**OCR**
RECOGNISING ACHIEVEMENT

GCE

**Gujarati**

Advanced GCE

Unit **F884:** Listening, Reading and Writing 2

# Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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11. **Annotations**

| Annotation | Meaning |
|---|---|
| ✔ | Tick |
| ✔₊ | Development of point |
| ✘ | incorrect |
| ▢R▢ | Irrelevant (material which does not answer the question) |
| λ | Caret sign to show omission |
| ▢Ø▢ | Opinion |
| ▢J▢ | Just/Justification |
| ▢L▢ | Good language |
| ▢P▢ | Poorly expressed |
| ▢P▢ | Past tense correctly used |
| ▢F▢ | Future tense correctly used |
| ▢Pr▢ | Present tense correctly used |
| ▢AL▢ | Accurate language |
| ▢IL▢ | Inaccurate language |

| Abbreviations | Meaning |
|---|---|
| / | Alternative and acceptable answers for the same marking point |
| ( ) | Words which are not essential to gain the mark |
| __ | Underlined words must be included to gain the mark |

12.    **Subject-specific Marking Instructions**

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.

- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. "sympathetic native speaker/sympathetic examiner"). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.

- Language marks: These are assessed separately – Grids C1, C2 and F2 – see guidance in the detailed sheets below.

- Where candidates give alternative answers, only the first one written or the one on the line should be marked.

**Section A: Listening and Writing**

**Task 1**

**Task specific guidance:**
- Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (**X**) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Gujarati get no marks.

| Question | | | Answer | Marks | Guidance |
|---|---|---|---|---|---|
| 1 | (a) | | Fit strong locks to doors and windows | 1 | A suitable verb and strong required in the answer |
| | (b) | (i) | (Gold) jewellery | 1 | Do not accept wedding dresses |
| | | (ii) | Cash | 1 | Do not accept wedding dresses |
| | (c) | | When weddings are being celebrated | 1 | |
| | (d) | | The house is in a mess/contents of cupboards everywhere/ the thief has ransacked the house | 1 | |
| | (e) | | Either stolen goods are sold for cash quickly or jewellery is melted down | 1 | |
| | | | **Total** | **6** | |

**Task 2: મનુભાઈનો પ્રકૃતિ પ્રેમ**

**Task specific guidance:**
- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (**X**) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions**.**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| **2** | a/ક | (૧) દાદીમા તેમને આભના તારાઓ બતાવતાં. <br> (૨) દાદાજી તેમને જાનવરો અને પક્ષીઓ બતાવતા. <br> (૩) માતાપિતા વૃક્ષોનું ધ્યાન રાખવાનું શીખવતાં. | 1 <br> 1 <br> 1 | |
| | b/ખ | (૧) ખેતીકામનો / ખેડૂતનો <br> (૨) કોલેજમાં ખેતરના કામ વિશે ભણ્યા. | 1 <br> 1 | |
| | c/ગ | (૧) જમીનને હાનિ થાય એવું ખાતર ન વાપરતા. <br> (૨) હવા પ્રદૂષિત થાય એવી જંતુનાશક દવા છાંટતા નહિ. | 1 <br> 1 | |
| | d/ધ | તેમના ખેતરમાં મીઠાશવાળો / સ્વાદવાળો પાક થતો. | 1 | |
| | e/ચ | તેઓ બીજા ખેડૂતોને તેમની રીત શીખવતા. | 1 | |
| | f/છ | (૧) તેમની પાસે નાણાં હતાં. <br> (૨) તેઓ તંદુરસ્ત હતા. | 1 <br> 1 | |
| | g/જ | તેમના દીકરાઓ ખેતીનું કામ સારી રીતે કરતા હતા. | 1 | |
| | h/ઝ | લોકો ઝાડો કાપી નાખતા હતા તે કાર્યથી | 1 | |

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| | i/ટ | **(૧)** તેઓ ઝાડો પર રમતો રમતા | 1 | |
| | | **(૨)** ગામમાં / ઝાડીમાં પંખીઓ ઓછાં થયાં હતાં. | 1 | |
| | j/ઠ | (૧) ઘરની આગળ ફૂલો / ફૂલછોડ વાવ્યાં. | 1 | |
| | | (૨) ઘરની પાછળ ફળોનાં ઝાડ વાવ્યાં. | 1 | |
| | k/ડ | તેમણે ઝાડોની દેખરેખ રાખવાનું માથે લીધું. | 1 | |
| | l/ઢ | બિયાંના થેલા લઈને ગયા / સૌને બિયાં આપ્યાં / બિયાં વેરવાનું કહ્યું. | 1 | |
| | m/ણ | તેમના દીકરાઓએ છોડને ખાતર-પાણી આપ્યાં. | 1 | |
| | n / ત | (૧) પક્ષીઓ ઝાડોમાં રહેવા લાગ્યાં. | 1 | |
| | | (૨) પતંગિયાં ઊડવાં લાગ્યાં. | 1 | |
| | | **Total** | **22** | |

QoL: Read response again and assess for language.

- **Annotations**: you may use the underlining tool (‑‑) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.

- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

| GRID C.2 | QUALITY OF LANGUAGE – ACCURACY<br>10 marks   AO3 |
|---|---|
| 9–10 | Characterised by a **high and consistent level of accuracy** in use of complex structures, although there may be some errors. |
| 7–8 | **Language generally accurate.** Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although **there may be some inconsistency and errors in more complex areas**. |
| 5–6 | Shows evidence of **fair understanding of grammatical usage**. **Generally accurate use of simple sentence** structures. Some correct use of complex sentence structures. The performance is likely to be **patchy and inconsistent**. |
| 3–4 | Evidence of **gaps in basic grammar**. **Frequent errors** of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but **evidence of correct use of simple sentence structures**. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 0–2 | **Little evidence of grammatical awareness**. **Persistent,** serious and **elementary errors** (endings, verb forms, gender of common nouns). Frequent first language interference. |

**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Task 3:** ગુજરાતના તહેવારો અને ઉત્સવો

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 3 | a/ક | ૬ | 1 | **Multi-choice** Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. |
| | b/ખ | ૨ | 1 | |
| | c/ગ | ૭ | 1 | |
| | d/ઘ | ૧ | 1 | |
| | e/ચ | ૪ | 1 | |
| | f/છ | ૯ | 1 | |
| | | **Total** | **6** | |

**Task 4: ગુજરાતના તહેવારો અને ઉત્સવો**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 4 | a/ક | રોજિંદા | 1 | **1 mark for each correct answer**<br>The marks are awarded individually. No annotations are necessary. |
| | b/ખ | અનેરો | 1 | |
| | c/ગ | પ્રભુ | 1 | |
| | d/ધ | એકતા | 1 | |
| | e/ચ | આબાલવૃદ્ધ | 1 | |
| | f/છ | ભાવના | 1 | |
| | g/જ | વિશાળતા | 1 | |
| | h/ઝ | પ્રેરણા | 1 | |
| | i/ટ | જતન | 1 | |
| | | **Total** | **9** | |

**Task 5: ગુજરાતના તહેવારો અને ઉત્સવો**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 5 | a/ક | મળતા / મેળવાતા / લૂંટાતા | 1 | **Gap-fill**<br>No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings. |
| | b/ખ | ઉપયોગી / ફાયદાકારક / લાભદાયક | 1 | |
| | c/ગ | તંદુરસ્ત / બળવાન / ખડતલ | 1 | |
| | d/ધ | કરવા / થવા દેવા | 1 | |
| | e/ચ | આપીને / કરીને | 1 | |
| | | **Total** | **5** | |

**Task 6: ગુજરાતના તહેવારો અને ઉત્સવો**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 6 | a/ક | આવે છે | 1 | **Sentence Completion** |
| | b/ખ | ભરેલાં હોય છે | 1 | **Accept** હોય છે. |
| | c/ગ | લેવી હોય / ખરીદવી હોય | 1 | Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. |
| | d/ધ | કરાવે છે / કરાવી આપે છે | 1 | |
| | e/ચ | થયું છે / બન્યું છે | 1 | |
| | | **Total** | **5** | |

**Task 7: ગુજરાતના તહેવારો અને ઉત્સવો**

**Task specific guidance**

1.  Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
2.  Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
3.  Go through all the responses and assess every question for **comprehension.**
    – Marks are awarded on a point by point basis, according to the mark scheme.
    – Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
    – For comprehension / content, remember that you are a "sympathetic native speaker / sympathetic examiner". If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**
*   Award 1, 0 or NR without annotation.
*   Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
*   Use a cross **(X)** when a word in the response invalidates an otherwise acceptable answer.
*   Even if the answer is lifted verbatim from the text, **as long as it is a direct answer,** award the comprehension mark but highlight and exclude from Quality of Language assessment.

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**Task 7**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 7 | a/ક | તે વખતે ભાવ વધારી દેવામાં આવે છે / ઊંચા ભાવે ખરીદી કરવાનું પોસાતું નથી. | 1 | Do not accept only 'not enough money' |
| | b/ખ | વધારે પડતા પૈસા ખર્ચી નાખે છે અને પછી ચિંતા થાય છે. | 2 | |
| | c/ગ | ફટાકડા / ધુમાડાથી હવા ગંદી થાય છે. સગાં કે મિત્રોના મન દુખાય છે. | 2 | |
| | d/ઘ | તેઓ (છેલ્લી ઢબના કપડાં માટે) હરીફાઈ કરે છે. | 1 | હરીફાઈ – or a synonym required in the answer |
| | e/ચ | અસભ્ય લાગે તેવાં કપડાં પહેરીને | 1 | |
| | f/છ | લોકોને રીતરિવાજ જાણવા મળે છે. કામદારોને કામ મળે છે. દેશના લોકો વચ્ચે સંપની લાગણી પ્રગટે છે. | 3 | |
| | | **Total** | 10 | |

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**Task 8**     **Transfer of Meaning**

| Question | | | Answer | Marks | Guidance | |
|---|---|---|---|---|---|---|
| | | | | | **Content** | **Levels of response** |
| **8** | **1** | | The history of the development of communication is very interesting | 2 | Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.<br><br>Exceptional responses and marks to award:<br><br>1. Candidates may answer in **faultless English but may not transfer meaning accurately**. **Award either 0 or 1 mark**, depending on level of inaccuracy in meaning.<br>2. The **transfer of meaning is accurate but contains significant spelling and/or grammar errors**. **Award 0 or 1 mark**, depending on level of inaccuracy of English. | **GRID H.2**<br><br>**TRANSFER OF MEANING**<br><br>**2**<br>Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.<br><br>**1**<br>Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.<br><br>**0**<br>Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English. |
| | **2** | | In the stone age men sent messages to each other only by travelling on foot. | 2 | | |
| | **3** | | As society developed communication also developed | 2 | | |
| | **4** | | People have been contacting each other by post and telephone for years | 2 | | |
| | **5** | | Now the internet is widely used | 2 | | |
| | | | **Total** | **10** | | |

**Task 9: ઈન્ટરનેટ – એક વરદાન?**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 9 | a/ક | આખી દુનિયા | 1 | **Sentence Completion**<br>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. |
| | b/ખ | મહત્ત્વનું સ્થાન જમાવ્યું | 1 | |
| | c/ગ | જુદા જુદા લોકોને | 1 | |
| | d/ધ | આપણી સભાઓ | 1 | |
| | e/ચ | દૂર દૂરના દેશો | 1 | |
| | f/છ | ખૂબ ઝડપથી | 1 | |
| | | **Total** | **6** | |

**Task 10: ઈન્ટરનેટ – એક વરદાન?**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| **10** | a/ક | પહેલો હેતુ / પહેલું ધ્યેય | 1 | **Multi-choice**<br>Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. |
| | b/ખ | ખૂબ આગળ વધી ગયું છે / ખૂબ પ્રગતિ કરી છે | 1 | |
| | c/ગ | નવું નવું શોધતા રહે છે | 1 | |
| | d/ધ | જે લોકોને મળવાનું રસદાયક છે તે લોકો | 1 | |
| | e/ચ | જિંદગીભર સાથે રહેનાર | 1 | Accept - જેની સાથે લગ્ન કર્યા હોય તે |
| | f/છ | રોજબરોજ / દરરોજ / રોજ | 1 | |
| | | **Total** | **6** | |

**Task 11: ઈન્ટરનેટ – એક વરદાન?**

**Task specific guidance**

4. Each question will be scanned in individually (questions with more than one element will appear twice / three times as appropriate).
5. Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
6. Go through all the responses and assess every question for **comprehension.**
   – Marks are awarded on a point by point basis, according to the mark scheme.
   – Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
   – For comprehension / content, remember that you are a "sympathetic native speaker / sympathetic examiner". If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross **(X)** when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer,** award the comprehension mark but highlight and exclude from Quality of Language assessment.

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**Task 11**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| 11 | a/ક | એક વાર ચાલુ કર્યા પછી મૂકાતું નથી | 1 | |
| | b/ખ | આપણો સમય વેડફાય છે.<br>આપણું સ્વાસ્થ્ય બગડે છે. | 2 | Accept આપણે બેઠાડુ થઈ જઈએ છીએ. |
| | c/ગ | આપણી અંગત / નિજી વિગતો સુરક્ષિત રાખવી જોઈએ. | 1 | |
| | d/ધ | લોકો ભોળવાઈને અંગત વિગતો આપી દે છે.<br>લોકો કમ્પ્યૂટર પરના હુમલાને આમંત્રે છે. | 2 | |
| | e/ચ | હાર્ડ ડિસ્કને બગાડી નાખે છે.<br>બધી માહિતી ખોવાઈ / ભૂંસાઈ જાય છે. | 2 | |
| | f/છ | ઈન્ટરનેટ પર આવતી ખરાબ માહિતી તેમના પર અવળી અસર કરી શકે. | 1 | |
| | g/જ | સલામતીના સલાહ-સૂચનો પાળવાં જોઈએ. | 1 | |
| | | **Total** | 10 | |

Assessing **Quality of Language** across Section B

- You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated).  Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- Apply Grid C.2 and enter the mark.
- *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

| GRID C.2 | QUALITY OF LANGUAGE – ACCURACY<br>10 marks  AO3 |
|----------|------------------------------------------------|
| 9–10 | Characterised by a **high and consistent level of accuracy** in use of complex structures, although there may be some errors. |
| 7–8 | **Language generally accurate**. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although **there may be some inconsistency and errors in more complex areas.** |
| 5–6 | Shows evidence of **fair understanding of grammatical usage**. **Generally accurate use of simple sentence** structures. Some correct use of complex sentence structures. The performance is likely to be **patchy and inconsistent.** |
| 3–4 | Evidence of **gaps in basic grammar**. **Frequent errors** of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but **evidence of correct use of simple sentence structures**.  Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 0–2 | **Little evidence of grammatical awareness**. **Persistent,** serious and **elementary errors** (endings, verb forms, gender of common nouns). Frequent first language interference. |

**Task 12–16**

**Task specific guidance**

**Mark one essay using the grids N, O, C.2 and F.2.**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

| Question | Indicative Content | Marks | Guidance |
|---|---|---|---|
| **Task 12–16** | No indicative content – personal response | 25 | **Grid N guidance**<br><br>3–4 – No specific example from TL = cap 4<br><br>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative<br><br>7–8 – Imaginative and/or original response to task – applies mainly to imaginative<br><br>**Grid O guidance**<br><br>6–9 – Straight narration = more 6/7<br><br>Evidence of some argument = more 8/9 |

**Task 12–16 – Language (QOL) – Grids C.2 and F.2:  [20 marks]**

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| **Task 12–16** | Assess for Quality of Language using Grids C.2 and F.2<br><br>Appendix 1 | 20 | Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.<br><br>**Grid C.2 guidance**<br>0–2 – Errors ([*e.g.*] endings, verb forms, gender of common nouns).<br>      Frequent first [= *other*] language interference.<br>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements).<br>      Candidate's first [= *other*] language.<br>      Meaning may be unclear; more wrong than right.<br>5–6 – Wrong/right = 50/50<br><br>7–8 – More right than wrong.<br><br><br>**Grid F.2 guidance**<br><br>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.<br>7–8 – Effective = *good*.<br>      Reads easily.<br>9–10 – idiom ≠ *idioms*. |

**APPENDIX 1**

| GRID N | RELEVANCE AND POINTS OF VIEW<br>10 marks AO2 | GRID O | STRUCTURE AND ANALYSIS<br>15 marks AO2 |
|---|---|---|---|
| 9–10 | **Consistently relevant information** that supports points of view and opinions. Shows **genuine insight** in responding to the task. | 13–15 | The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions. |
| 7–8 | Relevant **information** that **responds to the requirements** of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task. | 10–12 | Coherently structured and organised response. Points of view are **linked in a logical sequence**. **Able to develop an argument**, analyse and evaluate, and draw conclusions. |
| 5–6 | The **information** given is **mainly relevant** to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination. | 6–9 | Structured and organised response. Points of view are **mostly linked in a logical sequence**. Shows some ability to develop an argument, analyse and evaluate and draw conclusions. |
| 3–4 | Includes **some relevant information** but does **not always address the requirements** of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information. | 3–5 | Shows **some ability to structure** and organise the response. **Limited ability to develop an argument**, analyse and evaluate, and draw conclusions. |
| 0–2 | The response to the task is likely to be very short and/or irrelevant and/or very superficial. | 0–2 | **Random organisation** of the response. **Limited attempt to develop an argument**, analyse and evaluate, and draw conclusions. |

| GRID C.2 | QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3 | GRID F.2 | QUALITY OF LANGUAGE (RANGE) 10 marks AO3 |
|---|---|---|---|
| 9–10 | Characterised by a **high and consistent level of accuracy** in use of complex structures, although there **may be some errors**. | 9–10 | Effective and confident use of a **wide range of vocabulary and idiom** with a **variety of complex sentence structures**. |
| 7–8 | Language **generally accurate**. Shows a sound grasp of AS and/or A2 structures, as appropriate. **Generally correct use of complex** structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. | 7–8 | Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage). |
| 5–6 | Shows evidence of **fair understanding of grammatical usage**. **Generally accurate use of simple** sentence structures. **Some correct use of complex** sentence structures. The performance is likely to be **patchy** and **inconsistent**. | 5–6 | **Attempts to extend the range of vocabulary**, though still rather repetitive. **Attempts to use more complex language** with **some success** in producing a range of syntax and sentence structures appropriate to the task. |
| 3–4 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. | 3–4 | Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures. |
| 0–2 | Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. | 0–2 | Only **simple sentence patterns**. Very **limited vocabulary**. Very **limited range of structures**. |

**APPENDIX 2**

**Transcripts of Listening Texts**

**Task 1: Listening**

**Burglaries in Gujarati homes**

યુ. કે.ના મોટા ભાગના ગુજરાતીઓ તેમનાં ઘરોને સુરક્ષિત રાખવા એલાર્મ નખાવે છે અને બારી બારણાં પર મજબૂત તાળાં લગાવે છે. તેમ છતાં ચોર લોકો તેમનાં ઘરો તોડે છે કારણ કે તેઓ જાણે છે કે ગુજરાતી સ્ત્રીઓ સોનાનાં ઘરેણાંની શોખીન હોય છે અને ગુજરાતી દુકાનદારો રોકડા પૈસા ઘરમાં સાચવી રાખતા હોય છે. ચોર લોકો કોઈને ત્યાં લગ્ન પ્રસંગ હોય તેનું ખાસ ધ્યાન રાખે છે અને લાગ જોઈને ઘરેણાં અને કોઈ વાર લગ્નના કિંમતી પોષાક પણ ઉઠાવી જાય છે. ઘરેણાં શોધવા માટે તેઓ કબાટમાં વ્યવસ્થિત ગોઠવેલી વસ્તુઓ બહાર ફેંકીને આખા ઘરને વેરવિખેર કરી મૂકે છે. પ્રસંગના રંગમાં ભંગ પડવાથી ઘર માલિક હેબતાઈ જાય છે. પણ ચોર લોકોને આની ચિંતા થોડી હોય? તેમને તો આ ઘરેણાં વેચવાથી તરત જ ઘણા બધા રોકડા પૈસા મળી જાય છે. ઘરેણાંને ગાળી નાખવામાં આવે એટલે ચોરીનો પુરાવો પણ ન રહે.

1

સવાલ ૨ : શ્રવણ

## મનુભાઈનો પ્રકૃતિ પ્રેમ

બાળપણથી મનુભાઈ કુદરત પ્રેમી હતા. દાદીમા તેમને અમાસની અંધારી રાતે આકાશના તારાઓની ઓળખ કરાવતાં. દાદાજી તેમને પશુ-પંખીઓ જોવા નદીકિનારે લઈ જતા અને તેમનાં માતાપિતા વાડીમાં વાવેલાં વૃક્ષોની જાળવણી વિશે તેમને સમજાવતાં. પછીથી યુવાન મનુભાઈ અમદાવાદની કોલેજમાં ખેતી વિશે ભણીને સ્નાતક થયા અને ખેતીમાં જોડાઈ ગયા.

મનુભાઈ પર્યાવરણને નુકસાન ન પહોંચે તેવી રીતે ખેતી કરવાનું શીખ્યા હતા. તેઓ ખેતરમાં કદી પણ ઝેરી રસાયણોવાળું ખાતર વાપરતા નહિ અને હવામાં ગંદકી ફેલાય એવી જંતુનાશક દવાઓ પણ છાંટતા નહિ. આને કારણે તેમનાં વાડી-ખેતરમાં ઊગતાં શાકભાજી, ફળો અને અનાજ મીઠાશથી ભરેલાં રહેતાં અને લોકો તેમનો માલ ખરીદવા પડાપડી કરતા. મનુભાઈ ગામના બીજા જુવાન ખેડૂતોને પણ આ પદ્ધતિથી ખેતી કરવાનું શીખવતા.

સિત્તેર વર્ષની વયે મનુભાઈ પૈસેટકે સધ્ધર હતા અને તેઓ ખૂબ ચપળતાથી હાલી ચાલી શકતા. જ્યારે મનુભાઈએ જોયું કે તેમના બન્ને પુત્રોએ ખેતીનું સઘળું કામ સારી રીતે સંભાળી લીધું હતું ત્યારે તેમણે નિવૃત્ત થઈને કુદરત માટે કંઈક કરવાનું નક્કી કર્યું. કિશોરાવસ્થામાં મનુભાઈ ગામની સીમમાં આવેલાં ઝાડો પર મિત્રો સાથે આનંદથી રમતો રમતા અને પંખીઓને નિહાળતા અને અત્યારે લોકો એ જ ઝાડોને કાપી નાખતા તે જોઈને અને પંખીઓને ઓછાં થતાં જોઈને મનુભાઈનું દિલ રડી ઊઠતું. તેથી દીકરાઓની સંમતિથી તેમણે એક યોજના ઘડી કાઢી.

મનુભાઈની પ્રેરણાથી ગામના લોકોએ પોતાના આંગણામાં ગુલાબ જેવાં ફૂલછોડ અને પાછળના વાડામાં જામફળી જેવાં ફળોનાં વૃક્ષો વાવ્યાં. કુટુંબનાં બાળકોએ પોતપોતાનાં છોડવાંની જાળવણીની જવાબદારી લીધી. એક વર્ષમાં તો ગામ રળિયામણું બની ગયું. તે પછી મનુભાઈ વરસાદની મોસમ પહેલાં ગામની સીમમાં ચીકુ, દાડમ, વગેરેનાં બિયાંથી ભરેલા થેલાઓ લઈને ગયા. ગામની સીમમાં ફરવા નીકળેલા દરેક જણને તેમણે મુઠ્ઠી ભરીને બિયાં આપ્યાં અને તેમને સીમમાં અમુક જગ્યાએ વેરી દેવાનું કહ્યું.

વરસાદ આવતાં ઠેકઠેકાણે નાના નાના છોડ ઊગી નીકળ્યાં. મનુભાઈના દિકરાઓએ તંદુરસ્ત છોડોને ખાતર-પાણી આપી કાળજીથી ઉછેર્યા. જોતજોતામાં ગામની સીમ સુંદર વનરાજિથી શોભી ઊઠી. ફળોથી આકર્ષાઈને કેટલાંય પંખીઓએ વૃક્ષોમાં માળા બાંધ્યા અને રંગબેરંગી પતંગિયાં ફૂલે ફૂલે ઊડવાં લાગ્યાં. મનુભાઈને આસપાસનાં ગામડાંઓમાં પણ આ ફેરફાર લાવવા માટે આમંત્રણો મળ્યાં છે.

**OCR (Oxford Cambridge and RSA Examinations)**
**1 Hills Road**
**Cambridge**
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

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