



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel International GCSE
International GCSE Gujarati (4GU0)**

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 4GU0_01_1806_MS*

All the material in this publication is copyright

© Pearson Education Ltd 2018

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 marks</p> <p>Deduct ½ mark for each minor error.</p>	<p>2 X 5 = 10</p> <p>(15)</p>

Question Number	Answer	Mark
1(a)	શિસ્ત વગરના ભણતરનું કોઈ મૂલ્ય નથી.	(2)

Question Number	Answer	Mark
1(b)	આવતી રજાઓ માટે તમે શું યોજનાઓ કરી/બનાવી છે?	(2)

Question Number	Answer	Mark
1(c)	મારા અઢારમાં જન્મદિવસ પછી હું ગાડી ચલાવતા શીખીશ.	(2)

Question Number	Answer	Mark
1(d)	જો તમે હવાઈમથકે સમયસર પહોંચશો નહીં તો તમે વિમાન ચૂકી જશો.	(2)

Question Number	Answer	Mark
1(e)	મારા ભાઈના લગ્નમાં દુનિયાના જુદા જુદા ભાગમાંથી મહેમાનો આવ્યા હતાં.	(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 worthy 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 worthy 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>કોઈ પણ પ્રસંગ કે તહેવારની ઉજવણી બહુ જરૂરી છે, જેથી રોજના એકધારા સામાન્ય જીવનને રસપ્રદ બનાવી શકાય છે. ગયા વરસે મારા કુટુંબે અમદાવાદમાં મારા દાદાજીની ૭૫મી વરસગાંઠ ખૂબ જ ધામધૂમથી ઉજવી હતી.</p> <p>મારા દાદાજી અમદાવાદમાં રહે છે, જે એક મોટું અને આધુનિક શહેર છે. ત્યાંના લોકો બહુ જ ઉદાર દિલના છે અને આડોશી પાડોશીઓએ અમને આ પ્રસંગ ઉજવવામાં ખૂબ જ મદદ કરી હતી. અહીં કોઈપણ ઉજવણી માટે મોટા મોટા ખંડ અથવા મેદાનો સસ્તા ભાવે ભાડેથી મળી શકે, આથી ઠંડી કે વરસાદની ઋતુ હોય તો ખંડમાં ઉજવણી કરી શકાય. વળી આની સાથે બીજી બધી સગવડો પણ મળી રહે, જેવી કે ખાવા પીવાની, શણગાર સજવટ અને ગાડીઓ ઊભી રાખવાની જગ્યા. અમે તો આ સગવડથી ખૂબ જ પ્રભાવિત થઈ ગયા હતાં!</p> <p>સૂર્યપ્રકાશવાળો દિવસ હતો એટલે અમે તો મારા દાદાજીના જન્મદિવસની ઊજવણી બહાર મોટા મેદાનમાં કરી હતી. પહેલા બધા મહેમાનોનું નાણિયેર પાણી આપી પ્રેમથી સ્વાગત કર્યું અને પછી મારા બધા કુટુંબીઓ મંચ ઉપર ભેગા થયાં. મારા માતા-પિતાએ દાદાજીની આરતી ઉતારીને તેમને કૂલનો હાર પહેરાવ્યો. મારા બધાં ભાઈઓ, બહેનો તથા પિતરાઈઓએ દાદાને મીણબત્તીઓને ફૂંક મારવામાં મદદ કરી કેમ કે પંચોતેર હતી ને! પછી મારા કાકાએ તેમનો હાથ ઝાલીને કેક કપાવીવ્યો અને બધાંને કહ્યું, “ચાલો બધાં તેમની લાંબી અને સ્વસ્થ જિંદગી માટે જન્મદિવસની શુભકામના આપતું ગીત ગાયને તેઓને અભિનંદન આપીએ”. ત્યારબાદ બધાંએ સરસ મજાનાં સ્વદિષ્ટ ભોજનનો આનંદ માણ્યો.</p> <p>બધા મહેમાનો તો ખૂબ જ છક થઈ ગયા હતાં અને કહેતા સંભળાતા હતાં, “શું અદ્ભૂત ઉજવણી છે !”</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 worthy 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 worthy 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>Carlos G. Valles, who we know as Father Valles, has shown us how important it is to know and learn your mother tongue. His father believed that children should be taught other languages from a very young age. So Father Valles was taught German and French along with his mother tongue, Spanish.</p> <p>After achieving a degree in Greek literature and Philosophy, Father Valles went to Madras (now Chennai) and gained a Masters in Mathematics. Then he decided to teach mathematics in the college of Ahmadabad. Mathematics was going to be taught in English medium, but as students would understand better in their own mother tongue he decided to learn Gujarati himself.</p> <p>Father Valles realised that it was easy to learn languages in childhood but difficult to learn at the age of twenty-nine.</p> <p>Although he had to learn a different script than European languages, he learnt it with patience and hard work without losing courage. Before taking the post of Professor of Mathematics in Ahmadabad, he gained speaking experience in the college of Vidyanagar.</p> <p>Father Valles never thought in his life that he would have to leave India at the age of retirement. His ninety year old mother hoped that her son would accompany her in her last years. Fulfilling his mother's wish, gave him the greatest satisfaction in life.</p> <p>Father Valles has written many books, and articles for Gujarati magazines and newspapers. His outstanding work as a Gujarati writer, could embarrass many native Gujarati people! The Government of Gujarat awarded him many special awards for his contribution to Gujarati literature. He has also written many books in English and Spanish language.</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 worthy 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 worthy 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	1-3

<p>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.</p>	
<p>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.</p>	4-6
<p>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 success. About half of what is written should be free of major errors. Despite inaccuracies, the basic message is conveyed.</p>	7-9
<p>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.</p>	10-12
<p>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.</p>	13-15

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom