

IGCSE

Gujarati

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Gujarati (4GU0)

First examination 2011

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Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.

Sample question paper

Paper 1

7

1. Translate the following sentences into **Gujarati**:

(a) It must have been about five years since they had met.

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(3)

(b) If we had been there, we would just have been sitting quietly.

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(3)

(c) The receptionist at the hotel greeted the guests with a smile.

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(3)

(d) Although he knew the story, he didn't say a word.

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(3)

(e) You shouldn't spend all your time watching such films.

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(3)

(Total 15 marks)

Q1

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2. Translate the following passage into **Gujarati**:

I was excited about our stay and the grand wedding. Five hundred guests had been invited and the local town hall was booked. For two days, large scale cooking had been going on. When we eventually wandered into the kitchen, sweets were lined up on large trays along one wall. In huge iron cooking pots, all kinds of vegetarian curries bubbled and boiled.

The next day I dressed up my three girls in the same green and gold outfits and felt pleased. It was a great occasion, a fantastic display of wealth. The vast town hall floor was decorated with hand drawn design using a thin rice flour and water mixture. Women in expensive gold and silk saris sat in groups and gossiped over the noise of beating drums and blowing trumpets.

The ceiling was decorated beautifully with hundreds of yellow coconut and mango leaves that waved like small green flags. Fifty young banana trees, heavy with green fruit, were arranged upright to guard the path that the bride would walk upon. The groom stood handsome and proud at the end of the banana-tree guarded path.

When the bride arrived at the doorway of the hall, she glittered like a goddess. After the exchange of rings, the garlands and the tying of the thick gold chain, preparation for the great feast began at the other end of the hall.

Source: Adapted from *The Rice Mother*, by Rani Manicka, Hodder & Stoughton, 2002

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Q2

(Total 25 marks)

3. Translate the following passage into English:

ચીનમાં દસેક વર્ષનો એક છોકરો દરિયામાં તરતાં શીખ્યો. પછીથી એને હોડી ચલાવતાં પણ આવડ્યું. કિનારાથી દૂર સુધી એ જતો ને હોડીમાંથી ઊંડા પાણીમાં કૂદકો મારતો ને તરવાની મોજ માણતો. શિયાળામાં જ્યારે હજી બહુ ઠંડી નહોતી પડતી ત્યારે એણે ગલ નામનાં સફેદ પંખીઓને ઊડતાં આવતાં જોયાં. પક્ષીઓ પાણી પર તરતાં ને આકાશમાં ઊડતાં હતાં. છોકરો તેમને જોતો તથા તેઓ તરફ જઈ પાણી ઊડાડતો. આમ છોકરા ને પંખીઓ વચ્ચે મિત્રતા બંધાઈ. એટલે સુધી કે પક્ષીઓ એના માથા પર, હાથ પર ને ખભા પર આવી બેસતાં!

છોકરાને ગલ પક્ષીઓ સાથે દોસ્તી થઈ છે એવું કોઈકે એના પિતાને કહ્યું. “એ સાચું છે કે તું દરિયામાં તરતો હોય છે ત્યારે પંખીઓ તારા ખભા પર બેસે છે?” દીકરાએ હા પાડી. બાપે કહ્યું, “બેટા, મારે માટે એક કામ તું ન કરે? રોજ બે પક્ષીઓને મારીને લાવે તો આપણને ખાવામાં કામ લાગે અને એટલા આપણા પૈસા બચે.” દીકરો બાપથી ડરતો હતો તેથી તેણે તેમ કરવા કબૂલ્યું. બીજે દિવસે સવારે છોકરો સમુદ્ર કિનારે જાળ લઈને ગયો. તેણે વિચાર્યું કે પંખીઓ સાથે અર્ધો કલાક રમીને એ બે પંખીઓને જાળમાં પકડી લેશે. નાવમાં બેસીને થોડે સુધી જઈ એણે પાણીમાં કૂદકો માર્યો. રોજ જેવો તે આમ કરતો કે તરત ઘણાં બધાં પક્ષીઓ ઊડીને તેના શરીર પર બેસવા આવતાં. આજે કોઈ આવ્યું નહીં. તેઓ સહુ તેના માથા પર આકાશમાં ચક્કર લગાવતાં રહ્યાં. છોકરાએ પંખીઓને બોલાવવા કિકિયારીઓ પાડી પરંતુ એક પણ પંખી આવ્યું નહીં. આખરે બે કલાક પાણીમાં રહીને, થાકીને, બાપને કહેવા એ ધરે ગયો. બીજે-ત્રીજે દિવસે પણ એ ગયો, છતાં કોઈ આવ્યું નહીં.

પક્ષીઓ જાણે એના પાપી વિચારને કોઈ રીતે સમજી ગયાં હતાં!

Source: Adapted from Anon

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(Total 25 marks)

Q3

4. Write an essay of about **200–250** words in **Gujarati** on **one** of the following subjects:

Either

(a) In your opinion, what steps should be taken to protect and preserve the forest? (You may also refer to the situation in your country.)

જંગલોનાં રક્ષણ ને જતન માટે શા પગલાં લેવાં જોઈએ તે વિષે તમારા વિચારો જણાવો.
(તમારા દેશનાં જંગલોની સ્થિતિ વિષે પણ જણાવી શકો છો)

(b) Your favourite Gujarati writer.

તમારો પ્રિય ગુજરાતી લેખક કે લેખિકા.

(c) How the internet has changed the world.

ઈન્ટરનેટને લીધે દુનિયામાં કેવા ફેરફાર થયા છે?

Or

(d) Write a letter to your friend about an amusing experience you have had.

તમારા કોઈ સૌથી રમૂજી અનુભવ વિષે તમારા મિત્ર કે બેનપણીને પત્ર લખો.

Instructions to candidates:

Indicate which question you are answering by marking the box (☒).

If you change your mind, put a line through the box (☒)

and then indicate your new question with a cross (☒).

Chosen question number: **Question 4(a)** ☐

Question 4(b) ☐

Question 4(c) ☐

Question 4(d) ☐

Please turn over for answer space

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Q4

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(Total 35 marks)

TOTAL FOR PAPER: 100 MARKS

END

Sample mark scheme

General marking guidance	21
Paper 1	23

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.

Assessment criteria

Assessment criteria reflects the standard expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Paper 1

Question 1 – Practical application of grammar (15 marks)

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 and Question 3 – Translation (25 marks per question)

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. Problems at times with tense concept/time sequence. 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 4 – Writing (35 marks)

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

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 sequence 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 phrase. No awareness of tense concept/time referents. 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 referents 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 referents. 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.	7-9
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 referents. 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 referents. 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

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