



Mark Scheme

Summer 2023

Pearson Edexcel GCSE

In Gujarati (9GU0 03)

Paper 3: Listening, reading and writing in Gujarati

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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.

Paper 3 2023 marking principles and mark scheme

SECTION A and section B questions 5(a)/5(b): marking principles

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases where appropriate.

Example of short phrases with two or more words:

- વસ્ત્રો ખરીદ કર્યાં. (નામ સંજ્ઞા/ક્રિયાપદ)
- સુંદર કપડાં (વિશેષણ/નામ સંજ્ઞા).
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

Example:

| | |
|-------------------------------|---|
| Text: | હું સ્વસ્થ રહેવા માટે તાજાં ફળો અને શાકભાજી ખાઉં છું. |
| Question: | ઉપરનાં લખાણ મુજબ આરોગ્યપ્રદ ખોરાકમાં શું લઈ શકાય? |
| Rewardable answer: | તાજાં ફળ અને શાકભાજી |
| Non-rewardable answer: | હું સ્વસ્થ રહેવા માટે તાજાં ફળો અને શાકભાજી ખાઉં છું. |

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. ~~However there are marks for quality of language in question 5c) in Section B (see mark grid for Accuracy and range of language).~~
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: માતાની સંભાળ રાખે છે/માતાનું ધ્યાન રાખે છે.
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:
 - સાથે ફરે છે. (1)

AND

- સાથે જીવન પસાર કરવા માંગે છે/લગ્ન કરવા માંગે છે. (1)

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

- તેણીને કરોળિયાથી ડર લાગતો હતો. (1)

OR

- લીનાને કરોળિયા ગમતા ન હતા. (1)

- Any parts of an answer that are not essential are bracketed for example: દીવાલો પર (નિશાળની).
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

SECTION A mark scheme (listening comprehension)

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

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

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

| Question number | Answer | Mark |
|------------------------|---------------|-------------|
| 1(iv) | D | (1) |

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

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

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

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

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

| Question number | Answer | Reject | Mark |
|-----------------|---|--------|----------------|
| 3(a)(i) | કોને મત આપવો તે નક્કી કરવું જોઈએ. AND તેઓને શા માટે મત આપવો એ વિષે વિચારવું જોઈએ. | | (1) (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--------|------|
| 3(a)(ii) | રાજકારણ વિષે માહિતગાર રહીને /રોજરોજનાં સમાચાર વિષે જાણકારી રાખીને | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--------|------|
| 3(a)(iii) | તેના પોતાના ભવિષ્ય માટે આ જાણકારી અગત્યની છે. | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---|--------|------|
| 3(a)(iv) | કેમ કે તેઓ માને છે કે ઇન્ટરનેટ માત્ર મનોરંજન માટે જ વપરાય છે, બીજી કોઈ માહિતી કે કામ માટે નહીં. | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 3(a)(v) | તેઓને લાગે છે કે જૂની પેઢી, નવી પેઢી કરતાં ભારતના ભવિષ્ય માટે વધુ જાગૃત હતી. | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|---------|------|
| 3(b)(i) | સર્વે કામ ઘેરબેઠાં થઈ શકે છે. AND પક્ષપાતી અભિપ્રાયની સંભાવના/અભિપ્રાયમાં તટસ્થતાનો અભાવ AND યુવાનો સ્વતંત્ર રીતે સચોટ નિર્ણય લઈ શકે છે. | હોશિયાર | (3) |

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

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 3(b)(ii) | <p>વિશ્વના નેતાઓની પ્રતિક્રિયાઓના સારાંશ અંગે ચર્ચા કર્યા પછી જ નિર્ણય લેવો જોઈએ</p> <p>OR</p> <p>વિશ્વના લોકો સાથે વિવિધ મુદ્દાઓ પર ચર્ચા કરીને</p> <p>AND</p> <p>વિશ્વભરના લોકો સાથે ચર્ચાવિચારણા/ લોકો સાથે અરસપરસ સંપર્ક વધારવા</p> <p>AND</p> <p>વ્યક્તિગત દૃષ્ટિકોણ કેળવાય છે. /સામી વ્યક્તિના વિચારો સમજવા સક્ષમ બને છે.</p> | | (3) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 4(a) | <ul style="list-style-type: none"> • પર્યાવરણની સાચવણ પ્રત્યે બેદરકારી <p>OR</p> <ul style="list-style-type: none"> • પ્રાણીઓનો શિકાર / જંગલોને નુકસાન <p>AND</p> <ul style="list-style-type: none"> • બળતણ માટે કુદરતી ખનિજોના ઉપયોગનો અતિરેક <p>Accept any One from the first two options and the Second answer.</p> | | 2 |

| Question number | Answer | Reject | Mark |
|-----------------|---|--------|------|
| 4(b) | <p>વિશ્વ સ્તરે પર્યાવર્ણીય કાયદા બનાવવામાં આવ્યા છે.</p> <p>OR</p> <p>દરેક દેશે પણ પોતાના દેશને યોગ્ય પર્યાવર્ણીય નિયમો બનાવ્યા છે.</p> <p>OR</p> <p>પ્રદૂષણ ફેલાવતી પ્રવૃત્તિની મનાઈ</p> <p>OR</p> <p>નુકસાનકારક પદાર્થોનાં ઉત્પાદનમાં ઘટાડો</p> <p>Accept any Two answers.</p> | | 2 |

| Question number | Answer | Reject | Mark |
|-----------------|---|-----------------------------|------|
| 4(c) | <p>ખેતી કરવા માટે બારે માસ પાણી મળે તેવી સરકારી યોજના/બારે માસ પાણી મળવાથી ખેડૂત વધુ પાક લઈ આવક વધારી શકે</p> | વરસાદના પાણી પર આધારિત નથી. | 1 |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 4(d) | <p>કાગળનો ઓછો વપરાશ</p> <p>OR બિનજરૂરી મુસાફરીમાં ઘટાડો</p> <p>AND</p> <p>પર્યાવરણની સાથે મૈત્રીપૂર્ણ હોય તેવાં ઘરો</p> <p>Accept any One from the first two options and the Second answer.</p> | | 2 |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 4(e) | <p>સિંહની વસ્તીમાં વધારો / સિંહની સંખ્યા વધી છે.</p> <p>AND</p> <p>જંગલના પ્રાણીઓની સુરક્ષા માટેનાં પગલાં</p> | | 2 |

SECTION B mark scheme (listening, reading and writing)

| Question number | Answer | Reject | Mark |
|--|--|---|------------|
| 5(a) (i), (ii), (iii), (iv) | <p>Any four of the following:</p> <p>Shivam's views are:</p> <p>મહિલાઓ નવીનતા લાવે છે/કંઈક જુદું કરી બતાવે છે. (1)</p> <p>સ્વભાવે સૌમ્ય અને માયાળુ હોય છે. (1)</p> <p>સમસ્યાઓનો તુરંત પાર લાવે છે. (1)</p> <p>ભેદભાવની વિરોધી છે. (1)</p> <p>બરાબરીના/સમાન હકોમાં માનવાવાળી છે. (1)</p> <p>ઓછા સાધને મોટું પરિણામ લાવવામાં માને છે. (1)</p> <p>સ્ત્રી દેશના સર્જનાત્મક ભવિષ્ય માટે જરૂરી છે. (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p> | <p>Specific factual details that do not express what he thinks about e.g. ઘણી મહિલાઓ હવે સ્થાનિક, રાજ્ય અને રાષ્ટ્રીય સ્તરે અગ્રસ્થાને છે.</p> <p>હજારો ગામોમાં તેઓ સરપંચ બની છે.</p> | (4) |

| Question number | Answer | Reject | Mark |
|--|---|---|------------|
| 5(b) (i), (ii), (iii), (iv) | <p>Any four of the following:</p> <p>Ananya's views are:</p> <p>બદલાવ ફક્ત કાગળ પર જ આવ્યો છે. (1)</p> <p>ભારતીય સમાજમાં સ્ત્રીનું સ્થાન નીચું છે. (1)</p> <p>સ્ત્રી પૈસા માટે બીજા પર આધાર રાખે છે./નાણાકીય રીતે બીજા પર નિર્ભર છે.(1)</p> | <p>Specific factual details that do not express what she thinks about ૨૦૦૯ના કાયદા પ્રમાણે રાજકારણમાં પચાસ ટકા બેઠક સ્ત્રીઓ માટે અનામત રખાઈ છે. પત્નીના નામ હેઠળ પતિ પંચાયતી કારભાર ચલાવે છે.</p> <p>સ્થાનિક તાલીમી સ્થળોનો અભાવ.</p> | (4) |

| | | | |
|--|---|--|--|
| | <p>ભારતીય નારી કુટુંબના દબાવમાં આવીને જીવે છે. (1)</p> <p>એક ગૃહિણી તરીકે જ જીવન વિતાવે છે. (1)</p> <p>પોતાના પતિની છાયામાં રહે છે અને એનું પોતાનું કોઈ અસ્તિત્વ નથી હોતું. (1)</p> <p>Accept any alternative wording that expresses this idea.</p> | | |
|--|---|--|--|

Section B, question 5C – Listening, reading and writing task

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3)

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must 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 must 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 will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark near at the top of the band because of the band 5-6 content.

Step 2: Decide on a mark

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

Mark grids

Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the student’s understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses the student’s understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side-by-side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content

- When deciding how to reward the answer you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

| Understand and respond to spoken language (AO1) | | Understand and respond to written language (AO2) | |
|---|--|--|--|
| Mark s | Description | Mark s | Description |
| 0 | No rewardable material | | |
| 1-2 | <ul style="list-style-type: none"> • Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation. • Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints. | 1-2 | <ul style="list-style-type: none"> • Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation. • Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints. |
| 3-4 | <ul style="list-style-type: none"> • Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation. • Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints. | 3-4 | <ul style="list-style-type: none"> • Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. • Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints. |
| 5-6 | <ul style="list-style-type: none"> • Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation. | 5-6 | <ul style="list-style-type: none"> • Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. |

| | | | |
|--|--|--|---|
| | <ul style="list-style-type: none">• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints. | | <ul style="list-style-type: none">• Draws convincing conclusions on written source, consistent with evaluation of viewpoints. |
|--|--|--|---|

Accuracy and range of language mark grid (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

| Marks | Description |
|-------|--|
| 0 | No rewardable language |
| 1-2 | <ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language; errors occur that often prevent meaning being conveyed. |
| 3-4 | <ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 5-6 | <ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language; errors occur that occasionally hinder clarity of communication. |
| 7-8 | <ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response; errors occur that rarely hinder clarity of communication. |
| 9-10 | <ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout; any errors do not hinder clarity of the communication |

\\Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. 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 some gender and adjectival agreements, as long as they do not include mismatch of cases (e.g. ઉમેદવારની ભૂતકાળનો તપાસ, વેગવંતો ઘોડો, બટકબોલી છોકરો)
- 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, wrong case endings
મહેશ ગયા અઠવાડીએ દુકાનમાં જઈને ખરીદી કરે છે.
આવતાં છ મહીનામાં આ શહેરનો વિકાસ ન થયો.
- 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
તેના પિતાઓએ બધાને ગુસ્સો કર્યો.
મત આપણે ભેગા કર્યું.
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content: Question 5(c)**Students must evaluate the points of view in both 5(a) and 5(b)**

| Question number | Indicative content |
|-----------------|---|
| 5(c) | <ul style="list-style-type: none">Any answer that describes (Mr Shivam's) point of view in positive or negative terms consistent with the information presented in the source material, for example, agreement with the view that there is progress when it comes to women leaders and that the country will benefit from this new form of leadership.Any answer that describes (Ms Ananya's) view in positive or negative terms consistent with the information presented in the source material, for example, agreement with the view that this new status of women is not applicable to all over India and that the progress towards improving women's position in society is slow.Conclusions consistent with candidate's line of argument for example although it is slow, there is progress. The thinking regarding women seems to be changing even if it is in some villages. That is a start and with the help of technology and media the changes in women's position in the Indian society should not take very long. |

Additional Guidance – Example student answer to 5(c)

The example below demonstrates what a student might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the two mark grids *Understand and respond to spoken language* and *Understand and respond to written language*.

| Example student answer | Comment |
|---|--|
| જે બે મંતવ્યો રજૂ કરવામાં આવ્યા છે તે સાવ અલગ છે. શ્રી શિવમભાઈના અભિપ્રાયે સરકારે પ્રગતિ કરી છે અને મહિલાઓ હવે રાષ્ટ્રીયથી સ્થાનિક સ્તરે નેતા બની રહી છે. તેઓ જે સ્ત્રી સરપંચને મળ્યા હતા, તેમની ટુકડી સ્ત્રીઓની બનેલી હતી તેથી તેઓ પ્રભાવિત થયા હોય એવું લાગે છે. તેઓ મહિલાઓની ક્ષમતાઓની પ્રશંસા કરે છે અને પ્રગતિશીલ રાષ્ટ્રને રચનાત્મક રીતે આગળ વધારવા માટે નારીઓ ભારતની ભાવિ નેતા છે તેવું ભારપૂર્વક માને છે. | Expresses judgements on the viewpoints in the spoken source |
| અન્ય પુરાવાઓ પર વધુ આધાર રાખતી હોય તેમ લાગે છે, દાખલા તરીકે સ્ત્રીઓ માટે અનામત બેઠક માટેનો ખરડો અગિયાર વર્ષ પહેલાં પસાર કરાયો હતો, પરંતુ હજી પણ પુરુષો, મહિલાઓનાં નામે નેતા બની કાર્યરત છે. તેણી દલીલ કરે છે કે, પ્રગતિ હોવા છતાં, જ્યારે મહિલાઓની સ્થિતિની વાત આવે છે ત્યારે હજી પરિસ્થિતિ કંઈ બહુ બદલાઈ નથી. હજી પણ મહિલાઓને પુરુષ કરતાં ઊતરતી કક્ષાની માનીને તેઓ તરફ જુદું | Expresses judgements on the viewpoints in the written source |

| | |
|---|--|
| <p>વર્તન કરવામાં આવે છે. તેઓ આર્થિક રીતે સ્વતંત્ર નથી. તેઓને લગતા નિર્ણયો હજી પણ તેઓના પતિ અથવા સાસરીયા લે છે.</p> | |
| <p>બંને મંતવ્યો તપાસ્યા બાદ, શિવમભાઈના મુદાઓ સાથે હું સંમત છું. શિવમભાઈ ગ્રામ પંચાયતમાં અગ્રણી એવી મહિલાઓને જોઈને સુખદ આશ્ચર્ય અનુભવે છે, જે સૂચવે છે કે ભારતીય પુરુષોનું મહિલાઓ પ્રત્યેનું વર્તન બદલાઈ રહ્યું છે. શિવમભાઈના કેટલાક અભિપ્રાયો એવું દર્શાવે છે કે સ્થાનિક રાજકારણમાં મહિલાઓની સફળતા પાછળ સંચાલન કરવાની તેઓની કુશળતા અને ત્વરિત વિચારશક્તિનો હાથ છે.</p> <p>અંતમાં, મને લાગે છે કે સરકારે પ્રગતિ તો કરી છે પરંતુ, દેશની વિચારસરણીને બદલવામાં થોડો સમય લાગશે. સામાજિક માધ્યમોના ઉપયોગથી જાગૃતતા આવતાં, તેઓ ભવિષ્યમાં આ પ્રક્રિયાને વેગ આપવા વધુ સક્ષમ બનશે તેવી મારી માન્યતા છે.</p> | <p>Draws conclusions consistent with own viewpoints made about the spoken and written sources.</p> |