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Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

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, two of which are crossover questions from the Higher Paper. 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.

Centres entered their candidates appropriately at Foundation level for the most part. The Foundation examination differentiated well between candidates of different abilities. 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. 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.

There was varied evidence of how well candidates were prepared for this assessment. Rubric infringement was observed where few candidates either failed to follow the instructions, for example ticked more than the required number of boxes in the objective tasks.

SECTION A

Question 1

Candidates were asked to identify three correct statements about the 'World Food Safety 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 (A) – participated in cookery competitions or (E) – collected funds for teachers. Less successful candidates jumped to a false conclusion.

Question 2

Candidates were asked to identify information about 'My favourite subject' . 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 most candidates. The frequent correct answers were 2 (i) B – 'stories', 2 (ii) D – 'Writing' and 2 (iii) C – 'secondary'.

Question 3

Candidates were asked to listen to three people talking about their 'Saving water' 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.

Candidates performed well in this question. It was evident that successful candidates were able to identify the key fact for the correct speaker.

The most frequent answers were Anjan (C) – close taps after use and Neil (G) – arrange programmes to educate.

Few less successful candidates were confused with identifying the vocabulary for 'storing' rain water. Incorrect answers provided were (A) use rain water frequently B) – avoid use of rain water, (D) – plant crops during the rainy season - all of which included 'rain'. Rubrics not followed by some candidates led them to ticking too many boxes and therefore unable to score any marks.

Question 4

Candidates were asked to listen to three people talking about 'Pen-friends' and identify one fact for each person from a list of seven statements. Successful candidates were able to choose the correct statements with the correct speakers.

The most frequent incorrect randomly chosen answers were (D) always celebrate events together and (G) keep each other safe.

Few less successful candidates chose the correct answers but matched them to the incorrect speakers.

Question 5

Candidates were asked to answer three questions in English about 'Firefighter training'. This open response question targeted specific items of basic vocabulary. All three parts of the question required very brief answers.

Successful candidates provided the correct answers.

Less successful candidates provided random incorrect answers for 5 (a). For 5 (b), the word for 'putting out the fire' was not understood by some and incorrect answers, for example, 'blow the fire' or 'open the fire' were provided. 5 (b) was partly answered by some candidates and a few candidates provided random answers.

5 (c) was correctly answered by most candidates.

Few questions were unanswered or partial answers provided by a few candidates.

Question 6

Candidates were asked to identify some key information about 'Social gatherings'. They had to complete simple sentences choosing from a selection of given words.

This question worked well. Answers were provided in the correct order. For 6(b), the less successful candidates chose 'family' or 'festivals' instead of 'socialises'.

Question 7

This question required candidates to identify three correct statements from a list of seven in a recording about 'Shopping'. Careful listening is essential to ascertain the correct answer. Successful candidates were able to make sensible deductions from the information given.

The most frequent incorrect answers provided were 'A' - polluted local shops, 'E' - local shops stock more heavy items and 'G' - personalised shopping experience at supermarkets.

Question 8

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

8(c) proved challenging to a few candidates who were not able to identify the correct word 'jewellery'. Some examples of random incorrect or partial answers provided for 8 (c) - hand-made items, toys and food.

Question 9

Candidates listened to a podcast about 'Kayaking' and were required to complete a multiple-choice exercise. This question was performed well by most candidates. The frequent correct answers were 9 (i) A - 'using', 2 (ii) D - 'Safety' and 2(iii) C - 'qualifying'. Less successful candidates chose random answers.

Question 10

Candidates were asked to identify key points after listening to conversations about an 'Exchange trip' and then answer four open ended questions. This question worked very well with successful candidates and they were able to provide correct answers.

Although the vocabulary was fairly straightforward, few candidates were not able to identify the correct information. Lack of comprehension skills was observed.

The most frequent incorrect answers were 10 (a) and 10 (d). Examples of the incorrect answers for 10 (a) were - 'learn different cultures, learn about different country or festivals'. For 10 (d), they were - 'eat it, how it is cooked, farming'. Quite a few candidates left questions unanswered.

Question 11

Candidates listened to information about 'My best friend' and they had to select three correct statements from a given list of seven. The candidates clearly enjoyed this question. They were able to extract the correct information from the text.

Two of the three correct answers E and G were very well sign-posted with most candidates.

The most frequent incorrect answers provided were A - is very fond of Chetan's parents, C - likes to go on school trips and F - has a habit of being late for school. A few candidates left questions unanswered.

Question 12

Candidates were asked to identify key points and information from a presentation about 'Using languages' and answer three open-ended questions. This question proved challenging.

Successful candidates were able to extract material relevant to the individual questions. The most frequent correct answer was 12 (b). Some candidates struggled with 12 (a) and 12 (c). Random answers were provided or questions left unanswered.

SECTION B

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

Question 13

Candidates listened to a recording about 'School uniform' and were required to fill in gaps in the target language sentences. Answers were chosen from a list of 12 words. This style of target language question poses significant challenges for students at Foundation level where they have to understand the possible answers in the box. Few successful candidates chose the correct words. Questions 13 (a), 13 (d) and 13 (e) proved accessible to them.

The majority of the less successful candidates picked up words completely at random.

Candidates would be well advised to use the 5-minute reading time at the beginning of the examination to ascertain which words could possibly fit in each gap and make grammatical sense, thereby making the actual listening task a little more straightforward. Lack of comprehension skills and understanding the vocabulary was possibly the reason.

Question 14

Candidates listened to a recording about 'Travelling in the eyes of a vegan.' 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.

This question was well performed. The most frequent correct answers were 14 (b) (c) and (e).

Less successful candidates were unable to understand the questions or correctly identify the key information from the text and fit the correct word to the paraphrased sentences.

This question produced the full range of marks at Foundation Level and proved more accessible than Question 13, the other target language question.

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. The question title often provides an important clue.
- Focus on understanding whole sentences rather than just individual words in order to eliminate distractors more readily.
- 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.

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