Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE
In Gujarati (1GU0)
Paper 1F: Listening and Understanding in Gujarati

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Overview:

The paper was worth 50 marks and had 14 questions covering grades 1-5. This paper draws on vocabulary and structures across all the themes and topics, candidates are assessed on their understanding of standard spoken Gujarati in a range of public and social settings.

The paper was divided into two sections, A and B, based on five themes: (1) Identity and culture (2) Local area, holiday, travel (3) School (4) Future aspirations, study and work (5) International and global dimension. Section A consists of 12 questions, all set in English. Section B consists of two crossover questions from the Higher Paper, with instructions and texts set in Gujarati. Candidates had 30 minutes in which to complete their answers and 5 minutes of general reading time at the start of the test. They had to respond to multiple-response and short-answer open-response questions based on a recording featuring of one or more male and female Gujarati speakers.

It was encouraging to see that for the most part candidates coped well with all topics featured on the paper. Centres are reminded that the targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list and also that the vast majority of words on the list will feature in examinations over a period of time. Centres entered their candidates appropriately at Foundation level for the most part. The Foundation examination differentiated well between candidates of different abilities. Less successful candidates were able to identify key words and messages from topics with which they were familiar. Most questions which require the recognition of single lexical items or short phrases were well done, although some individual items of vocabulary caused problems. Stronger performances showed the ability to make simple conclusions and differentiate between different time frames.

SECTION A

Question 1
Candidates were asked to identify three correct statements about the 'World Music Day' from a given list of seven. This question assessed candidates' understanding of key vocabulary items.
Successful candidates provided the correct answers. The common incorrect answers were (B) – Organised a folk music event or (D) - Presented a poem in Gujarati instead of C-Presented songs in many languages.

Question 2
Candidates were asked to identify information about 'The importance of reading' . There were three multiple choice questions and candidates were asked to select the correct answer from four possible ones.
This question was performed well by almost most candidates and the frequent correct answers were 2(i) A – 'traditional', 2(ii) D – 'trainers' and 2(iii)B – 'cultural'. Less successful candidates failed to identify ' B for 2(ii) and matched it to A – 'bidders'.

Question 3
Candidates were asked to listen to three people talking about their 'Holiday experiences in Gujarat' and identify one key fact for each person from a list of seven statements. This question required them not only to choose a correct statement but also to select the correct speaker.
The most frequent answers were Abeer (A) – Tasting delicious food of Gujarat, Sushma (C) – Enjoying the colourful gardens and ting people and Rohan (F) – learning about the history of Gujarati. It was evident that successful candidates were familiar with the vocabulary.

Few less successful candidates were confused with identifying the correct speaker with the correct statement. Also (D) Picking fresh flowers from the garden was chosen instead of (C) – Enjoying the colourful gardens. Some candidates ticked too many boxes thereby failing to score any marks.

Question 4
Candidates were asked to listen to three people talking about their 'A unique school' and identify one fact for each person form a list of seven statements. Successful candidates were able to choose the correct statements with the correct speakers.
The most frequent correct answers were Bandini (E) – Night-time teaching lessons and (G) Free transportation to school. (C) – Day time sporting activities or (A) – Residential facilities provided free of charge.
Few less successful candidates chose random answers. Misinterpretation of the word 'free' was observed when candidates chose A – Residential facilities provided free of charge instead of G Free transportation to school

Question 5
Candidates were asked to answer three questions in English about 'Gardening '. This open response question targeted specific items of basic vocabulary. All three parts of the question required very brief answers.
Successful candidates provided correct answers.
With the less successful candidates, confusion on identification of the speakers was observed. Navya was misunderstood for Kaira or vice versa by some candidates, for example - 5(a) the correct answer was – exercise was not identified. Instead, reference was made to making the body strong by most candidates which was the correct answer for   5(b). The most frequent correct answers were 5(b) and 5(c). Random answers were provided for 5(d) instead of reference to 'fruit'.
Few questions were unanswered or partial answers provided by the less successful candidates e.g. For 5 (c) – 'fresh' was not mentioned. For 5(d) they failed to understand 'fruit' as the correct answer and 'vegetables' or other answers was provided as the correct answer.

Question 6
Candidates were asked to identify some key information about building 'A successful career'. They had to complete simple sentences choosing from a selection of given words.
This question worked well except for responses for 6(b).   Answers were provided in the correct order. The most correct answer successful question was 6(a) – the correct answer was 'hard'.
Less successful candidates chose 'connection' or 'expenses' instead of 'careers' for the first part and random answers were provided for the second part.

Question 7
This question required candidates to identify three correct statements from a list of seven in a recording about an 'Online events co-ordinator'.
Successful candidates were able to make sensible deductions from the information given. The most frequent answers provided were B – used online presentation skills and G – believes it will assist in stablishing linguistic careers.
Few successful candidates failed to understand 'presentation skills' and chose C – provided a tool for learning photography instead or chose random answers.

Question 8

Candidates were required to answer open-ended questions in English about a 'Gujarati meal'. Successful candidates were able to attain an understanding of the text and provide appropriate answers.

Some examples of incorrect or impartial answers provided for 8(a) were – she likes it, tasty, its health, it is boring and for 8(b) were – likes mothers cooking has lot of 'masalas'. Less successful candidates were not able to understand question 8(c) and this question was unanswered or random answers were provided.

Question 9

Candidates were asked to identify key points after listening to a podcast about 'Weather' and then complete a multiple choice exercise consisting of four questions. This question worked very well with most candidates and they were able to provide correct answers.

Few candidates were not able to identify the correct answer for 2(iv) and provided answer A – ambulance instead of C – rescue services.

Question 10

Candidates were asked to identify key points and details after listen to conversations about 'Google maps'. Although much of the vocabulary was fairly straightforward, it was not easy for some candidates to work out which information was relevant to the questions asked. The most frequent answers were 10(a) (b) and (c). Q10(d) caused problems for many candidates and random answers were provided, for example, going on train journeys, you will know where it is busy, easy to go on a journey.

Question 11

Candidates were asked to identify key points and information from and an account provide on 'Olympics and Paralympics'. They had to select three correct statements from a given list of seven.

Successful candidates were able to extract the correct information from the text, o recognise the correct answers and eliminate incorrect statements.

With the few less successful candidates, two of the three correct answers E and G were very well sign-posted. In a dense text it is not always straightforward to identify the use of the key words for example, C- encourages all to participate in sports was misunderstood for B – allows live viewing of school sporting events. The use of the key word 'sport' was misunderstood,

Question 12

Candidates were asked to identify key points and information from a presentation about 'A school trip' and answer three open-ended questions in English.

Successful candidates were able to extract material relevant to the individual questions. The most frequent correct answers were (a) and (c). For Q12(b), the correct answer was 'natural (surroundings and examples of incorrect answers included, beautiful, colourful, clean. 12 (d) was incorrectly answered by majority of the candidates or left unanswered.

Few less successful candidates who were not able to identify the key points and details left questions unanswered or provided random answers.

SECTION B
The two questions in Section B were set in the target language.

Question 13
Candidates were asked to identify key points and details about 'My grandfather'. They had to complete five sentences in the target language by selecting five words from a given list of 12.
Successful candidates chose the correct words that fitted grammatically into the sentences. questions 13(a) (c) and (e) proved accessible to them.
Candidates who were less successful picked up words completely at random. They were unable to ascertain which words could possibly fit in each gap and make grammatical sense.

Question 14
Candidates were asked to identify key point and details after listening to a friend talking about a 'Volunteering' experience. The question required candidates to fill gaps in target language sentences by choosing the correct answer from a list of four possibilities. One of the four possible answers was used twice. Candidates did not have to provide their own words to complete the sentences but were only permitted to use one of the four words provided.
The most frequent correct answers were 14(a) (b) and (d) by successful candidates.
Less successful candidates picked up incorrect words. They struggled with understanding the text and the language in the questions to identify the correct answers.

SUMMARY AND ADVICE TO CENTRES
The questions tested student understanding of vocabulary items listed in the specification for Foundation and Higher level. Students should be trained on the themes chosen for the exam. They should be aware that the items in the minimum core vocabulary list will be tested and also be aware of the pronunciation of individual words .

Tips
Centres should advise candidates to:
● have a sound knowledge of core vocabulary for Foundation level
● use the reading time available to think about the question title, read the rubrics, questions asked and the keywords they are likely to hear
● check the number of marks available for each question. These are noted at the bottom of each question set
● be attentive in recognising the speaker relevant to which sentence or text.
● recognise the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.
● recognise familiar language in unfamiliar texts
● check the number of boxes that need to be ticked
● pay attention to detail and give short but full rather than partial answers. Too much information can sometimes negate the given response
● listen to the whole sentence and not individual words.
● express themselves clearly and unambiguously when writing in English and relate their answers to what is heard in the extract
● understand the questions in Gujarati and look for linguistic clues to work out the meaning of the individual statements
● apply logic

- read over and correct their answers