



GCE

Gujarati

Unit **F883**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Present tense correctly used
	Accurate language
	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

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.

Section A: Listening and Writing

Task 1: Listening – પ્રચાર માધ્યમો

Question	Answer	Marks [12]	Guidance
અ)ક	૪	1	Multi-choice This task is scanned in by the page. Marks are awarded individually. No annotations are necessary.
ખ	૫	1	
ગ	૩	1	
ઘ	૨	1	
બ)ચ	ગ નાહીને પછી	1	
છ	ખ રમૂજી કહાણીઓ	1	
જ	ખ કુટુંબને મજા કરાવે.	1	
ઝ	ક સફાઈકામ કરે.	1	
ટ	ક તેણે ઘરનાં કાર્યો પતાવી લીધાં હોય	1	
ઠ	ગ ખાવાનું બનાવવા વિશે	1	
ડ	ખ નવી વાનગી બનાવે.	1	
ઢ	ગ તેને દિવસે એકલું નથી લાગતું.	1	

Task 2: Listening–પ્રવાસન્

Question	Answer	Marks [13]	Guidance
ક	જન્મ્યા	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
ખ	જીવન	1	
ગ	આજુબાજુના	1	
ઘ	સંબંધીઓ	1	
ચ	વ્યસ્ત	1	
છ	શાંતિ	1	
જ	ખેંચાય	1	
ઝ	ખર્ચ	1	
ટ	પોસાય	1	
ઠ	લોકપ્રિયતા	1	
ડ	વિમાનની	1	
ઢ	હવા	1	
ણ	સગવડો	1	

Task 3: Listening – Hema’s train journey**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 [15]	Guidance
a	childhood	1	
b	By train as the journey was comfortable	2	
c	Train journeys in Kenya were a few hours long Those in London were no longer than half an hour	2	
d	(i) She was travelling as a family group (ii) It was her first train journey in Gujarat	1 1	
e	(i) The rushing of the porters / passengers (ii) Shouting by the passengers / people	1 1	
f	She felt hungry / her mouth started watering / she wanted to eat	1	
g	Talk about their life in Kenya	1	

Question	Answer	Marks [15]	Guidance
h	Calling of the tea seller	1	
i	i) a farmer feeding his bullocks ii) a woman fetching water from a well iii) a woman dressed in a colourful sari iv) a shepherd leading his sheep and goats Any three	1 1 1	

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.
- **Annotations:**
 - In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
 - If an element of the point has been omitted, use the caret sign (^).
 - If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.
 - Use a cross(X) when a word in the response invalidates an otherwise acceptable answer.
 - The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award.

Task 4: Communication points

Question	Answer	Marks	Guidance	
			Accept	Do not accept
1	હું ૧૪ ઓગસ્ટની સવારે	1		
2	મુંબઈના હવાઈમથકે પહોંચીશ.	1		
3	મને મુંબઈ લેવા આવવાનું	1	તમે મને લેવા મુંબઈ વી શકશો?	
4	તમારે માટે શક્ય છે?	1		
5	મને મુંબઈમાં સ્વાતંત્ર્ય દિનના કાર્યક્રમમાં	1		
6	હાજરી આપવાની ઈચ્છા છે.	1	જવું છે.	
7	મારે રાજકોટ દિવસની રેલગાડીમાં જવું છે	1	દિવસની is necessary	
8	જેથી હું રસ્તાના દૃશ્યોને માણી શકું.	1		
9	તમે રેલગાડીની ટિકિટો નોંધાવો ત્યારે	1		
10	મહેરબાની કરીને આપણું ભોજન પણ નોંધાવી દેશો?	1		

Task 4

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

Task 4

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. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. 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 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

Task 5 a: ગુજરાતી ભોજન

Question	Answer					Marks	Guidance
	મેમુના	હેમંત	આરતી	સુલેમાન	રૂપા	[10]	1 mark for each correct answer
ક				✓			This task is scanned in by the page. The marks are awarded individually. No annotations are necessary. If the candidate has put more than 10 ticks add up the total number of correct marks and deduct 1 mark for each tick over 10.
ખ		✓					
ગ			✓				
ઘ			✓				
ચ					✓		
છ	✓			✓			
જ		✓	✓				
ઝ		✓					

Task 5b: ગુજરાતી ભોજન

Question	Answer	Marks [10]	Guidance
ક	જાતજાતના	1	Gap-fill The elements are scanned by the page. No annotation is necessary.
ખ	સમાવેશ	1	
ગ	સ્વાસ્થ્ય	1	
ઘ	આવશ્યક	1	
ચ	ઉમેરવામાં	1	
છ	નિરોગી	1	
જ	ભાગોની	1	
ઝ	પરદેશની	1	
ટ	ચરબી	1	
ઠ	વ્યાયામ	1	

Task 6: ગુજરાતી નિશાળના સંસ્મરણો**Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate). The entire page will then appear on the screen for you to assess the QoL.
- 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.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. 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.

Task 6: ગુજરાતી નિશાળના સંસ્મરણો

Question	Answer	Marks [20]	Guidance
a/ક	(૧) તાળીઓથી	1	
	(૨) સીટીઓથી	1	
b/ખ	(૧) બાળકોને પોશાક પહેરાવવામાં	1	
	(૨) ફોલને શાણગારવામાં	1	
c/ગ	(૧) નૃત્યો	1	
	(૨) નાટકો	1	
d/ઘ	(૧) રજાના દિવસે વહેલું ઊઠવું પડતું	1	
	(૨) તેને ટી.વી. જોવા ન મળતું	1	
	(૩) તેને આજુબાજુમાં રહેતા દોસ્તો સાથે રમવાનું ન મળતું	1	
e/ચ	કારણ કે તેને ગુજરાતી નિશાળના દોસ્તોને મળવું હોય	1	Just તેણે મિત્રો બનાવ્યા is not sufficient

Task 6 cont...

f/છ	(૧) અહીં બાળકો ગુજરાતી ભાષાના શબ્દો બોલતા હતા.	1	
	(૨) બાળકો તેના જેવો જ નાસ્તો ખાતા હતા	1	
g/જ	(૧) ગીતો ગાઈને	1	
	(૨) કહાણીઓ સુણાવીને	1	
	(૩) રમતો રમતાં રમતાં	1	
h/ઝ	(૧) ગુજરાતી નિશાળમાં કમ્પ્યુટરો નથી	1	
	(૨) વર્ગની તૈયારી બાળકોએ જ કરવી પડે છે. .	1	
i/ટ	તેને ફરિયાદ નથી કેમ કે નિશાળે તેને ઘણું આપ્યું છે.	1	Both parts of the answer required
k/ઠ	૧) જવાબદારી પૂરી કરવાનું	1	
	(૨) બીજા લોકો સાથે મળીને કામ કરવાનું	1	

Task 6 cont...

- Assessing **Quality of Language**
 - a. You will get a separate screen which will be the whole page (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.
 - b. Apply Grid C.2 and enter the mark.
 - c. When candidates have left several questions unanswered, click on “fit height” to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 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 7: ສູດຊ່ວຍ**Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 8a, 8b and then 8a + 8b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a. Annotations:**

- In the body of text, use a green tick✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (λ).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b. **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c. **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of 5 words or more should be counted as lifted language.

Task 7 cont...કુટુંબ

Question	Indicative content	Marks	Guidance	
			Content	Levels of Response
		[10]		
1	સંયુક્ત કુટુંબમાં બાળકો નિશાળેથી ઘેર આવે ત્યારે એકલું રહેવું પડતું નથી.			Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
2	તેમને માટે નાસ્તો તૈયાર હોય છે.			
3	નાસ્તો ખાઈને તેમનો થાક ઉતરી જાય છે.			
4	કાકા સાથે રમી શકાય છે.			
5	નિશાળના કામમાં મદદ મળે છે.			
6	મમ્મીને રસોઈ કરવાની ચિંતા ન હોય.			
7	વડીલો બાળકોમાં ભારતીય સંસ્કાર પૂરે.			
8	વિભક્ત કુટુંબમાં પોતાને મનપસંદ રીતે રહી શકાય.			
9	ઘરમાં શાંતિ હોય.			

	<p>F883 Task 7 cont...</p> <p>10 ઓછા લોકો હોય એટલે ખર્ચ પણ ઓછો થાય. 11</p> <p>12 ધરકામ પણ ઓછું હોય</p> <p>13 બાળકો નિશાળેથી ઘેર આવે ત્યારે ઘેર કોઈ ન 14 હોય એટલે તેમની મરજી પ્રમાણે ઇન્ટરનેટ વાપરી શકે.</p> <p>રજામાં દાદા-દાદીને ઘેર ફરવા જવાય</p> <p>[રોજ ન મળે એટલે] દાદીમા ખૂબ ધ્યાન રાખે.</p>			<p>0-2. No relevant information or supplies one or two relevant points from the original passage.</p>
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Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
		[20]	Content	Levels of Response
	No Indicative Content – personal response		<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</p> <ul style="list-style-type: none"> Use the green tick (✓) in the body of the text to show each opinion / personal response and a green tick (✓+) in body of text to show a development / extension of the opinion. NB: one opinion may have several extensions. 	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well-developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>

Task 7(a) + 7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	[20]	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. 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.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 8a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

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

Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.

સવાલ૧:શ્રવણ

[૧૨ગુણ]

પ્રચારમાધ્યમો

નિકુલને રેડિયા પર રમતગમતના કાર્યક્રમો સાંભળવા ગમે તો તેની બહેનને બોલિવુડનાં આધુનિક ગીતો સાંભળવાનું પસંદ. તેના પિતાજી તેમાંથી આખા જગતના સમાચાર મેળવે અને દાદાજી સાધુસંતોના પ્રવચનોનો આનંદ માણે. નિકુલની માતા સ્નાન કરીને સવારે સાત વાગે નીચે આવે એટલે રસોડાનો રેડિયો ચાલુ કરી દે. સવારે આવતી ટૂંકી હાસ્યકથાઓ આખા પરિવારને નાસ્તાના સમયે સંભળાવીને સૌને થોડી રમૂજ કરાવે. પછી રેડિયાના સૂરની સાથે ભજનો ગાતી ગાતી તે ઘરને ચોખ્ખું ચણક કરી નાખે. ઘરકામ પૂરું થાય એટલે તે આરામથી કોઈ રમૂજ નાટક સાંભળતી સાંભળતી મસાલાવાળી ચાની તાજગી માણે. બપોર પછી રેડિયામાં કોઈને કોઈ વાનગી બનાવવાની રીત શીખવાડે એટલે ઘણી વખત નિકુલ ઘેર આવે ત્યારે મેજ પર કંઈક નવીન વસ્તુ પીરસેલી હોય. નિકુલની માતા આખો દિવસ ઘરમાં એકલી હોય ત્યારે રેડિયો તેનો પ્રિય સાથી બની રહે.

સવાલ૨:શ્રવણ

[૧૩ગુણ]

પ્રવાસન

એક સમય હતો જ્યારે કેટલાક એવા ગુજરાતીઓ હતા જે જિંદગીભર પોતાના ગામ કે શહેરની બહાર ગયા ન હોય. બહારગામ જતા-આવતા લોકો પણ આસપાસના શહેરોમાં પોતાનાં સગાંસ્નેહીઓને ઘેર રહીને થોડા દિવસો આનંદ માણી આવતા. પરદેશ જવાનું તો છેલ્લા પચાસેક વર્ષોમાં જ વધ્યું છે. અત્યારે આપણું જીવન એટલું તણાવયુક્ત થઈ ગયું છે કે પ્રવાસ કરીને થોડી રાહત મેળવવાનું આપણને આવશ્યક લાગે છે. વળી છાપાં, ટેલિવિઝન વગેરે દુનિયાના સ્થળોની આકર્ષક વિગતો રજૂ કરતા રહે છે તેથી આપણામાં દૂર દૂરના પ્રદેશો જોવાની ઈચ્છા જાગે છે. તે ઉપરાંત પ્રવાસન પેઢીઓની ખૂબ વાજબી કિંમતની દરખાસ્તોને કારણે પ્રવાસન ઘણું વધ્યું છે. પણ આપણી વધતી જતી હવાઈ મુસાફરીઓ હવામાં કેટલી ગંદકી ફેલાવે છે અને અનેક સુવિધાઓવાળી હોટલો અને મનોરંજક ઉદ્યાનો બાંધવા કેટલાં ખુલ્લાં મેદાનો, જંગલો અને જળસૃષ્ટિનો નાશ કરવામાં આવે છે તેનો વિચાર આપણને આવે છે ખરો?

Task 3: Listening

Hema's train journey

બાળપણમાં કેનિયાના દરિયાકિનારે આવેલા મોમ્બાસા શહેરમાં રહેતી હેમા નાઈરોબી જતી વખતે વિમાનની ઝડપી મુસાફરીને બદલે હંમેશાં રેલગાડીની આરામભરી મુસાફરી પસંદ કરતી. તે અને તેનાં માતા સાંજે રેલગાડીમાં બેસતાં અને સવારે આઠ વાગ્યામાં તો તેઓ નાઈરોબી પહોંચી જતાં. લંડનમાં સ્થાયી થયા પછી હેમા કદી પણ અડધા કલાકથી વધારે રેલગાડીમાં બેઠી નહોતી.

ગયે વર્ષે, ઘણાં વર્ષો બાદ હેમા તેના કુટુંબ સાથે રેલગાડીમાં મુંબઈથી જામનગર ગઈ હતી ત્યારે સૌનાં મનમાં જૂથમાં પ્રવાસ કરવાનો આનંદ હતો જ. ઉપરાંત હેમા માટે તો ભારતમાં રેલગાડીના પ્રવાસનો એ પહેલો જ અનુભવ હતો.

રેલગાડીએ મુંબઈ સેન્ટ્રલ મથકમાં પ્રવેશ કર્યો કે તરત જ આખું મથક જાણે જીવંત બની ગયું. મજૂરો સામાન લઈને બેઠકો શોધવા આગળ દોડવા લાગ્યા અને ઉતારૂઓ તેમની પાછળ ખેંચાયા. ગાડીની સીટી અને લોકોની બૂમોને કારણે થોડી વાર માટે શોરબકોર મચી ગયો.

ગાડી ઉપડી એટલે હેમાના કાકીએ સાથે લીધેલું ખાવાનું કાઢ્યું. ગોળવાળાં ઢેબરાં, બટાટાનું કોરું શાક, થેપલાં, દહીં અને બુંદીના લાડુ! હેમાના મોમાં પાણી આવી ગયું. જમ્યા પછી સૌએ કેનિયામાં ગાળેલા દિવસોને તાજા કર્યા અને પછી મોડી રાતે સૌ આડા પડ્યા.

વહેલી સવારે ગાડીમાં ફરતા ચાવાળાના લહેકાએ હેમાની ઊંઘ ઊડાડી દીધી એટલે તે રેલગાડીની બારીમાંથી, બહાર પસાર થતાં ગુજરાતનાં મોહક દૃશ્યોને માણવા લાગી. એક ખેતરમાં કોઈ ખેડૂત તેના બળદોને ચારો / ઘાસ આપી રહ્યો હતો, તો રંગીન ઓઢણીમાં સજ્જ થયેલી કોઈ સ્ત્રી ફૂવામાંથી પાણી સીંચી રહી હતી, તો કોઈ ભરવાડ વળી તેના ઘેંટાબકરાને ચરાવવા લઈ જઈ રહ્યો હતો. ગ્રામજીવનના દૃશ્યો જોઈને હેમાનું દિલ થનગની ઊઠ્યું.

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