



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2024

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, questions from the Foundation Paper, with instructions and texts set in Gujarati. Section B consists of 8 questions set in English, two of which were crossover questions from the Foundation Paper. 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 focused 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 listened to a recording about 'School uniform' and were required to fill in gaps in target language sentences. Answers were chosen from a list of 12 words. This style of target language question poses significant challenges for candidates where they have to understand the possible answers in the box, the language in the text and the questions.

The most frequent correct answers were 1 (a), (d) and (e).

1 (b) and (c) proved challenging. Random answers were selected by the less successful candidates who were unable to understand the statements and incorrectly filled in the gaps in the paraphrased sentences.

Familiarity of vocabulary, grammar and understanding in the target language plays an important part in this type of question.

Question 2

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.

The most frequent correct answers were 2 (a), (d) and (e). Incorrect answers for different parts of the question were random. 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.

Question 3

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

The unsuccessful candidates were not able to identify the correct answer for 2 (i) - 'using' and - 'qualifying' for 2 (iii).

Question 4

Candidates were asked to listen to detailed 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. Most candidates scored well. They were able to extract the correct information from the text.

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. For example, E - 'admires his best friend's selfless nature'.

Question 5

Candidates listened to a recording about 'A memorable hiking trip' and were required to answer multiple-choice questions. The candidates clearly enjoyed this question and performed well. For 6 (ii), A - 'motivated' was chosen instead of C - tolerant, by few candidates who were not able to understand the relevant part of the text and process the information. Few candidates chose their answers at random.

Question 6

Candidates listened to a special radio podcast about 'My childhood'. They were required to answer three-open ended questions in English.

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

Less successful candidates were unable to process the information and provide the correct answers for the questions.

Question 7

Candidates were asked to listen to a podcast about 'Future career plans'. They had to answer four open-ended questions in English.

The most frequent answers were 7 (a), (c) and (e). For 7 (b), less successful candidates failed to identify the key word 'construction' or similar. Random incorrect answers were provided. Also, for 7(d), unsuccessful candidates stated 'children' instead of 'youth'.

7 (c) proved challenging to most candidates and random incorrect answers were provided.

Question 8

Candidates listened to a conversation regarding 'A musical event'. There were six multiple-choice questions, divided into two parts, part (a) and part (b), each with three questions.

This question was performed well. The less successful chose B - 'musician' for 8 (a) (i) instead of A - 'voice', for 8 (b) (i), C - 'position' was chosen instead of D - 'participation' and for 8 (b) (iii), D - 'causes' was chosen instead of A - 'proceeds'. This question worked well.

Question 9

Candidates were asked to identify key points and details by listening to a presentation on 'My role as a language assistant'. They were required to answer open-ended questions in English. This question proved challenging to the less able candidates.

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

Some candidates failed to identify the key words required in the answers, such as for 9 (a) (i), they missed identifying 'language'. Few candidates only provided one detail instead of two. For 9 (b), the most frequent correct answers were 9b (i), (iii) and (iv). Few candidates stated 'use of languages' for 9 (b) (i) which was incorrect. Again, for 9 (b) (ii) the key word was 'training'. Examples of incorrect answers provided were 'open different centres', 'open new schools', 'translating training', 'teaching facilities'. Difficulty in processing and expressing the correct information was observed.

Few less successful candidates provided their own answers with no reference to the text.

Question 10

Candidates listened to a recording about the 'Importance of trees.'

The question was divided into two parts and two correct statements were required to be identified from each part from a given set of five.

Most candidates coped very well with this question. It was a topic they were familiar with and they clearly enjoyed the question.

For 10 (i), a few candidates selected B - 'Their leaves help in warming the environment' as the answer and for 10 (ii), B - 'Tree planting is done by local people', both of which were incorrect.

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.

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.
- Read the rubrics and 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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