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Examiners' Report  
Principal Examiner Feedback

Summer 2023

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

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## Overview:

The paper was worth 50 marks and had 10 questions covering grades 4-9. It 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 is 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 2 crossover questions from the Foundation Paper, with instructions and texts set in Gujarati. Section B consists of 8 questions set in English. Students had 40 minutes in which to complete their answers and 5 five 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 one or more male and female Gujarati speakers.

Candidates performed well across the paper as a whole and there were some excellent performances. There was evidence of some good listening and exam skills. Many candidates had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions), generally using the time to anticipate what they were about to hear. The strongest performances were characterised by an ability to recognise attitudes and opinions and to give precise answers.

Weaker performances were observed where answers were vague, often based on identification of single words rather than listening to the extract as a whole. Open-ended questions, requiring answers in English proved daunting for less successful candidates. The target language questions proved demanding indeed for candidates' whose knowledge of vocabulary was limited. Having a sound knowledge of vocabulary is very important. Few candidates focussed on individual items of vocabulary instead of listening to the whole text or failed to pay attention to detail, providing partial answers then precise and complete answers.

The questions that were intended to discriminate did so, many candidates understood enough, and felt confident enough, to attempt the whole paper but few answers for whole or parts of some questions were left blank.

## SECTION A

### Question 1

Candidates were asked to listen to a recording about 'My grandfather' and fill in gaps in target language sentences. Answers were chosen from a list of 12 words. This style of target language question requires candidates to understand the possible answers in the box and the language in the questions.

The most frequent correct answers were 1(a), (c) and (e). Some candidates were able to score close to full marks on this question whilst others randomly chose the words that fitted in the sentence but had relevance to the text.

For 1(b) and (d) proved challenging, incorrect answers for the question were chosen by the less successful candidates failing to understand the statements and randomly filled in the gaps in the paraphrased sentences.

### **Question 2**

Candidates listened to a recording about 'Volunteering'. 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.

The most frequent correct answers were 2(a) (b) (c) and (e). 2(d) was correctly answered by 50% of the candidates. Incorrect answers for different parts of the question were random. The less successful candidates failed to understand the statements in the question or to correctly match what was said in the text and fit the correct word to the paraphrased sentences.

### **Question 3**

Candidates listened to a podcast about 'Weather in Gujarat' and were required to complete a multiple choice exercise. This question worked very well with most candidates.

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

### **Question 4**

Candidates listened to a recording about the Olympics and Paralympics event. They had to select three correct statements from a given list of seven.

This test type and sound vocabulary helped and most candidates scored well. Few less unsuccessful candidates chose B as one of their answers which was incorrect, for example, C- encourages all to participate in sports was the correct answer and misunderstood for B – allows live viewing of school sporting events. The key word 'sport' was misinterpreted.

### **Question 5**

Candidates listened to a recording about 'celebrating success' at school and were required to answer multiple choice questions. Candidates clearly enjoyed this question and performed very well. Very few candidates chose incorrect answers.

### **Question 6**

Candidates listened to a special radio podcast about the 'Young Enterprise Day'. They had to answer three open ended questions in English.

The most frequent answers were 6(a), (c) and (d). For 6(b) only one detail was provided instead of two by many candidates whereby it was partially completed.

Less successful candidates were unable to process the information and provide the correct answers for the relevant questions. The issues that arose were the inclusion of extraneous material by them which invalidated the answers.

### **Question 7**

Candidates were asked to listen to a podcast about the 'Makar Sankranti' festival. They had to answer four open ended questions in English.

The most frequent answers were 7(a) (b) and (d). For 7(a) less successful candidates failed to understand the key word 'livelier'; Incorrect answers focused on either celebrating with family or flying kites at uncles house.

Also, for 7(b) unsuccessful failed to mention white kites/lanterns and focused on just lanterns or similar answers or how beautiful the sky was. 7( c) proved challenging to most candidates and either one correct detail or incorrect details were provided. For 7 (d) – international celebration/festival were the key words which some candidates were not able to identify.

### **Question 8**

Candidates listened to conversation with a tourist information officer with regard to booking a beach holiday.

There were six multiple choice questions and the question was divided into two parts, part (a) and part (b) each with three questions.

This question was performed well by most candidates as in the previous year.

Less successful failed to recognise the correct answer 8(i) D – sandy beach and provided A – clean water as their answer. Also, for 8(iii), C – row was the misunderstood for A -bouquet or B rosary which were incorrect. Overall, this question was very well performed.

### **Question 9**

Candidates were asked to identify key points and details by listening to presentation on 'Enhancement of linguistic skills through travelling'. They were required to answer open-ended questions in English. The question was divided into two parts, part (a), with three questions worth five marks and part (b), with four questions worth five marks.

The most frequent correct answers were 9(a) (i), (ii) and (iv)

Few less successful candidates failed to identify the key words in the questions and hence provided incorrect answers, such as for 9(a) (i), they missed identifying 'the best place'.

incorrect answers provided were books, reading more books, talking to people or random answers such as calm places. For 9a(iii) instead of providing the two important aspects of peoples living habits, incorrect answers were provided such as culture, lifestyle, food they eat, respect, daily life etc. '. Misreading the question was an important factor here.

For 9a (iv) incorrect included reference to learning about lives of new people, make new friends or some random answers.

For 9(b), the most frequent answer was (ii) – Providing a computer. Most candidates were not able to identify the key word 'curriculum' in (i). in 9b(iii) difficulty in processing - other than the traditional methods' was observed.

9(b)(iv) was partially accomplished by most candidates. Few less successful candidates provided their own answers with no reference to the text.

### **Question 10**

Candidates listened to a recording about the 'The importance of language skills in cultivation of business relationships.' This question was divided into two parts and candidates were required to identified two correct statements from each part from a given set of five.

Candidates performed very well in this question compared to last year. They clearly enjoyed the question and was very performed by most candidates.

With the unsuccessful candidates, for 10(a) the most common incorrect answer was A – it allows employees to participate in outdoor activities. For 10(b) were B – the most common incorrect answer was E – it promotes wellbeing of farm workers.

## 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