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Mark Scheme (Results)

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Paper 3

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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 **marking principles and mark scheme**

### **SECTION A and section B questions 5(a)/5(b): marking principles (listening comprehension)**

- 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 કર્યા. (નામ સંજ્ઞા/ક્રિયાપદ)
- સુંદર સાડી (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:** એક સુરક્ષિત, સૌથી વધુ ધનિક અને ઔદ્યોગિક રાજ્ય હોવાથી ગુજરાતમાં આંતરિક સ્થળાંતર વધ્યું છે.

**Question:** ગુજરાતમાં થતાં સ્થળાંતર માટેનાં કારણો કયા છે? બે વિગતો આપો?

**Rewardable answer:** સલામતી AND કામની વધુ સારી તકો

**Non-rewardable answer:** સુરક્ષિત, સૌથી વધુ ધનિક અને ઔદ્યોગિક રાજ્ય

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: હવામાનની ખેતી પર અસર/ઋતુની ખેતી પર અસર

- 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:

- પાણીની અછત. (1)

### OR

- મોટા વેપારો દ્વારા શોષણ. (1)

- Any parts of an answer that are not essential are bracketed for example: પ્રવાસનનો વિકાસ (ગુજરાતમાં).
- 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)**

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(i)</b>	C	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(ii)</b>	B	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(iii)</b>	A	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(iv)</b>	A	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(i)</b>	D	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(ii)</b>	B	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(iii)</b>	A	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(iv)</b>	C	<b>(1)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>2(v)</b>	B	<b>(1)</b>

Question number	Answer	Reject	Mark
3(a)(i)	તેઓ સાથે ફરે છે/પ્રેમ સંબંધ છે	બોયફ્રેન્ડ-ગર્લફ્રેન્ડ/ મિત્રો/ બંને વચ્ચે મિત્રતા છે/ મિત્રતા	(1)

Question number	Answer	Reject	Mark
3(a)(ii)	દુઃખી થવાનું/પસ્તાવાને ટાળવા માંગે છે <b>AND</b> ફોઈના અનુભવનું પુનરાવર્તન/કંકાસને ટાળવા માંગે છે		(2)

Question number	Answer	Reject	Mark
3(a)(iii)	કેમ કે તે માને છે કે પ્રખ્યાત લોકો ખુશ/સુખી છે/ તેઓનું ઉદાહરણ આપે છે/ તેઓને ઉદાહરણ તરીકે વાપરે છે. <b>AND</b> ક્યારેક લગ્ન પણ કરે છે. <b>OR</b> બંને પ્રકારની (લીવ ઇન રિલેશનશીપ કે લગ્ન) વ્યવસ્થામાં ખુશ છે.	લગ્ન કરવું છે	(2)

Question number	Answer	Reject	Mark
3(a)(iv)	કાયદો બનાવ્યો છે/કાયદેસર મંજૂરી આપી છે.		(1)

Question number	Answer	Reject	Mark
3(b)(i)	જાતિ પ્રમાણે વર્તન/છોકરીઓ અમુક રીતે જ વર્તી શકે/છોકરાઓની જેમ સ્વતંત્ર રીતે રહી/વિચારી ન શકે/પોતાના પરિવારનો વિચાર કરવો જરૂરી. <b>AND</b> સામાજિક અસ્વીકારનો ડર રહે છે. <b>AND</b> તેઓ વગર વિવાહે સાથે રહેવાની વિરુદ્ધ છે/ગઠબંધન ધાર્મિક ક્રિયા છે/ધર્મનો એક ભાગ		(3)

	છે કેમ કે તેમાં ભગવાનને સાક્ષી રાખે છે/ધર્મની વિરુદ્ધ છે.		
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Question number	Answer	Reject	Mark
<b>3(b)(ii)</b>	વિવાહિત હોવું/લગ્નવિધિ બધી સંસ્કૃતિનો ભાગ છે <b>AND</b> મુશ્કેલ સમયમાં કૌટુંબિક/કુટુંબનો સહારો/સાથ <b>AND</b> અન્યાય સામે રક્ષણ /બધા માટે ન્યાય/રક્ષણ		<b>(3)</b>



Question number	Answer	Reject	Mark
4(a)	સલામતી/સુરક્ષા મળે છે /સહી-સલામત રહી શકે છે  <b>AND</b> કામની વધુ સારી તકો	ધનવાન/ધનિક	(2)

Question number	Answer	Reject	Mark
4(b)	તેઓ પોતપોતાની જગ્યાએ/ઘરે પાછા જતા રહ્યા.  <b>AND</b> સલામતીનો ભય/અસુરક્ષિતાનો અનુભવ /કામ બંધ કરવું પડ્યું/ કામ છોડવું પડ્યું  <b>OR</b> સ્થાનિક લોકોનો આકોશ/ તોફાનો		(2)

Question number	Answer	Reject	Mark
4(c)	તોફાનો થયા પછી તરત ચૂંટણીઓ હતી.		(1)

Question number	Answer	Reject	Mark
4 (d)	Any <b>two</b> out of four answers  હવામાનની ખેતી પર અસર/ઋતુની ખેતી પર અસર/નુકસાન  <b>OR</b> પાણીની અછત  <b>OR</b> મોટા વેપારો દ્વારા શોષણ /ઓછું વળતર  <b>OR</b> પ્રવાસનનો વિકાસ		(2)

Question number	Answer	Reject	Mark

<b>4(e)</b>	Any <b>two</b> out of four answers વેતનને લગતી નીતિ  <b>OR</b> વળતર  <b>OR</b> બેંકની સુવિધાઓ  <b>OR</b> નવા ઉદ્યોગોને સહાય		<b>(2)</b>
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**SECTION B mark scheme (listening, reading and writing)**

Question number	Answer	Reject	Mark
<b>5(a)</b> <b>(i), (ii), (iii), (iv)</b>	<p>Any <b>four</b> of the following:</p> <p><b>Manushi's views are:</b></p> <p>ઉમેદવારની નીતિઓ/યોજનાઓ/મુદ્દાઓ અગત્યના (1)</p> <p>જુવાન નેતાઓ યુવાવર્ગને/ના પ્રશ્નોને સમજે છે(1)</p> <p>યુવાનો મતદાન સમજી વિચારીને કરે છે (1)</p> <p>પહેલાં કરતાં વાતાવરણ બદલાયું છે (1)</p> <p>આજનો યુવાન બદલાવ લાવવા તત્પર/સક્ષમ છે (1)</p> <p>પોતાના વર્ગના પ્રતિનિધિની જરૂર (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific factual details that do not express what she thinks about youth participation in politics e.g.</p> <p>બેરોજગારીને લગતી સમસ્યાઓનો નિકાલ</p>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>5(b)</b> <b>(i), (ii), (iii), (iv)</b>	<p>Any <b>four</b> of the following:</p> <p><b>Suhas's views are:</b></p> <p>પ્રતિનિધિત્વ માટે વય મહત્ત્વની નથી (1)</p> <p>વગર નફે કામ કરતી સંસ્થાઓમાંથી પણ અનુભવ મેળવી શકાય/ બદલાવ માટે ગમે ત્યાંથી શરૂઆત કરાય (1)</p>	<p>Specific factual details that do not express what he thinks about young people and politics e.g. બદલાવ માટે આવડત અને અનુભવ વધુ જરૂરી.</p> <p>સમાજમાં પરિવર્તન લાવવા માટે રાજકારણમાં જ આવવું જરૂરી નથી.</p>	<b>(4)</b>

	<p>ફક્ત નેતા જ નહીં પણ પક્ષની ટુકડીઓનો/ સભ્યોનો વિકાસ (1)</p> <p>પક્ષનો વિકાસ કરવાથી કામ અવિરતપણે ચાલતું રહે છે (1)</p> <p>જ્ઞાતિવાદ, સમાજવાદ કે ધાર્મિક માન્યતાઓને લીધે બીજી સમસ્યાઓ પાછળ રહી જવાની/ ન ઉકેલાવાની શક્યતા (1)</p> <p>ઉમેદવારના ભૂતકાળની તપાસ જરૂરી (1)</p> <p>Accept any alternative wording that expresses this idea.</p>	<p>બધી જ્ઞાતિ, જાત, સમાજનું પ્રતિનિધિત્વ</p> <p>મતદાન પહેલાં ઉમેદવારોએ કરેલાં કાર્યોની તપાસ જરૂરી</p> <p>ફક્ત ઘોષણાપત્ર વાંચીને નિર્ણય ન લેવો.</p>	
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### 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** 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)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none"> <li>Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.</li> <li>Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation.</li> <li>Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation.</li> <li>Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.</li> <li>Draws convincing conclusions on spoken source, consistent</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation.</li> <li>Draws convincing conclusions on written source, consistent</li> </ul>

	with evaluation of viewpoints.		with evaluation of viewpoints.
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