

Mark Scheme (Results)

Summer 2013

International GCSE Gujarati (4GU0)
Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	<p>Sentences Testing grammatical knowledge This part of the paper is marked out of fifteen.</p> <p>3 marks per sentence 3 X 5 = 15 marks</p> <p>Deduct ½ mark for each minor error.</p>	(15)

Question Number	Answer	Mark
1(a)	ભારે વરસાદ પડતો હોવાથી અમે લગ્નમાં હાજરી ન આપી શક્યાં.	(2)

Question Number	Answer	Mark
1(b)	અમારા શિક્ષક કહે છે કે સફળતા મેળવવા તમારે ખૂબ મહેનત કરવી પડશે.	(2)

Question Number	Answer	Mark
1(c)	આવતી દિવાળી પહેલાં અમારું નવું ઘર તૈયાર થઈ જશે.	(2)

Question Number	Answer	Mark
1(d)	આજની દુનિયા પ્રચાર-માધ્યમો ઉપર નભે છે એમ કહીએ તો ખોટું નથી.	(2)

Question Number	Answer	Mark
1(e)	શિવમ બિમાર હોવા છતાં પણ તેણે રમતગમતની હરિફાઈમાં ભાગ લીધો અને પહેલું ઈનામ જીત્યો.	(2)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
No relevant communication.	0
At least half the sentence is correctly communicated in the target language.	1
Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid below is applied **globally** to all five sentences.

Quality of language	Mark
No language worthy of credit.	0
Frequent basic errors with only isolated examples of accurate language.	1
High incidence of error which impedes communication at times; inconsistent.	2
Accuracy variable with some basic errors.	3
Level of accuracy generally secure but incidence of error increase in more complex language.	4
High level of accuracy with only minor errors.	5

Question 2 – Translation into Gujarati

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
2	<p>દુનિયામાં સિંહ બે જગ્યાએ જોવા મળે છે. એક તો આફ્રિકાના જંગલોમાં અને બીજું જૂનાગઢ જિલ્લાના ગીરનાં જંગલોમાં; જે એશિયામાં સિંહોનું એક માત્ર નિવાસસ્થાન છે. સિંહ એ ભારતનું રાષ્ટ્રિય પ્રાણી છે. છેલ્લાં ત્રીસ-ચાલીસ વરસોથી સિંહની વસ્તી ઘટતી રહી છે. આથી ભારત સરકારે તેના શિકાર પર પ્રતિબંધ મૂક્યો છે.</p> <p>સિંહનો રંગ સૂકા ઘાસ જેવો હોય છે. ગરદન પર આવેલી ભરાવદાર કેશવાળી તેને રાજવંશી ગૌરવ આપે છે. સિંહને 'વનરાજ' પણ કહેવાય છે. તેની લંબાઈ નાકથી પૂંછડી સુધી લગભગ ત્રણ મીટરની હોય છે અને વજન ૨૦૦-૨૫૦ કિલો હોય છે. તેનું આયુષ્ય ૨૫-૩૦ વર્ષનું હોય છે. સિંહ ગુફામાં રહે છે તે માન્યતા ખોટી છે. સિંહ હંમેશાં સૂકા અને ખુલ્લા વાતાવરણમાં રહેવાનું પસંદ કરે છે. ગીરનું જંગલ સૂકું અને ખુલ્લું હોવાથી સિંહોના વસવાટ માટે આદર્શ અને અનુકૂળ સ્થળ છે. નાની ટેકરીઓ પર, વૃક્ષોની આસપાસની ઝાડીઓમાં કે જંગલની નદીઓના કિનારે સિંહ જોવા મળે છે. તેઓ એક જ કુટુંબનાં લગભગ આઠ થી દશ સભ્યોનાં જૂથમાં વસે છે.</p> <p>અમારી નિશાળમાંથી અમે ગીરના અભયારણ્યની સફારી પર ગયા હતા. આશરે ચાલીસ ફૂટનાં અંતરે ચાર વનરાજ તેમના નાનકડાં બચ્ચાં સાથે જોતાં જ અમારા બધાનાં આનંદનો પાર ન રહ્યો. દરેકના મુખ પર હર્ષ સાથે સંતોષની લાગણી દેખાતી હતી. અમે હરણ, ભૂરો આખલો અને મોર પણ જોયાં હતાં. આ અનુભવ જિંદગીભર ન ભૂલાય એવો હતો.</p> <p>અભયારણ્ય – forest પ્રતિબંધ – prohibition</p>	(25)

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
No language worth of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worth of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question Number	Answer	Mark
3	<p>The artists from many countries took part in the competition of dance held in Canada. The international judges have unanimously chosen Mayuri as a winner. She got fifty thousand dollars and a legal contract with one of the famous TV Chanel.</p> <p>Her father said, "we are very proud of our daughter Mayuri and we are very please with her." She looks like her mother and she has adopted the quality of the dance art from her grandmother. All her family members are worshipers of art. If there is any occasion or festival in the family then there definitely will be a programme of Garba, Dance and Music.</p> <p>At the age of five Mayuri was very fond of dances. When she was watching dance programmes on TV she would start dancing. One day her grandmother saw her. She realized the hidden talent of dance in Mayuri. As she was a trained Indian dancer she started to train Mayuri straight away. In a short time Mayuri learnt all the old and modern styles of dancing. At the age of twelve Mayuri participated in a national dance competition and won many prizes. Today she has many fans on Face book and Twitter.</p> <p>At present Mayuri is a final year student in a famous Dance Academy. She loves dance and works very hard. She regularly practices for four to five hours a day and when it's her dance programme she practices for longer. Along with this she is very careful about her health. She goes swimming regularly and only eats healthy food. Mayuri also studies other school subjects with dedication.</p> <p>In future Mayuri wants to open a Dancing School in the name of her grandmother and give education about dances and music.</p>	(25)

Question 4 – Writing (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grid.

Communication and content	Mark
No language worth of credit.	0
Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.	1-4
Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.	9-12
Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequences generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13-16
Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.	17-20

Quality of language	Mark
No language worth of credit.	0
A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time reference. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.	1-3
Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct, but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time reference limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives and/or adverbial phrases. Not easy to read.	4-6
Fairly accurate in simple language, however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time reference. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate	7-9

success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.	
Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time reference. Manipulates language to suit the task at hand, however with some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.	10-12
Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time reference. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.	13-15

Either

(a) Do you think sports are necessary and should be included in the curriculum? Give your views and reasons.

તમને લાગે છે કે રમતગમત જરૂરી છે અને તેનો સમાવેશ શાળાના અભ્યાસક્રમમાં કરવો જોઈએ? તમારા વિચારો/મત અને કારણો આપો.

(b) Write about your best friend, and why he/she is the best and how you will keep this friendship in future.

તમારા ખાસ મિત્ર વિશે જણાવો. તે શા માટે ખાસ છે અને ભવિષ્યમાં પણ આ મિત્રતા કેવી રીતે ટકાવી રાખશો.

(c) Do you think Global Warming affects world and in your opinion how will the world look like in twenty years time?

તમને લાગે છે કે પૃથ્વી પરની ગરમીમાં થતા વધારાની અસર દુનિયા પર થઈ રહી છે અને તમારા મતે વીસ વરસ પછીની દુનિયા કેવી હશે?

Or

(d) Write a letter to your uncle in London about your career and future plans.

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