂમિ હતું શાંત મકટલે માટ ગમી ગાળા આયું છે.

M2: શિખરીમાં મારે ધૂમાં નવણામાં આધ્યાત્મિક સથિતિભર મુક્તાત લેખી છે પણ ભૂમિ ગરમ હોવાનું મારે નથી મળતું. એટલે ભારત વહે ખેતર વસતા અખ્ખાપણ પાને કંઈ જ આવી છે.
Environmentally friendly sports

Question 8

Example

F1: As per the Gujarati text, the name of the activity is "Gujarat" in various languages. The question asks for the name of the activity.

Question 8 Part (a)

F1: Gujaratala has always been a popular tourist destination with its diverse landscape. In 2003, a government of the district invited the manufacturers to participate in an international trade fair. However, the buyers had only one option: to buy from their country. The fair was attended by more than 2000 buyers from all over the world. The question asks for the reason for the fair.

Question 8 Part (b)

F1: As per the Gujarati text, the question asks for the reason why the fair was organized. The fair was organized to promote and encourage environmentally friendly sports. The question asks for the reason for organizing the fair.

International trade fair
Award

Question 9

Question 9 Part (a)

M2: ડો. વ્રિમ સારાભાઈ ભારતના મહાન અશ્લીલ વૈજ્ઞાનિક હતા. તેમનો જીમો ગુજરાતના અમદાવાદ શહેરમાં પૈસાદાર ગુજરાતી પદર્ારમાં થતો હતો. તેઓ નાનપણમાં કલાકો સુધી અભાકામાં તાજાઓ જોવા કરતા.

તેમના સ્પન હતું કે ભારતનો ભૂમ્ણ પોતાની શક્તઓને ઓળખી શકે તેની અભ્યાસ બાદ અઢ્્ર્યાચ્યો બની હતો, સહુથી પહેલી વૈજ્ઞાનિક પ્રોગ્રાસની અમદાવાદ શહેરમાં શરૂ કરતી હતી જે વિજ્ઞાનમાં જાણીતી બની હતી.

ભારતના હોવશયાર અને ઉદ્મી નોંધા તથા આકાશ વૈજ્ઞાનિકમાં તેઓના મહત્ત્ાની ફાળી બદલ ગુજરાત સરકારે ૧૯૯૫-૧૯૯૬થી "ડો. વ્રિમ સારાભાઈ પાદરતોવર્ક" આપી શરૂ કરી હતી.

Question 9 Part (b)

F2: ડો. વ્રિમ સારાભાઈના જીનની ઉજ્ણી તથા આકાશ વૈજ્ઞાનિકમાં તેઓના મહત્ત્ાની ફાળી બદલ ગુજરાત સરકારે ૧૯૯૫-૧૯૯૬થી "ડો. વ્રિમ સારાભાઈ પાદરતોવર્ક" આપી શરૂ કરી હતી.

Quesiton 10

Example

F1: મારા માતા-વપતાની ઇચછા છે કે હું જામનગરના મહાવ્દ્ાલયમાં જઈને અભયાસ કરું.

Question 10 Part (i)

F1: તે બહુ જ કડક અનુશાસનાં મહાવ્દ્ાલય હોવું છતાં પણ ખૂબ જ લોકપ્રીય છે. મારો વનભ્યય અને બહાદુર ભાઈ તયાં જ રહીને ભણે છે અને ઘોડીસ્ારી, પ્યતારોહણ તેમજ તરાપો બના્તાં શીખે છે. મારે પણ આ બધું શીખવું છે પણ મારે ઘરથી દૂર નથી રહેવું. સથળાંતરમાં કંઈ મજા નથી. હું એક સાધારણ શાળામાં ભણું છં જયાં આ્ી બધી સગ્ડો નથી હોતી. તયાં અમને ઉદ્યોગ, ઊજા્ય, પયા્ય્રણ, તથા ઇનફમષેશન ટે્નોલોજીના ક્ેત્રમાં ધારે સંશોધન તથા વ્કાસ કરી શકાય.

Question 10 Part (ii)

F1: મને ગૂંથણકામ ઘણું ગમે છે એટલે મારી તમન્ના છે કે હું બાળકો માટેની સાથીઓની દુકાન શરૂ કરું. તે માટે શૈક્ણણક જ્ાન હોવું અવતશય જરૂરી છે જે મને અહીં રહીને પણ મળી શક છે. મારી વપત્રાઈ ભાઈ કદી કોઈ મહાવ્દ્ાલયમાં નથી ગયો, છતાં "સંકય રાજ્યસંઘમાં" તે સે્ આપે છે. તે માટે હું સાધારણ શાળામાં જઈ છું જયાં આ્ી બધી સગ્ડો નથી હોતી. તયાર અમને વધારે તો વયાસાવયક કેળ્ણી મળે છે.

Ambitions

Question 10

Example

F1: મારા માતા-પિતાની ઇચછા છે કે હું જમનગરના મહાવ્દ્ાલયના જેન ખાના અભયાસ કરું.
S55380A

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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

ભૂગોળની મહેમાનગત

1. કેટલા પોતાના મિત્ર સથી શાંખપ પર વાત કરે છે?

   તે ચૂક્કો છે તે સાંભળી નીચેના નામામાં આપેલા એક અથવા એકથી વધારે શબ્દીનો ઉપયોગ
   કરી વાક્ય પૂર્ણ કરો. કેટલાક શેખર શબ્દી પણ છે જેનો આપ ઉપયોગ નહી કરો.

   | ભૂગોળની રજાઓમાં | પહેલાં | પછી | હુરના | યોગસામાં | અપારે | મિજલાં | કંડા
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<td>પહેલાં</td>
<td>પછી</td>
<td>હુરના</td>
<td>યોગસામાં</td>
<td>અપારે</td>
<td>મિજલાં</td>
<td>કંડા</td>
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ઉપદૃષ્ટિ: કેટલા તેના ભામાને ઘરે ________________________ ગયો હતો.

(a) ભૂગોળમાં મહેમાનગત _____________________________ પ્રમાણે થાય છે.  
   (1)

(b) સહેલી _____________________________ મહેમાનોને પાણી આપવાનો રીતરૂપ છે.  
   (1)

(c) કેટલાક ઘરોમાં _____________________________ ચાવ આપવામાં આવે.  
   (1)

(d) _____________________________ મહેમાનોને લોકન કરો વગર જવા ન દેવાય.  
   (1)

(e) મહેમાનોને તેમની ___________________________ માટે ધોપલા અને શક બાંધી આપવામાં  
   આવે.  
   (1)

(Total for Question 1 = 5 marks)
2 તમે તમારા મીટર વડીલા યૂ સૂચન પર સાંભળો છો.
તે શું કહે છે?

અહીં આપણી આ શ્રેણીમાં યોગ્ય શબ્દ પસંદ કરી પાડતી જ્ઞાન પૂર્ણ હતો.
ઓછો, ચચરા, સહેલું, મુશ્ેલ
અને ગાંધી પણ અંગ શબ્દ અંગ કરતાં વધારે વધારે વાપરી શકી શકે.

ઉદાહરણ: ગુજરાતના વિસ્તારમાં .................................................. વધારો.

(a) મોટા શહેરોમાં ........................................................... બહુલાય જ રહ્યો છે. (1)

(b) ગામમાં શૈક્ષણિક મેળવવાનું ............................................... છે. (1)

(c) કાચરોની સંખ્યામાં .......................................................... થયો છે. (1)

(d) શાસન લેવાનું ................................................................. બને છે. (1)

(e) કૃષક 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.

**Example:** Their school is…

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

(i) Their school starts with…

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

(ii) Every afternoon they…

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

(iii) They raised money by…

|---|---------------------------|---------------------------|---------------------|-------------------------|
(iv) They would be happier if they would…

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>□</td>
<td>A win the school competition.</td>
</tr>
<tr>
<td>□</td>
<td>B get better grades.</td>
</tr>
<tr>
<td>□</td>
<td>C go to school on Sundays.</td>
</tr>
<tr>
<td>□</td>
<td>D do less homework.</td>
</tr>
</tbody>
</table>

(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.

Example Weather is changing ☒

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>A</td>
<td>thunder</td>
</tr>
<tr>
<td>B</td>
<td>windy</td>
</tr>
<tr>
<td>C</td>
<td>lightning</td>
</tr>
<tr>
<td>D</td>
<td>unsafe sea</td>
</tr>
<tr>
<td>E</td>
<td>sunny</td>
</tr>
<tr>
<td>F</td>
<td>disrupted transport</td>
</tr>
<tr>
<td>G</td>
<td>flooded farms</td>
</tr>
</tbody>
</table>

(Total for Question 4 = 3 marks)
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.

Example: Kevin’s brother wanted to…

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>☑</td>
<td>C work full-time.</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>A well qualified.</td>
</tr>
<tr>
<td></td>
<td>B flexible.</td>
</tr>
<tr>
<td></td>
<td>C experienced.</td>
</tr>
<tr>
<td></td>
<td>D punctual.</td>
</tr>
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</table>

(ii) Employers avoid taking on people who…

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td></td>
<td>A are over ambitious.</td>
</tr>
<tr>
<td></td>
<td>B might not stay long.</td>
</tr>
<tr>
<td></td>
<td>C are over qualified.</td>
</tr>
<tr>
<td></td>
<td>D have health issues.</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>A keep eye contact.</td>
</tr>
<tr>
<td></td>
<td>B smile a lot.</td>
</tr>
<tr>
<td></td>
<td>C show their certificates.</td>
</tr>
<tr>
<td></td>
<td>D stay positive.</td>
</tr>
</tbody>
</table>

(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 \( \times \) in the correct box for each question.

Example: Neha attended an international event called…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Vibrant India.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Vibrant Gujarat.</td>
<td>( \times )</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Vibrant Culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Vibrant Cities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) (i) Visitors were interested in…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>sightseeing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>delicious food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>entertainment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>establishing trade links.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) The reaction of the visitors was…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>very enthusiastic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>slightly negative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>generally positive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>quite mixed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iii) Neha was very surprised to see…

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>flower arrangements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>the splendid event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>leftover food on plates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>the beauty of Gujarat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(b) (i) The highlight of the opening ceremony was the…

- [ ] A speeches.
- [ ] B dancers.
- [ ] C celebrities.
- [ ] D fireworks.

(ii) People were attracted by the goods…

- [ ] A made locally.
- [ ] B which were cheap.
- [ ] C made by experts.
- [ ] D on display.

(iii) Visitors are unlikely to forget the…

- [ ] A hospitality.
- [ ] B food.
- [ ] C people.
- [ ] 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?

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

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

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

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

The report continues.

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

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

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

*(Total for Question 9 = 10 marks)*

---

**Ambitions**

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?

- A She is not in favour of single-sex education.
- B She wants to stay close to her parents.
- C She enjoys her school.
- D She wants to learn the same skills as her brother.
- E She wants to go to a school in a different city.

(ii) What are her views about career choices?

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

*(Total for Question 10 = 4 marks)*

---

**TOTAL FOR SECTION B = 40 MARKS**

**TOTAL FOR PAPER = 50 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?

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>She is not in favour of single-sex education.</td>
</tr>
<tr>
<td>B</td>
<td>She wants to stay close to her parents.</td>
</tr>
<tr>
<td>C</td>
<td>She enjoys her school.</td>
</tr>
<tr>
<td>D</td>
<td>She wants to learn the same skills as her brother.</td>
</tr>
<tr>
<td>E</td>
<td>She wants to go to a school in a different city.</td>
</tr>
</tbody>
</table>

(ii) What are her views about career choices?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>She wants to make a career in business.</td>
</tr>
<tr>
<td>B</td>
<td>She wants to do full time charity work.</td>
</tr>
<tr>
<td>C</td>
<td>She understands the importance of networking.</td>
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<td>D</td>
<td>She believes in hard work rather than education.</td>
</tr>
<tr>
<td>E</td>
<td>She feels proud about her cousin's work.</td>
</tr>
</tbody>
</table>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS
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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>ઋ�ુ</td>
<td>(1)</td>
</tr>
<tr>
<td>1 (b)</td>
<td>પહ�લાં</td>
<td>(1)</td>
</tr>
<tr>
<td>1 (c)</td>
<td>બપોર�</td>
<td>(1)</td>
</tr>
<tr>
<td>1 (d)</td>
<td>ંૂરના</td>
<td>(1)</td>
</tr>
<tr>
<td>1 (e)</td>
<td>ુુસાફર�</td>
<td>(1)</td>
</tr>
<tr>
<td>2 (a)</td>
<td>ઓછો</td>
<td>(1)</td>
</tr>
<tr>
<td>2 (b)</td>
<td>સહ��ું</td>
<td>(1)</td>
</tr>
<tr>
<td>2 (c)</td>
<td>વધારો</td>
<td>(1)</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
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<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>ઋં</td>
<td>(1)</td>
</tr>
<tr>
<td>1(b)</td>
<td>પહેલા</td>
<td>(1)</td>
</tr>
<tr>
<td>1(c)</td>
<td>બપોરન</td>
<td>(1)</td>
</tr>
<tr>
<td>1(d)</td>
<td>રના</td>
<td>(1)</td>
</tr>
<tr>
<td>1(e)</td>
<td>મુસાફરી</td>
<td>(1)</td>
</tr>
<tr>
<td>2(a)</td>
<td>ઓછો</td>
<td>(1)</td>
</tr>
<tr>
<td>2(b)</td>
<td>સહંભ</td>
<td>(1)</td>
</tr>
<tr>
<td>2(c)</td>
<td>વધારો</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2(d)</td>
<td>મુજબ</td>
<td>(1)</td>
</tr>
<tr>
<td>2(e)</td>
<td>મુજબ</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>3(ii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>3(iv)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>B, D, F</td>
<td>(3)</td>
</tr>
<tr>
<td>5(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>5(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>6(a)</td>
<td>Any <strong>two</strong> 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)</td>
<td>(2)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6(b)</td>
<td>Any one of the following: lots of people/fans there (1) it would be (very) busy/crowded (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>6(c)</td>
<td>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)</td>
<td>(1)</td>
</tr>
<tr>
<td>6(d)</td>
<td>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)</td>
<td>(1)</td>
</tr>
<tr>
<td>7(a)</td>
<td>because they are still discussing the project/discussions take place every week</td>
<td>(1)</td>
</tr>
<tr>
<td>7(b)</td>
<td>water sports</td>
<td>(1)</td>
</tr>
<tr>
<td>7(c)</td>
<td>car sharing/can share a car (rather than using individual cars).</td>
<td>(1)</td>
</tr>
<tr>
<td>7(d)</td>
<td>It reduces the use of paper (when sending information via social networking sites).</td>
<td>(1)</td>
</tr>
<tr>
<td>7(e)</td>
<td>Any one of the following: by not throwing the bottles away (1) by re-using water bottles (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(i)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>8(a)(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8(a)(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>8(b)(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(i)</td>
<td>space science</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(ii)</td>
<td>Any one of the following: wealthy/rich (1) Gujarati (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(iii)</td>
<td>recognition of (their) strength (1) independence (1)</td>
<td>(2)</td>
</tr>
<tr>
<td>9(a)(iv)</td>
<td>(first) research laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)(v)</td>
<td>Any one of the following: clever (1) hardworking (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)(i)</td>
<td>his/Dr Vikram Sarabhai’s life (1) (his valuable) contribution (to the field of space science) (1)</td>
<td>(2)</td>
</tr>
<tr>
<td>9(b)(ii)</td>
<td>Any one of the following: do/carry out new research. (1) develop something new. (1)</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>9(b)(iii)</td>
<td>memento</td>
<td>(1)</td>
</tr>
<tr>
<td>10(i)</td>
<td>B, D</td>
<td>(2)</td>
</tr>
<tr>
<td>10(ii)</td>
<td>A, E</td>
<td>(2)</td>
</tr>
</tbody>
</table>
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.
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- 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.
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
<table>
<thead>
<tr>
<th>Candidate Order</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate 1</strong></td>
<td><strong>Role Play</strong></td>
<td><strong>Pearson Allocated</strong></td>
<td><strong>Candidate Selection</strong></td>
</tr>
<tr>
<td><strong>Candidate 2</strong></td>
<td><strong>Picture Based</strong></td>
<td><strong>Pearson Allocated</strong></td>
<td><strong>Teacher Selection</strong></td>
</tr>
<tr>
<td><strong>Candidate 3</strong></td>
<td><strong>Teacher Selection</strong></td>
<td><strong>Candidate Allocation</strong></td>
<td><strong>Candidate Selection</strong></td>
</tr>
<tr>
<td><strong>Candidate 4</strong></td>
<td><strong>Candidate Selection</strong></td>
<td><strong>Teacher Selection</strong></td>
<td><strong>Candidate Allocation</strong></td>
</tr>
<tr>
<td><strong>Candidate 5</strong></td>
<td><strong>Teacher Selection</strong></td>
<td><strong>Candidate Allocation</strong></td>
<td><strong>Candidate Selection</strong></td>
</tr>
</tbody>
</table>

Sample sequencing grid

* Arrow shows the order that tasks must take place but sequencing is driven by the topic that the student has selected, i.e., column 'Candidate Selection.'
<table>
<thead>
<tr>
<th>Candidate 6</th>
<th>HR6 (Theme 3)</th>
<th>HP9 (Theme 5)</th>
<th>Theme 1</th>
<th>Theme 2 OR Theme 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HP8 (Theme 4)</td>
<td>Theme 2</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP3 (Theme 2)</td>
<td>Theme 4</td>
<td>Theme 1 OR Theme 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP1 (Theme 1)</td>
<td>Theme 5</td>
<td>Theme 2 OR Theme 4</td>
</tr>
<tr>
<td>Candidate 7</td>
<td>HR2 (Theme 1)</td>
<td>HP5 (Theme 3)</td>
<td>Theme 2</td>
<td>Theme 4 OR Theme 5</td>
</tr>
<tr>
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<td>HP7 (Theme 4)</td>
<td>Theme 3</td>
<td>Theme 2 OR Theme 5</td>
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<td>HP10 (Theme 5)</td>
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<td>HP4 (Theme 2)</td>
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<td>Theme 3 OR Theme 4</td>
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<tr>
<td>Candidate 8</td>
<td>HR5 (Theme 2)</td>
<td>HP8 (Theme 4)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
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<td>HP9 (Theme 5)</td>
<td>Theme 3</td>
<td>Theme 1 OR Theme 4</td>
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<td>HP2 (Theme 1)</td>
<td>Theme 4</td>
<td>Theme 3 OR Theme 5</td>
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<td>HP6 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 4</td>
</tr>
<tr>
<td>Candidate 9</td>
<td>HR10 (Theme 4)</td>
<td>HP9 (Theme 5)</td>
<td>Theme 2</td>
<td>Theme 1 OR Theme 3</td>
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<td></td>
<td></td>
<td>HP2 (Theme 1)</td>
<td>Theme 3</td>
<td>Theme 2 OR Theme 5</td>
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<td></td>
<td>HP3 (Theme 2)</td>
<td>Theme 1</td>
<td>Theme 3 OR Theme 5</td>
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<td></td>
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<td>HP5 (Theme 3)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 2</td>
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<tr>
<td>Candidate 10</td>
<td>HR8 (Theme 3)</td>
<td>HP8 (Theme 4)</td>
<td>Theme 2</td>
<td>Theme 1 OR Theme 5</td>
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<td>HP10 (Theme 5)</td>
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<td>HP1 (Theme 1)</td>
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<td></td>
<td></td>
<td>HP4 (Theme 2)</td>
<td>Theme 5</td>
<td>Theme 1 OR Theme 4</td>
</tr>
</tbody>
</table>

* 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.’
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.
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.
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/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 એક ગુજરાતી મમત્ર સાથે તમારા મમત્રરો અને કુટુંબ મિશે િાત કરરો છરો.

1. કુટુંબ સાથે સંબંધ - એવો
2. સૌથી પ્રિય મિટ્ર - વાંચ
3. !
4. ? મિટ્રો - અગતયતા!
5. ? કુટુંબ અને મિટ્રો - અભિરિાય
### Gujarati

**Paper 2: Speaking in Gujarati**

**Task 1: Role play**

**Instructions to the teacher**

- 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.

---

**Instructions**

- 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**

- કુંભ સાથેનો સંબંધ – કેવો
- સૌથી પ્રિય પ્િત્ર – વર્ણન
- પ્િત્રો – અગતયતા
- કુંભ અને પ્િત્રો – અભિરિાય

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* ©2018 Pearson Education Ltd.
* 1GU0/2H
* Gujarati
* Paper 2: Speaking in Gujarati
* Task 1: Role play

---

You do not need any other materials.
### Instructions to teacher

- Address the candidate using an informal form of *you* in Gujarati such as *તું/તમે/તારે/તારા/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 મીત સાથે તમારા મિત્રો અને કુટુંબ વાત કરો છો.*

<p>| | |</p>
<table>
<thead>
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</table>
| 1 | **તારા કુટુંબ સાથેના તારા સંબંધ વિશે મને કહીશ.**
  | Allow the candidate to describe their relationship with their family. |
| 2 | **તારા મિત્ર મનું વાળન કરીશ.**
  | Allow the candidate to describe their best friend. |
| 3 | **!**
  | **તાજેતરમાં તે તારા મિત્રો સાથે શું કર્યું છું?**
  | 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.* |
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.
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/તણે/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 મિત્ર સાથે અમદાવાદ શહેરમાં ખરીદી કરવા જવાના છો.

1. પરિસ્થિતિની પસંદગી - કાં?
2. અસરાંગી કાચાઓ - અભીનબ્બ
3. ?!
4. ? લોંગાંથો - પરિસ્થિતિ પછી?
5. ? લોંગાં - કાં?
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.
**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.

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<table>
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</thead>
</table>
| **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 કેિી લાગે છે?  
  Allow the candidate to say what the shops are like where they live. |
| **3** | કેઠલે તું ખરીદી કરવા માટે કિંમતથી કંઈક કલિ તેમની બિને 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.* |
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.
**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**

 taco vidoeram ko ekk pravas kareem ko nh. tame kamaar sabe vat koro nh.  
1. pravastio vese kolo jani mafihi jodey nh  
2. !  
3. sanjani pravastini parshogi - karo  
4. reserou - railaad  
5. ? chalni tren - karo
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 તીએ/તીને/તીારે/તીારાથી.

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

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

**Task**

તમે િડરોદરામાં એક રિાસ કચેરીમાં છરો. તમે કામદાર સાથે િાત કરરો છરો.

1. રિવૃપ્તિઓ પ્વશે કહો જેની િાહહતી જોઈએ છે
2. !
3. સાંજની રિવૃપ્તિની પસંદગી – કારર
4. રેસ્ોરાં – િલાિર
5. ?

**Instructions to the teacher**

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.
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 કરી રહ્યાં છો. તમે કામદાર સાથે બાત કરો છો.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>નમસ્તે! તમને ક્યારે મદદ કરું?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say which activities they want information on.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
<tr>
<td>2</td>
<td>!</td>
</tr>
<tr>
<td></td>
<td>અત્યાર સુધી તમે તમારી ભારતની રજા દરમયાન શું કરું?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to say what they have already done during the holidays in India.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
<tr>
<td>3</td>
<td>તમને સાંજે શું કરવું ગમે અને શા માટે?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to explain what they like doing in the evening and why.</td>
</tr>
<tr>
<td></td>
<td>ઓહ સરસ! વડોદરામાં તો ઇન્ટરનો ફૉર્મેન્ટ રૂપ નથી. હું સમય જ સ્વાદિષ્ઠ હોય છે.</td>
</tr>
<tr>
<td>4</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask for information on restaurants.</td>
</tr>
<tr>
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<td>Give an appropriate brief response.</td>
</tr>
<tr>
<td>5</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Allow the candidate to ask you the time of the last train.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
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.
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 પોછી ગયેલી વસ્તુઓની કચેરીમાં છો. તમે તયારાના અધિકારી સાથે વાત કરી છો.

1. વસ્તુ – વસ્તુ
2. વસ્તુ – તમારી વસ્તુ
3. !
4. ? કચેરી – સંપર્કની બીજાતો
5. ? કચેરી – પૂછરી રહેવાના સમય
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.
### 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 ઓફાચ ગયેલી વસ્તુઓની કચેરીમાં છો. તમે તેયાં અધિકારી સાથે વાત કરીશ છો.

<p>| | |</p>
<table>
<thead>
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</thead>
</table>
| 1 | તમે તમારી થેલીનું વર્ણન કરીશો?  
   | Allow the candidate to describe the bag. |
| 2 | થેલીની અંદર જે વસ્તુઓ હતી તેનું વર્ણન કરીશો.  
   | Allow the candidate to state what was in the bag. |
| 3 | તમારી થેલી ઓફાચ ગયી તયારે તમે શું કરતી હતી?  
   | Allow the candidate to say what they were doing when they lost the bag.  
   | બહે. 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.* |
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.
**STIMULUS HRS**

**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 ડિપાર્ટમ૆ન્ટ સ્ટોરમાં છો. તમારે એક કપડાંની વસતુ પાછી આપવી છે.

1. પાછી આપવી - કપડાંની વસતુ
2. બચીની - બાકીનું
3. !
4. ? કપડાંની વસતુ - અહેવાલ સદ્ધ
5. ? પહેરી જોવાના ઓરડાઓ - ક્રમાં
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 તે/તેને/તેારે/તેારાથી.

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

1. પાછી આપવી – કપડાંની વસત કોણે?
2. ખરાબી – વર્ણન
3. !
4. ?
5. ?

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.
## 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.

ઠોર ઉદાહરણ: એક ડીપાર્ટ્મેન્ટ સ્ટોરમાં છું. તમારે એક કપડાંની વસતુ પાછી આવી છે.

1. ** Astros તમને શું મદદ કરું?**
   
   Allow the candidate to say they wish to return an item of clothing.

2. ** Astros શું ખરાબી છે?**
   
   Allow the candidate to explain what the problem is.

3. ** Astros તમે બીજી જીવ જતની કપડાંની વસતુ ખરીદી કેવી રીતે તેનું વિશે મને કહો?**
   
   Allow the candidate to say what other type of clothing they have bought recently. Also, in our department store, if an item is passed, the same type of garment will be passed.

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.*
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.
**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/તરી/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 અભયાસ સીવાયની પ્રવૃત્તિઓ વિશે વાત કરો છો.

1. અભયાસ સીવાયની પ્રવૃત્તિઓ – કયા કયા ટિપ્પણી
2. અભયાસ સીવાયની મનપંદ પ્રવૃત્તિ – કાર્યવાહ
3. !
4. ? નિશાનગણી કરવો – અર્થ
5. ? નિશાનગણી કરવો – સમસ્યાપન
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.
**STIMULUS HR6**

**Topic:** School activities

**Instructions to teacher**

- Address the candidate using an informal form of you in Gujarati such as તું/તમે/તને/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 અભયાસ સિવાયની પ્રવૃત્તિઓ વિશે વાત કરો છો.

| 1 | તારી અભયાસ સિવાયની પ્રવૃત્તિઓ અહેવાલી કયા કયા દદિસે હોય છે?  
Allow the candidate to say which days of the week they have extracurricular activities.  
ખૂબ સરસ | 1 |
|---|---|
| 2 | તારી અભયાસ સિવાયની મનશાળની કલબમાં શું કરુું હતું?  
Allow the candidate to say what they have recently done in a school club.  
ખૂબ રસરિદ. હું પર મારી મનશાળની કલબમાં જાઉં છું. | 2 |
| 3 | !  
ાજેતરમાં તે તારી નિશાણી કલબમાં કુઝ કરું હતું?  
Allow the candidate to ask about the cost of school clubs.  
Give an appropriate brief response.  
ખૂબ સરસ | 3 |
| 4 | ?  
Allow the candidate to ask about your school clubs' schedule.  
Give an appropriate brief response. | 4 |
| 5 | ?  
Allow the candidate to ask about your school clubs' schedule.  
Give an appropriate brief response. | 5 |
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.
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/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 દદિસ પસાર કરી રહ્ા છરો અને નિશાણણા જવાન વિશે વાત કરો છો.

1. નિશાણણી શાખાભાઇ – સમય
2. નિશાણણો ગાંધેલ - અભિપ્રાય
3. !
4. ? નિશાણણી પ્રતિભાનમત દીન
5. ? વપરાસના લેખન સમયે – પ્રવૃત્તि
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.
STIMULUS HR7

Topic: What school is like

Instructions to teacher

• Address the candidate using an informal form of you in Gujarati such as તું/તણે/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 દદિસ પસાર કરી રહ્ા છ રો અને

<table>
<thead>
<tr>
<th>1</th>
<th>તારી નિશાણ ક્યા સમયે શરૂ થાય?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Allow the candidate to say when their school starts.</td>
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<tr>
<th>2</th>
<th>નિશાણના અપ્રૂયેશ વિશે તારો શું અભભરિાય છે?</th>
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<tbody>
<tr>
<td></td>
<td>Allow the candidate to provide an opinion on school uniform.</td>
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</table>

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<tr>
<th>3</th>
<th>!</th>
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<tbody>
<tr>
<td></td>
<td>નિશાણના તારી છેડા પ્રવાસ વિશે મને કહીશ.</td>
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<tr>
<td></td>
<td>Allow the candidate to describe the last school trip they went on.</td>
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<td></td>
<td>Give an appropriate brief response.</td>
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<tbody>
<tr>
<td></td>
<td>Allow the candidate to ask about your school sports day.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Allow the candidate to ask what you do at lunchtime.</td>
</tr>
<tr>
<td></td>
<td>Give an appropriate brief response.</td>
</tr>
</tbody>
</table>
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.
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

દદલહીની મનશાળના રિિાસ દરમમયાન તમે એક ગુજરાતી શિક્ષક સાથે વાત કરો છો.

1. ભારતની મુલાકાત – કારે કારે
2. આ મુલાકાત – અભિપ્રાય
3. !
4. ? છેલલો નિશાળો પ્રવાસ – કાં?
5. ? ઇંગલેંડનો પ્રવાસ – કારે
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 તિે/તિને/તિારે/તિારાથી.

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
દદલહીની મનશાળના રિિાસ દરમમયાં તમે એક ગુજરાતી મશક્ષક સાથે િાત કરરો છરો.

1. િારતની મુલાકાત – કારે કારે
2. આ મુલાકાત – અભિરિાય
3. !
4. ? છેલલો પ્નશાળનો રિવાસ – કાં
5. ? ઇન્ગલેંડનો પ્નશાળનો રિવાસ – કારે

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.
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.

દદલહીની મનશાળના રિિાસ દરમમયાન તમે એક ગુજરાતી શિક્ષક સાથે વાત કરો છો.

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</table>
| 1 | તમે ભારત ક્ારે ક્ારે આયો છો?
Allow the candidate to say how often they come to India.

| 2 | આ પ્રવાસ તમને કેિરો લાગે છે?
Allow the candidate to say what they think of the trip.

| 3 | !
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.
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.
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/તમારા શરૂઆતી.

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 ઉતિર લંડનમાં એક ભારતીય દુકાનમાં ટૂંક સમય માટે કામ શરૂ કરો. તમે દુકાનના મેનેજર સાથે િાત કરરો છરો.

1. કામ - કયા પ્રશ્ન
2. આ કામ - કાર્ય
3. !
4. ? પરિસ્થિતિ ભાષા - કહે?
5. ? કામની શરૂઆત - મહત્ત્વ
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 તીએ/તીને/તીારે/તીારાથી.

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 ઉતિર લંડનમાં એક ભારતીય દુકાનમાં ટૂંક સમય માટે કામ શરોધરો છરો. તમે દુકાનના મેનેજર સાથે િાત કરરો છરો.

1. કાિ – કયા રિકારનું
2. આ કાિ – કારર
3. !
4. ?
5. પરદેશી િાષા – કઈ
6. ?
7. કાિની શરૂઆત – િાહહતી

• 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.
**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 ઉતિર લંડનમાં એક ભારતીય દુકાનમાં ટૂંક સમય માટે કામ શરોધરો છરો. તમે દુકાનના મેનેજર સાથે વાત કરી રહ્યો છો.*

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</table>
| **1** | હું તમને શું મદદ કરું?
Allow the candidate to state what type of work they are looking for. |
| **2** | તમને શું માટે આ રિકારનું કામ જરૂરી 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. 
*કરો*.*
| **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.* |
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.
**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/તમે/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 સથાપ્નક હોટેલમાં રાતું ભોજન પીરસરો છો. તમે એક ભારતીય પ્વસતાર સાથે િાત કરરો છો.

1. તમારો સથાપ્નક વિસ્તાર - અભિરિાય
2. શાકન-શાકની પ્રવૃત્િ - બાલામણ
3. !
4. ? ભોજનની વાનગીઓ - મંગાવવી
5. ? ભોજનની વાનગીઓ - બાલામણ
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 તી/તીને/તીારે/તીારાથી.

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
ચિનતા હોય કે તમે એક સથામનક હરોટેલમાં રાતનું ભરોજન પીરસરો છરો. તમે એક ભારતીય રિાસી સાથે િાત કરરો છરો.

1. તિારો સથાપ્નક પ્વસતાર – અભિરિાય
2. શપ્ન-રપ્વની રિવૃપ્તિ – િલાિર
3. !
4. ?
5. ?

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.
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 ભરોજન પીરસરો છો. તમે એક ભારતીય પ્રવાસી સાથે વાત કરો છો.

1. તમારી સ્થાનિક વિસ્તાર કેિરો છે તેના વિશે કહેશરો?
   Allow the candidate to say what they think about the area.

2. શાનિરવિના કોઇ પ્રવૃત્તિ કરવા માટે તમે લાભાત કરી શકો?
   Allow the candidate to recommend an activity for the weekend.

3. ગયા ઉનાળાની રજામાં તમે શું કરી શકો?
   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 નક્ી નથી કરી શકાતુ/કરતી.

5. ?
   Allow the candidate to ask if you would like them to make a recommendation of what to eat.
   હા, તમારો ખ બાલ આહાર.
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.
આ ત્રણ જગ્યાં અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

• તેટાનું વર્ણન
• ઉજવરી કરવાનું મહત્વ
• કોઈ તકવારની ઉજવરી જેણું તમે ગાય હતા?
• લાલચમાં કોઈ જુદી જાતની ઉજવરી કરવા માગતા હો?
• !
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.
1. આ ફોટોનું વર્ણન કરો.
   [બીજુ ં  કાંઈ?
2. હું માનું છુ કે ઉજવાણી કરવી લાગી છે. તમારે શું અભિરિાય છે?
   [શા માટે?/બીજુ ં  કાંઈ?
3. તમે તેથી તહેવારી ઉજવાણીમાં ગયા હતા તેવી તમે શું કરીને હતું?
   [બીજુ ં  કાંઈ?
4. હશેલયાં તમે કોઈ જૂદી જતની ઉજવાણીમાં શેખર માંગતા હો તેવી વિષે મને કહે?
   [શા માટે?/બીજુ ં  કાંઈ?
5. પાટીઓમાં સંગીત કેવું મહત્વવનું છે?
   [શા માટે?/બીજુ ં  કાંઈ?]
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.
આ છે જેનો અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- ફોટોનું વર્ણન કરો.
- સામાજિક પ્રસારણ માધ્યમ દ્વારા એક પ્રકારના સાથે સંપર્ક રાખવા વિશે તમારી આભાર.
- પહેલાં કોઈ વખત તમને ટેકનોલોજી ઉપયોગ કરવામાં આવી વધુ વધુ તેને એક પ્રકારનો દર્શાવો.
- લાખામાં લોકોને ટેકનોલોજી કેવી રીતે કરશે?
- !

(Source: © Jenny Matthews/Alamy Stock Photo)
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.
1. આ ઝોટાનું વર્ણન કરો.
   [ઓ ક્યારે?]

2. હું માનું છું કે સામાજિક પ્રવાસ માધ્યમદ્ભર છેકીલ સાથે સંપર્ક રાખવાની જરૂરી છે. તમારો શું અભિપ્રાય છે?
   [તમારા માટે? ઓ ક્યારે?]

3. પહેલાં ક્યું વધારે તમને ટેકનોલોજી ઉપયોગી બનાવશે તેનો એક રૂપ કેવી રીતે રાખી શકો છું?
   [ઓ ક્યારે?]

4. તમારા અભિપ્રાય પ્રમાણે વિવેચનમાં ટેકનોલોજી લોકોને કેવી રીતે મદદ કરી?
   [તમારા માટે? ઓ ક્યારે?]

5. તમારા અભિપ્રાય પ્રમાણે ટેકનોલોજીના ગેરફાયદા શું છે?
   [તમારા માટે? ઓ ક્યારે?]
1.આ ફોનું વર્ણન કરો.

2.હું િાનું છું કે સાિાજજક રિસારર િાધયિ દ્ારા એકબીજા સાથે સંપક્ણ રાખવો જરૂરી છે. તિારો શું અભિરિાય છે?

3.પહેલાં કોઈ વખત તિને ્ેકનોલોજી ઉપયોગી થઈ હોય તેનો એક દાખલો આપો.

4.તિારા અભિરિાય રિિારે િપ્વષયિાં ્ેકનોલોજીના ગેરફાયદા શું છે?

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.
STIMULUS HP3

Topic: Town, region and country

• Describe the scene
• Talk about a town or village
• Tell about a recent meeting
• Any place you would like
• !
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.
1. આ ઝોટાનું વર્ણન કરો. 
[બીજું કાંઈ?
2. મને શહેર કરતાં ગામ વધુ ગામે. તમને શું વધુ ગામે?
[શા માટે?/બીજું કાંઈ?
3. તાજેતરમાં તમે કોઇ જગ્યાની મુલાકાત લીધી હોય તેના બદલામાં મને કહો.
[બીજું કાંઈ?
4. શાબદિક્યમાં તમે કિંમત જગ્યાએ રહેવાનું પસંદ કરશો?
[શા માટે?/બીજું કાંઈ?
5. તમે જયાં રહો છો તેના તમારા માટે સૌથી અગ્નિય વસ્તુ શું છે?
[શા માટે?/બીજું કાંઈ?]
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.
આ ફોટો જુઓ અને નીચેના મુદ્દઓ પ્રથ્યમ વાત કરવા તૈયાર રહો:

- ફોટોનું વર્ણન
- પવ્યતો કે દહરયા હકનારા પર રજાઓ ગાળવા તારો અભિરિય
- રજા પર તે જે રસરિદ કરું છે
- આવતા વર્ષે તમે જયાં રજા પર જવાનું પસંદ કરો છો
- !

(Source: © LOOK Die Bildagentur der Fotografen GmbH/Alamy Stock Photo)
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.
1. આ ખોટાનું વર્ણન કરો.
   [બીજું કાંઈ?] 

2. મને દરીયા વિનાર કરતાં પર્વતો પર રચયો ગાજરવી વખતુ ગમે. તેના વિશે તમારો શું અભિવ્યક્તિ છે?
   [શા માટે?/બીજું કાંઈ?] 

3. તમારી રસ પર તમે કાંઈક રમતું કરું હોય તેના વિશે મને કહો.
   [બીજું કાંઈ?] 

4. આવતા વર્ષે તમે રસ પર કાંઈ જરુરા છી?
   [શા માટે?/બીજું કાંઈ?] 

5. તમને તમારા મિત્રી સાથે કે તમારા કુલદેવ સાથે રસ પર જરુરણ ગમે?
   [શા માટે?/બીજું કાંઈ?]
1. આ ફોંનું વર્ણન કરો.

2. ઇને દહરયા હકનારા કરતાં પવ્ણતો પર રજાઓ ગાળવી વધ ગે. તેના પ્વશે તિારો શું અભિરિય છે?

3. તિારી રજા પર તિે કંઈક રસરિદ કર હોય તેના પ્વશે ઇને કહો.

4. આવતા વષષે તિે રજા પર કાં જવાના છો?

5. તિને તિારા પ્િત્રો સાથે કે તિારા કુટુંબ સાથે રજા પર જવ ગે?
STIMULUS HPS

Topic: School activities

(Source: © Steve Speller/Alamy Stock Photo)

આ ફોટો જુઓ અને નીચેના મુદ્દો પ્રવેશ પસંદ કરવા તૈયાર રહો:

- ફોટોનું વર્ણન
- પ્રવાસના પરદેશના પ્રવાસી વિશે તમારે આભીનંદન
- પ્રવાસના પ્રવાસી જે કાય્યક્રમ ગોઠવીએ
- પ્રવાસના પ્રવાસી જે કાય્યક્રમ ગોઠવીએ
- !
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.
STIMULUS HP5
Topic: School activities

(Source: © Steve Speller/Alamy Stock Photo)

1. આ ફોટાનું વર્ણન કરો.
   [બીજું કાંઈ?]  

2. ક્યારે માનવું છું કે નિશાણનાં પરદેશના પ્રવાસો મહત્વપૂર્્ણ છે. તેના વિષે તમારો શું અભિપ્રાય છે?
   [શા માટે/?/બીજું કાંઈ?]  

3. તમે નિશાણના પ્રવાસમાં કયા શીખયા હો તેના વિષે મને કહો.
   [બીજું કાંઈ?]  

4. સાબિત્યમાં તમારો વર્ગ કયા પ્રકારનો કાર્યક્રમ ગોઠવ્યો?
   [શા માટે/?/બીજું કાંઈ?]  

5. નિશાણની અહેલાબદ્લી કરવા વિષે 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.
STIMULUS HP6

Topic: What school is like

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

આ ફોટો જુઓ અને નીચેના મુદ્દો પ્રશને વાત કરવા તैયાર રહો:

• ફોટોનું વર્ણન
• મેશાલનો રહીનો પ્રશ્ન પૂરો ધરાવાનું સમય વિશે તમારો અભિભાવ
• તમને મળેલી સૌથી મોટી સકારાત્મક સુવિધા
• મેશાલના અલયાસ પૂરો કરો પાછળ તમારી યોજનાઓ

• !

(© Pearson Education Limited 2022)
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.
1. આ ફોટાનું વર્ણન કરો.

[બીજું કાંઈ?]

2. હું માનું છું કે બ્રિટનમાં નિશાણનો ટિપ્પણીશેલા હાઇ જલદી પૂરે થાય છે. તેના વિશે તમારે સૌથી સફળ શું અભિભાવક છે?

[ઉલ્ટો માટે?/બીજું કાંઈ?]

3. નિશાણમાં તમને સૌથી મોટી સુખાતા ક્યારે મળી હતી? તેના વિશે મને કહો.

[બીજું કાંઈ?]

4. તમે નિશાણમાં અધ્યાસ પૂરે કરી પછી શું કરવાના છો?

[ઉલ્ટો માટે?/બીજું કાંઈ?]

5. તમારી નિશાણના શિક્ષકી વિશે તમારે સૌથી સફળ શું અભિભાવક છે?

[ઉલ્ટો માટે?/બીજું કાંઈ?]
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.
આ છોટો જુઓ અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

• છોટાનું વાંચીન
• છોટા કામમાં પૈસાની અગતયતા વિશે તમારી અભિપ્રાય
• પહેલાં તમે નિશાલમાં, ઘરમાં આવી છોટા સંસ્થા માટે 9 સૌથી વધુ રસપુક કામ કર્યું છે
• લક્ષ્યમાં તમને જદ્રમ કામ કરવાની ઇચ્છા છે
• !

(Source: © EyeEm/Alamy Stock Photo)
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.
STIMULUS HP7
Topic: Ambitions

1. આ કોનાં વાઈન કરો.
   [બીજું કાંઈ?]

2. હું માનું છું કે કોઈ પણ કામમાં સૌથી અગતયતની વસ્તુ પૈસા છે. તેના વિશે તમારી શું અભિરિય છે?
   [તા માટે?/બીજું કાંઈ?

3. પહેલાં તમે નિશાલમાં, ધરમા અથવા કોઈ સંસ્થા માટે સૌથી વધુ રસપ્રદ કામ કરું હોય તેના વિશે મને કહો?
   [તા માટે?/બીજું કાંઈ?

4. ભવિષ્યમાં તમે કયા કામ કરવા છે કોઈ તેના વિશે મને કહો?
   [તા માટે?/બીજું કાંઈ?

5. તમને લાગે છે કે યુવાઓ નિશાલમાં લંબા હોવ એ દરમિયાન તેમને કામ કરવું જોઈએ?
   [તા માટે?/બીજું કાંઈ?]
Gujarati

Paper 2: Speaking in Gujarati

Task 2: Picture-based task

Instructions to the candidate

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.
આ છે જ્યાં અને નીચેના મુદ્દાઓ વિશે વાત કરવા તૈયાર રહો:

- કોઈ વર્ણન
- લાખોથી કમયુટરનો ઉપયોગ કરવા વિશે તમારી અલ્યીણ
- ગુજરાતી શૈક્ષણિક તમને જ સૌથી વધુ ગામંગ
- લાખોથી ગુજરાતી લાભાનો તમે જ રીતે ઉપયોગ કરવા ચાલુ છો?
- !
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.
1. આ છોટાંનું વર્ણન કરો.
   \[\text{બીજુ ં કાંઈ?}\]

2. અમદાવાદમાં કમચટરનો ઉપયોગ કરવા વિશે તમારો શું અભિરૂચિ છે?
   \[\text{શા માટે?/બીજુ ં કાંઈ?}\]

3. ગુજરાતી ભાષાનો અધયાસ કરવામાં તમને સૌથી વધુ વિષય શું ગમરું હતું?
   \[\text{શા માટે?/બીજુ ં કાંઈ?}\]

4. પરોખમાં ટમ ક્યારે વિશે તમારો શું અભિરૂચિ છે?
   \[\text{શા માટે?/બીજુ ં કાંઈ?}\]
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.
STIMULUS HP9

Topic: Environmental issues

(Received images from © Enrique AlgarraMore/Getty Images)

आ ळेटो जुबो अने गीजिना मुद्दो विशे वात करवा तैयार रहो:

• धैर्य वार्तन
• स्वस्थ दरिया दिनांकाली गोष्टांच्या महत्त्व
• पर्यावरणमध्ये मनो वाचवा, तमाखणा जुवस्वरूपांना कोणत्या साहय्यांचे जे डाऊं खरू असे?
• पर्यावरणात स्वस्थ राजस्व अविभाज्य तर मे जे डाऊं करशी?
• !
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.
1. આ ફોટાનું વર્ણન કરો.
   [બીજું કાંઈ?]

2. હું માનું છું કે એ મહત્વપૂર્ણ છે કે દરીયા દુનિયા સ્વસ્થ રાખવા જોઈએ. તેના વિશે તમારી શું અભિપ્રયાય છે?
   [શા માટે?/બીજું કાંઈ?]

3. પર્યાવરણે મહત્વ કરવા તમારા કુટુંબના કોઈ સભયે કરીને કરી હોય તેના વિશે મને કહો.
   [બીજું કાંઈ?]

4. પર્યાવરણે સ્વસ્થ રાખવા માટે લાલિયમાં તમે શું કરીશો?
   [બીજું કાંઈ?]

5. તમારી બીજાવટીએ વસ્તુઓ ફેંકવા કરતાં કોઈને આપી દેવા વિશે તમારી શું અભિપ્રયાય છે?
   [શા માટે?/બીજું કાંઈ?]
### 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.
**STIMULUS HP10**

**Topic: Bringing the world together**

(Source: © Xinhua/Alamy Stock Photo)

आ फो્ો જુઓ અને નીચેના મુદ્દો પ્વશે વાત કરવા તૈયાર રહો:

- ફો્ાનું વર્ણન
- આંતરરાષ્ટ્રીય રિતગિતના કાય્ણક્રિો પ્વશે તિારો અભિરિાય
- પહેલાં તમે જે રિતગિતના ખાસ કાય્ણક્રિિાં િાગ લીધો છે
- પલીચામાં કેટે રસપ્રદ હરીફાઈ જોવાની તિે 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.
STIMULUS HP10

Topic: Bringing the world together

1. આ છોટાનું વર્ણન કરો.
   [બીજુ ં કાંઈ?]

2. મને આંતરરાષ્ટ્રીય રંગ વસ્તવિતા કાર્યક્રમો બાદ ગમે, તમને ગમે?
   [શા માટે?/બીજુ ં કાંઈ?]

3. તમે રંગ વસ્તવિતા કોઈ બાસ કાર્યક્રમમાં લેવા શક્ય હોય તેવી વિશે મને કહો.
   [બીજુ ં કાંઈ?]

4. સમાચારમાં કોઈ રસપુદ કરીને જોવાની તમારી શું યોજના છે?
   [શા માટે?/બીજુ ં કાંઈ?]

5. દુરદૃઢ પ્રવૃત્તિઓ કરવા વિશે તમારે શું અવિશ્વાસ છે?
   [શા માટે?/બીજુ ં 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable communication; highly ambiguous OR pronunciation prevents communication</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication</td>
</tr>
<tr>
<td>2</td>
<td>Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication</td>
</tr>
</tbody>
</table>

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 પોખારી ગલેલી વસ્તુઓની કચેરીમાં છો. તમે વાના અધિકારી સાથે વાત કરો છો.

Prompt 1: થેલી - વાળું

Question 1: તમે તમારી થેલીનું વાળું કરશો?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear. The word “ચામદા” 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 “ચામદા” has been mispronounced as “ચારી”.</td>
</tr>
<tr>
<td>2</td>
<td>The response is clearly communicated. The response is clearly communicated.</td>
</tr>
</tbody>
</table>

Question 1: તમે તમારી થેલીનું વાળું કરશો?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>Partially clear. The word “ચામદા” 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 “ચામદા” has been mispronounced as “ચારી”.</td>
</tr>
<tr>
<td>2</td>
<td>The response is clearly communicated. The response is clearly communicated.</td>
</tr>
</tbody>
</table>
Prompt 2: થેલી - તેમાંની વસ્તુઓ

Question 2: થેલીની અંદર શે વસ્તુઓ હતી તેનું વહન કરો.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Mark Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>બહુ વસ્તુઓ છે.</td>
<td>ધારી વસ્તુઓ ગુમ શકે ગાડી.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The candidate has provided no details about any of the items in the bag.</td>
<td>Highly ambiguous. The candidate appears to have misunderstood the question and provided no details about any of the items in the bag.</td>
</tr>
<tr>
<td>1</td>
<td>થેલીમાં માંડું પાયાકે છે.</td>
<td>રૂપમાં કપડાં ગાડી.</td>
</tr>
<tr>
<td></td>
<td>Ambiguous. The candidate's response states &quot;in the clothes&quot;, rather than &quot;clothes in the bag&quot;.</td>
<td>Sentence structure is partially correct. The incorrect pronoun &quot;થેલ&quot; has been used, instead of &quot;માંડુ&quot;.</td>
</tr>
<tr>
<td>2</td>
<td>થેલીમાં માંડું પાયાકે ભાર પુલાક અને ઘરની ચાવી હતી.</td>
<td>તેમાં મારી સરક માટની કપડા, ટકટક અને કાલા રુંગ મુંસાનુ એક પાયાકે હતું.</td>
</tr>
<tr>
<td></td>
<td>Clearly communicated, despite the minor pronoun error where the candidate has stated &quot;મારી&quot; instead of &quot;થેલ&quot;.</td>
<td>The response is clearly communicated.</td>
</tr>
</tbody>
</table>

Prompt 3: |

Question 3: તમારી થેલી ઓવાફા ગાડ તયારે તમે ખુબ કરતા હતા?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Mark Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>ખુબ કરતી તો.</td>
<td>મિત્ર મરવા.</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The question has not been answered.</td>
<td>Pronunciation prevents communication. The word &quot;મરવા&quot; has been mispronounced as &quot;મરવા&quot;.</td>
</tr>
<tr>
<td>1</td>
<td>તેમાંની વસ્તુઓ જમું.</td>
<td>વિરોધાંકનમાં થેલી ના મળી.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Partially appropriate. The candidate has stated where they were when they lost the bag but not what they were doing.</td>
</tr>
<tr>
<td>2</td>
<td>ખુબ સંતાનકે બંધ માં નિશાલે જતી હતી.</td>
<td>ખુબ આગળકે મકદ ઉપલબ્ધ હતા મારા મિત્રી વાત જોતી હતી.</td>
</tr>
<tr>
<td></td>
<td>The response is clearly communicated.</td>
<td>Unambiguous, despite an error with the verb where &quot;જોતી&quot; has been stated as &quot;જોતી&quot;.</td>
</tr>
</tbody>
</table>
### Prompt 4: કચેરી - સંપકર્ની વિગતો

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>સંપકર્ની વિગતો. શેલી મળી છે?</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication. The candidate has simply repeated the wording of the prompt and has not asked a question.</td>
</tr>
<tr>
<td>1</td>
<td>શેલી ટેલિફન કાર? તને શેલીની મળે તો તને શેલી રીતે પુદુ?</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>મહેરબાની કરી તમે મને અહીંની ટેલિફન નંબર આપશો? તમારો સંપકર્ન કરવા અંગ કરી તમે મને તમારો ટેલિફન નંબર આપશો?</td>
</tr>
<tr>
<td></td>
<td>The response is clearly communicated.</td>
</tr>
</tbody>
</table>

### Prompt 5: કચેરી - પુલ્લી રહેવાના સમય

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>કચેરી પુલ્લી છે? ઓફસ કાર પુલ્લે બંધ થાય?</td>
</tr>
<tr>
<td></td>
<td>No rewardable communication because the required question has not been asked.</td>
</tr>
<tr>
<td>1</td>
<td>કચેરી કાર પુલ્લે? કચેરી પુલ્લે અને બંધ થાય?</td>
</tr>
<tr>
<td></td>
<td>Partially clear. The candidate has asked for the opening time but failed to ask about the closing time.</td>
</tr>
<tr>
<td>2</td>
<td>તમારી કચેરીના પુલ્લવાના સમય શું છે? તમારી કચેરી ઈટતા વાવે પુલ્લે અને ઈટતા વાવે બંધ થાય?</td>
</tr>
<tr>
<td></td>
<td>The response is clearly communicated.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | - 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  | - 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 | - 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| - 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • 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  | • 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  | • 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  | • 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • 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  | • 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  | • 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| • 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–3  | • 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  | • 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  | • 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 | • 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.
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.
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.

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

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

(b) How many theatre groups will there be?

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

(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.

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

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

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

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

(d) How are his new neighbours?

(Total for Question 2 = 4 marks)
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?

(b) Who speaks four languages?

(c) How does Karan learn English?

(d) What does Bhavan say about his parents’ attitude to his language learning?

(e) What would Ketan like to do in the future?

(Total for Question 3 = 5 marks)
How we use different languages

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?

..........................................................................................................................................................

(b) Who speaks four languages?

..........................................................................................................................................................

(c) How does Karan learn English?

..........................................................................................................................................................

(d) What does Bhavan say about his parents’ attitude to his language learning?

..........................................................................................................................................................

(e) What would Ketan like to do in the future?

..........................................................................................................................................................

(Total for Question 3 = 5 marks)
4 Read the extract from a literary text about Gujarati culture. Devanshi tells about her shopping experience in India.

Put a cross \( \Box \) in the correct box.

**Example:** When dealing with customers, shopkeepers in Gujarat are…

- A poor at their job.
- B impolite.
- C inexperienced.
- D good at their job.
(i) Upon entering the shop you will be…

- [ ] A ignored.
- [ ] B welcomed.
- [ ] C hugged.
- [ ] D told off.

(ii) You will be offered…

- [ ] A tea and biscuits.
- [ ] B tea or coffee.
- [ ] C tea or cold drinks.
- [ ] D tea and samosas.

(iii) Shopkeepers recognise foreigners from their…

- [ ] A speech.
- [ ] B manners.
- [ ] C clothes.
- [ ] D look.

(iv) They will start off by showing you…

- [ ] A the latest fashions.
- [ ] B the most expensive clothes.
- [ ] C clothes going out of fashion.
- [ ] D designer clothes.

(v) If you are not firm you might…

- [ ] A upset the shopkeeper.
- [ ] B buy too much.
- [ ] C talk too much.
- [ ] 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.

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.

(b) .................................................. points out that a year abroad after finishing school is fine.

(c) .................................................. says some parents think that going straight to university is important to get a good job.

(d) .................................................. thinks that having a year out between school and university gives you valuable life experience.
Answer the following questions in English.

(e) According to the text, what important decision can a year abroad help you to make?  

(f) Why does Heena think it can be a bad idea to make a decision about university at this age?  

(Total for Question 5 = 6 marks)

Answer these questions in English.
**International days**

6 Read the article about international days.

Some days are more important due to their significance. A having too many memorable dates can make them lose their importance. B The 21st of March is celebrated as Mother Tongue Day. C There are 6912 languages spoken today. D The 15th of August is celebrated worldwide. E World Health Day is celebrated in April. F The United Nations and other organisations endorse memorable dates. G Our modern lifestyles help us to remember important dates in history.

(ii) Give one way that local communities raise awareness for issues around the world.

...........................................................................................................................................

(iii) What is the reason for the decline in use of mother tongue worldwide?

...........................................................................................................................................

(Total for Question 6 = 5 marks)
(i) What does this article tell us?
Put a cross ☒ next to the three correct sentences.

<table>
<thead>
<tr>
<th>Example</th>
<th>Sentence</th>
<th>☒/☐</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some days are more important due to their significance.</td>
<td>☒</td>
</tr>
<tr>
<td>A</td>
<td>Having too many memorable dates can make them lose their importance.</td>
<td>☐</td>
</tr>
<tr>
<td>B</td>
<td>The 21st of March is celebrated as Mother Tongue Day.</td>
<td>☐</td>
</tr>
<tr>
<td>C</td>
<td>There are 6912 languages spoken today.</td>
<td>☐</td>
</tr>
<tr>
<td>D</td>
<td>The 15th of August is celebrated worldwide.</td>
<td>☐</td>
</tr>
<tr>
<td>E</td>
<td>World Health Day is celebrated in April.</td>
<td>☐</td>
</tr>
<tr>
<td>F</td>
<td>The United Nations and other organisations endorse memorable dates.</td>
<td>☐</td>
</tr>
<tr>
<td>G</td>
<td>Our modern lifestyles help us to remember important dates in history.</td>
<td>☐</td>
</tr>
</tbody>
</table>

Answer the following questions in English.

(ii) Give one way that local communities raise awareness for issues around the world.

.................................................................................................................................. ...
..................................................................................................................................

(iii) What is the reason for the decline in use of mother tongue worldwide?

.................................................................................................................................. ...
..................................................................................................................................

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS
SECTION B
ઉનાળાની રજાઓ

7 જીતેનનો તેની ઉનાળાની રજાઓ વિશેનો બ્લોગ વાંચો.

| ગયા વર્ષે ઉનાળાની રજામાં મારા મિત્રો તથા મિત્રેની શિખરના પ્રવાસથી જવાનું નકીક કર્યું હતું. મને પહેલાંક જ જરા તરહે, તાજ હવા, સુંદર વન અને હૂંફાળા પાણીને સરહદ છેહી તેની જવાની ભૂમિ પરખાં હતી. શિખર દરમિયાન ખુઢતા છેરા કોકરાણોના માણ્ય હતા. ત્યાં બધું બહુ રસપુષ્પ હતું. અહીં આમે સરહદ વિનારે તેમજ વનમાં ભૂમ ક્યુટાં અને પહેલી કરી હતી. લોક સાથે અમે ચોલતા જોડાતા હતાં તો કોઈ પશુ વાયલ કરી લેતા અથવા સંગીત સંબંધી નાયકતા હતા. અમે બધું બહુ મજા કરી હતા. ત્યાં બધું ભૂમ જાણ્યાજબક હતા! |

(1) આ શિખર ... હતી.

- A જંગલમાં
- B પાકરો પર
- C બે હદવસ
- D એક વરસ

(i) આ શિખર ... હતી.

- A જંગલમાં
- B પાકરો પર
- C બે હદવસ
- D એક વરસ

(1)
(ii) તયાંનું વાંચો … હતું.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>અશાંય</td>
</tr>
<tr>
<td>B</td>
<td>કિઝુ</td>
</tr>
<tr>
<td>C</td>
<td>રસસ</td>
</tr>
<tr>
<td>D</td>
<td>વાખખું</td>
</tr>
</tbody>
</table>

(iii) અશિબ્બરમાં … હતું.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ધાંધું ધાંધું કરવાનું</td>
</tr>
<tr>
<td>B</td>
<td>કોઇ કરવાનું ન</td>
</tr>
<tr>
<td>C</td>
<td>ધાંધું ભૂલ કરવાનાંક</td>
</tr>
<tr>
<td>D</td>
<td>કમોશાં ધાંધું શાંત</td>
</tr>
</tbody>
</table>

(iv) રોજ સંયૂદે લેખો … હતા.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>કોમ કરતા</td>
</tr>
<tr>
<td>B</td>
<td>મનોરંજન કરતા</td>
</tr>
<tr>
<td>C</td>
<td>અભયાસ કરતા</td>
</tr>
<tr>
<td>D</td>
<td>તરવા જતા</td>
</tr>
</tbody>
</table>

(v) તંબુમાં ગાલેલી રજાઓ … હતી.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ખરાબ સપના જેવી</td>
</tr>
<tr>
<td>B</td>
<td>ખૂબ ખચાળ</td>
</tr>
<tr>
<td>C</td>
<td>અણગમતી</td>
</tr>
<tr>
<td>D</td>
<td>ખૂબ આનંદ દાયાંક</td>
</tr>
</tbody>
</table>

(Total for Question 7 = 5 marks)
આપણી પૃથવીની રક્ષા કરો

8  પર્યાવરણની યોજનાઓ વિશે માહતી વાંચો.

સવચ્છ નહીં યોજના
આ ઓસાગ હરદિમાણ એક ટુકડી સંયાલિક વિસ્તારમાં આવેલી નહીં સાક કરો. તે માટે પાઠી ન જાય તથા કપડાની જુદુર પાડો. જ્યે સાક તરતા આવાદા હોય તેમણે માટે જ છે. સોના વર્ણની લીધના માટે યોજના નહીં.

જુનામાંથી નવાની યોજના
ખુબ પર્યાવરણના અનુભવ કામમાં નકામી વસતુસાથી કિયાધી ઉપયોગ કરી શકો.
ખુબ પાણી ભારતમાં એક કે તેના વારંવાર વાપરું છુ. જે વસતુસાથી કિયા પાણી ઉપયોગ કરી શકતે હોય તો તેમ સ્પષ્ટ વાર વાપરી નાંભી ન દેવી જોઈએ.

પ્રૂક્ષ વાયિય યોજના
તમને વનજીની તિની હેઠળ કરવા નકામી વસતુઓની ફરીથી ઉપયોગ કરો. તે વસતુનો ફરી પાછો ઉપયોગ થઈ શકતો હોય તો તેને એક વાર વાપરી નાંભી ન દેવી જોઈએ.

સવચ્છ શહેર યોજના
યોમાસા પહેલ ટિપાયેલી તૈયારી કરવા અમે યમારી સેનામાં વાપરી કરીશું. બાજુરેલા ઉલેરે માટે આસ પૂર્વિન હોયે.

તમે કયા યોજના પસંદ કરો? સવચ્છ નહીં, જુવનમાંથી નવું. પ્રૂક્ષ વાયી અથવા સવચ્છ શહેર. તમે એકદર્દી વધારે વાર શબ્દોનો ઉપયોગ કરી શકો.

ઉદાહરણ: તમે વર્ષ જણુ પાક જ મદ્દ કરી શકો: .................................................. સવચ્છ શહેર

(એ) તમે ઈશાર પાણી જુદુર તરતી શકો: .................................................. (1)

(બ) તમે કાટ વસતુની થોડી શકો: .................................................. (1)

(બ) તમારા પાણી માટ સફર યોજના ને સાધેલી શકો: .................................................. (1)

(ઘ) તમને જાંગલી કપડાની રક્ષા કરવામાં રસ છે: .................................................. (1)

(ઘ) તમને આસ પુર્વિન કપડાની જુદુર પાડો: .................................................. (1)

(ચ) તમને કેટલા જાતની લચંતા વગર તરી શકો: .................................................. (1)

(ઘ) તમને કામ વગરની ચીજો ફરીથી વાપરો છો: .................................................. (1)

(ઘ) તમને પાંચ અને સાત વર્ષના બે ભાઈો છે: .................................................. (1)

(ચ) તમને રસ કરવામાં રસ છે: .................................................. (1)

(ઘ) તમને માટે કેટલા જાતની લચંતા વગર તરી શકો: .................................................. (1)

(Total for Question 8 = 5 marks)
આપણી પૃથવીની રક્ા કરો પયા્યવરણની યોજનાઓ પવશે માહિતી વાંચો. તમે કઈ યોજના પસંદ કરશો?

- સવચછ નદી
- જૂનામાંથી નવું
- વૃક્ વાવો
- સવચછ શહેર

તમે એકથી વધારે વાર શબદોનો ઉપયોગ કરી શકશો.

ઉદાહરણ:

તમે વષા્ય ઋતુ પછી જ મદદ કરી શકશો:

(1)

તમે કોઈ પણ જાતની લચંતા વગર તરી શકશો:

(1)

(ક) તમે કામ વગરની ચીજોને ફરીથી વાપરો છો:

(1)

(જ) તમારા પાંચ અને સાત વરસના બે ભાઈઓ છે:

(1)

(ઘ) તમને રિાણીઓનું રક્ષણ કરવામાં રસ છે:

(1)

(ચ) તમને ખાસ રિકારના કપડાંની જરૂર પડશે:

(1)

(Total for Question 8 = 5 marks)

સવચછ નદી યોજના

આ ઑગસટ દરપમયાન એક ટુકડી સથાપનક પવસતારમાં આવેલી નદી સાફ કરશે. તે માટે પાણી ન જાય તેવાં કપડાંની જરૂર પડશે. જેને સાર ું તરતા આવડત ું િશે તેઓને માટે જ છે. સોળ વરસની નીચેના માટ ે યોગય નથી.

જૂનામાંથી નવાની યોજના

હું પયા્યવરણને બચાવવા િંમેશાં નકામી વસતુઓનો ફરીથી ઉપયોગ કરું છં. હું પાણીની બાટલીને ફેંકી ન દેતા તેને વારંવાર વાપરું છં. જે વસતુનો ફરી પાછો ઉપયોગ થઈ શકતો િોય તો તેને એક વાર વાપરી નાંખી ન દ ેવી જોઈએ.

વૃક્ વાવો યોજના

તમને વનજીવનની લચંતા છે? પાનખરમાં અમે જ ં ગલમાં કામ કરવા જઈશું. તયાં સાફસૂફી કરી નવા ઝાડો રોપીને અિીં વસતી જુદી જુદી જાપતને મદદરૂપ થઈ શકીશ ું.

સવચછ શહેર યોજના

ચોમાસા પછી હદવાળીની તૈયારી કરવા અમે અમારી શેરીઓમાં સફાઈ કરીશ ું. બાળકોના ઉત્ેજન માટે ખાસ રિવૃપત્ઓ િશે.
Environment and pollution

9. Read the text.

The most important problem today is pollution. Humans are responsible for it. We should be aware of it, forestry, rivers, and other natural and cultural forms are being destroyed. To build their homes, forests are being destroyed. Their work was to be used for making clothes, shoes, and other objects. The trade of these objects is increasing. Humans are causing danger to themselves and others.

Pollution and noise have caused the people to sneeze; afterwards, trees are being cut. Factories and vehicles are making the environment polluted. Diseases are increasing. In the fields, severe changes are happening.

Waste from activities and homes is causing pollution in the rivers. These rivers are not clean for humans and animals. These rivers, which we call sacred, have been polluted by countless ships and villages. From them, many diseases have started to occur. The aware are raising awareness of each other so that we can be educated in each other's relationship and develop.
નીચેના સાલોની ગુજરાતીમાં જવાબ લખો. આજની વાક્યમાં જવાબ લાભવાની જરૂર નથી.

(એ) પ્રકૃતિ માટે ઘેર જવાબ છે?

(વ) પાલ્લીઓ માટે મારવામાં આવે છે? બે કારણો જણાવો.

(સૌ) નદીઓ નાંખી પ્રકૃતિ થયો રહી છે?

(ટ્રે) કુદરતની જળવાણી શા માટે જરૂરી છે?

(ચો) જાગૃત નાગરિક તરીકે આપણે સહુએ કે પ્રકૃતિના દરેક રૂપોનું જાણી જોઈએ, જેથી પ્રકૃતિમાં જીવોના એકબીજા સાથેના સંબંધોમાં સંતૃક્ષત જોવી શકાય.

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS
SECTION C
Translation

10 Translate this passage into English.

(Translation)

Total for Question 10 = 7 marks

Total for Section C = 7 marks
Total for Paper = 50 marks
### SECTION C

Translate the following passage into English.

**GCSE Gujarati Higher tier**

**Paper 3 Mark scheme**

**SECTION A**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>In Rawalpindi</td>
<td>1</td>
</tr>
<tr>
<td>1(b)</td>
<td>More than twenty</td>
<td>1</td>
</tr>
<tr>
<td>1(c)</td>
<td>It will be during (the festival of) Eid</td>
<td>1</td>
</tr>
<tr>
<td>2(a)</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2(b)</td>
<td>Two (front and back)</td>
<td>1</td>
</tr>
<tr>
<td>2(c)</td>
<td>Because he does not like red/does not like the colour</td>
<td>1</td>
</tr>
<tr>
<td>2(d)</td>
<td>(The neighbours are) friendly/ kind</td>
<td>1</td>
</tr>
<tr>
<td>3(a)</td>
<td>Bhavan</td>
<td>1</td>
</tr>
<tr>
<td>3(b)</td>
<td>Ketan</td>
<td>1</td>
</tr>
<tr>
<td>3(c)</td>
<td>Using the internet</td>
<td>1</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3(d)</td>
<td>They never encouraged him (to learn a new language)</td>
<td>(1)</td>
</tr>
<tr>
<td>3(e)</td>
<td>He would like to become a translator/interpreter</td>
<td>(1)</td>
</tr>
<tr>
<td>4(i)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>4(ii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>4(iv)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>4(v)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>5(a)</td>
<td>Hemal</td>
<td>(1)</td>
</tr>
<tr>
<td>5(b)</td>
<td>Shivam</td>
<td>(1)</td>
</tr>
<tr>
<td>5(c)</td>
<td>Heena</td>
<td>(1)</td>
</tr>
<tr>
<td>5(d)</td>
<td>Rahul</td>
<td>(1)</td>
</tr>
<tr>
<td>5(e)</td>
<td>It can help you find a specialism (for your future career)</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answers</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5(f)</td>
<td>(Young people) may not be sure about what to do in future</td>
<td>(1)</td>
</tr>
<tr>
<td>6(i)</td>
<td>A, E, F</td>
<td></td>
</tr>
<tr>
<td>6(ii)</td>
<td>Holding events (on certain dates)</td>
<td>(1)</td>
</tr>
<tr>
<td>6(iii)</td>
<td>Certain languages are used more (worldwide)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(i)</td>
<td>§ (A)</td>
<td>(1)</td>
</tr>
<tr>
<td>7(ii)</td>
<td>🌞 (C)</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iii)</td>
<td>§ (A)</td>
<td>(1)</td>
</tr>
<tr>
<td>7(iv)</td>
<td>☀️ (B)</td>
<td>(1)</td>
</tr>
<tr>
<td>7(v)</td>
<td>☁️ (D)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>8(a)</td>
<td>સ્વચ્છ નદી</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8(b)</td>
<td>જુનમાંધી</td>
<td>(1)</td>
</tr>
<tr>
<td>8(c)</td>
<td>સ્વચ્છ શહેર</td>
<td>(1)</td>
</tr>
<tr>
<td>8(d)</td>
<td>વૃક્ષ વાવો</td>
<td>(1)</td>
</tr>
<tr>
<td>8(e)</td>
<td>સ્વચ્છ નદી</td>
<td>(1)</td>
</tr>
<tr>
<td>9(a)</td>
<td>મનુષ્ય (પોતે જ)</td>
<td>(1)</td>
</tr>
<tr>
<td>9(b)</td>
<td>Any two responses from: વ્યાપાર માટે/ સૌથી પુરાજ્ઞી માટે/ દવાના સંશોધન માટે Award one mark per correct response.</td>
<td>(2)</td>
</tr>
<tr>
<td>9(c)</td>
<td>ઉદ્યોગો/ ઘરોમાંથી ઠલવાતા કચરા વાદ</td>
<td>(1)</td>
</tr>
<tr>
<td>9(d)</td>
<td>વિશ્વના જ્ઞાનોબી સંસ્થાઓ સંદર્ભ જાણવા</td>
<td>(1)</td>
</tr>
</tbody>
</table>
### SECTION C

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Indicative content</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>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.</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewarable communication.</td>
</tr>
<tr>
<td>1–3</td>
<td>The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <strong>frequent</strong> use of incorrect words, omitted <strong>phrases</strong>, incorrect tenses.</td>
</tr>
<tr>
<td>4–6</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.</td>
</tr>
</tbody>
</table>
Please check the examination details below before entering your candidate information.

Candidate surname Other names
Centre Number Candidate Number
Pearson Edexcel Level 1/Level 2 GCSE (9–1) Time: 1 hour 25 minutes
Gujarati Paper reference
PAPER 4: Writing in Gujarati Higher Tier

You do not need any other materials.

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 Question 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.
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.
Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box □.

International sports festival

1 (a) તમારા ગુજરાતી મિત્ર ર્યુપેન તરફથી તમને એક ઈ-મેઈલ મળ્યો છે, તેમાં તમે આંતરરાષ્ટ્રીય રમતગમતના ઉત્સવમાં ગયા હતા તેવ વિષે પૂછે છે.

ર્યુપેને એક અનુપાધ્યક્ષ ઈ-મેઈલ લાવ્યું.

તમારે નીચેની મુદાઓનો ઉપયોગ કરવો જરૂરી છે:

• તમે આ ઉત્સવ વિષે કેવી રીતે જાણુ?
• તમારી દેશના લોકોની મનપરંષત રમતગમત
• યુવાન લોકોના જીવનમાં રમતગમતની અગત્યતા
• કેટલાક એક રમતગમતની પ્રથ્યેતા જેમાં તમે લાગણી માની લેવા પાશે છો?

આશા કે 80-90 શબ્દોમાં ગુજરાતીમાં લખો. (20)
આશરે

તમારે નીચેના મુદ્દોનયો ઉપ્યોગ કરવયો રૂપેનને એક અનૌપચારક ઈ-મેઈલ લખયો.

આંતરરાષ્ટ્રીય રમતગમતના ઉત્સવમાં ગ્ા હતા તેના મવશે પૂછે છે.

તમારા ગુજરાતી મમત્ર રૂપેન તરફથી તમને એક ઈ-મેઈલ મળ્યો છે, તેમાં તમે જે

કયોઈ એક રમતગમતની પ્રવાસમતિ જેમાં તમે ભૂમબષ્માં ભાગ લેવા ઇચછયો છયો.

્ુવાન લયોના જીવનમાં રમતગમતની અગત્તા

80–90

શબદયોમાં

Choose either Question 1(a) or Question 1(b).

*S55386A0212*

*S55386A0312*
(b) તમારી મિત્ર કાજદે ગુજરાતના યુવાન લોકો માટેના કામ વિશે એક પત્ર લખો છે.

કાજલે એક અનૌપાધ્યક્ષ પત્ર લખો.

તમારે નીચેના મૂલાંકોનો ઉપયોગ કરવો જરૂરી છે:

• તમે પહેલા જ કોશ કામ કરવું લખો/તાળીમ લીધી લખો
• યુવાન લોકો માટે લોકપીય કામો
• યુવાન લોકોને શા માટે કામ કરવું લખો
• તમારી બાબતમાં કામની યોજનાઓ.

આશાએ 80–90 શબ્દોમાં ગુજરાતીમાં લખો.

(20)
તમારી મમત્ર કાજલે ગજુ રાતના વ્યાન લયોકયો માટેના કામ મવશે એક પત્ર લખ્યો છે.

- વ્યાન લયોકયો શા માટે કામ કરવું જયોઈએ
- વ્યાન લયોકયો માટે લયોકમપ્ર્યાં કામયો

તમારે નીચેના મદ્દત નયો ઉપયોગ કરવયો

If you answer Question 1(b) put a cross in the box

*20*

(Total for Question 1 = 20 marks)
Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☐.

A school trip

2 (a) તમારા ગુજરાતી વર્ગના વિદ્યાર્થીઓ ભારતના એક પ્રવાસમાં જવા માંગે છે.

તમારા ગુજરાતી વિદ્યાર્થીઓ ભારતના પ્રવાસ પ્રાપ્ત કરવા માટેની સૂચનાઓ મનીજને પ્રફળીક પાત્ર રહે છે:

• તમારા શા માટે ભારત જવું છે?
• તમે આ દેશની વિદ્યા શું રહે?
• વિદ્યાર્થીઓ ત્યામં શું કરી?
• વિદ્યાર્થીઓ માટે ભારતના પ્રવાસના સંબંધમાં શું કરી?

તમારી તમારા વિદ્યાર્થી માટે અલ્પપ્રાયોના સમયમાં પ્રવાસ જરૂરી છે?

આશએ 130–150 શબ્દોમાં ગુજરાતીમાં લખો.

(28)

માન્ય સાહેબ/મહેત્રી,
Choose either Question 2(a) or Question 2(b).

A school trip is essential.
હું તમારા અભભપ્રા્ જાણવા મા ંગે છે. વાંચકયોને ર્સ પડે તેવયો એક ઔપચારરક બલયોગ
્સામાન્્ રરીતે ્સંગીત મવશે તમે શું મવચારયો છયો.
્ુવાન લયોકયોએ આવા કા્્ગક્રમયોમાં જવું જયોઈએ એ શા માટે મહતતવનું છે
તમે કયોઈ પણ ્સંગીતના કા્્ગક્રમમાં પહેલાં હાજરરી આપી હયો્ તેની મવગતયો

If you answer Question 2(b) put a cross in the box

[ ]

લ. આપને/આપની વિશાલ,

[ ]

[ ]

[ ]

[ ]

[ ]
If you answer Question 2(b) put a cross in the box □.

Music

(b) એક સ્થાનિક ગુજરાતી સમાજ એક તેમની વેબસાઈટ માટે તમારા દેશના સંગીતના કાદર્ખમાં વિશે તમારા અભિપ્રાય જાળવા માગે છે. વાંચકોને રસ પડે તેવો એક અવિચારિક વલોકન લાગો.

તમારે નીચેના મુદ્દોનો ઉપયોગ કરવો જરૂરી છે:

• તમે કેટલા પણ સંગીતના કાદર્ખમાં પહેલા અંતરે આવી કેવી રીતે તેની વિગતા?
• યુવાન લોકોને આવા કાદર્ખમાં જુઓ જેટલા કે શા રાતે મહત્વનું છે?
• તમે પહેલરીમાં કેટલા સંગીત સમારોહમાં જાઓ કે નહી?
• સમાચાર રીતે સંગીત વિષે તમે શું વિચારો છો?

તમારે તમારા વિચાર અને અભિપ્રાય સવાલો કાંટું જરૂરી છે.

આશાનું 130–150 શબ્દનો ભલું ગુજરાતીમાં લાગો.

(28)
Holidays

3 नीचे दर्ज करें गुजरातमा जापान करो।

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
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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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 |
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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 7–9  | • 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| • 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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–2  | • 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  | • 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  | • 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  | • 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.
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.

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- 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**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
</tbody>
</table>
| 1–4  | 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  | 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 | 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 |
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

<table>
<thead>
<tr>
<th>Mark</th>
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</tr>
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<tbody>
<tr>
<td>0</td>
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</tr>
</tbody>
</table>
| 1–3  | - 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  | - 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  | - 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| - 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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–3</td>
<td>• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</td>
</tr>
<tr>
<td>4–6</td>
<td>• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</td>
</tr>
<tr>
<td>7–9</td>
<td>• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</td>
</tr>
<tr>
<td>10–12</td>
<td>• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ગયા વર્ષાં વડોદરામાં રહેતા, મારા મિત્રને ભારત મેળવાની વિમાનથી ગુજરાત ગઈ/ગયો હતી/હતો. જેચારે ક્યારે ત્યાં હતી/હતો, ત્યાં મને ભાજ્ય મિતનસાર લોકો મળ્યા હતા/હતો. આવતા વર્ષાં ક્યારે કરીશી જરુર પણ મને મારા મિત્ર સાથે નથી રહેવાં. તેને બહાર ક્યારે એક લોકપથ સ્થાનક હોટલ નોધપારીશ જેટલી મને વધારે સ્વતંત્રતા મળી શકે.</td>
</tr>
</tbody>
</table>
**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
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