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Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCSE
In Gujarati (1GU0) Paper 3F: Reading and
Understanding in Gujarati

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Introduction

1GU0 – 3F was the Gujarati Reading and Understanding examination, assessed through a written paper with a total duration of 50 minutes. The paper carried a maximum of 50 marks. Candidates were evaluated on their comprehension of written Gujarati by responding to various question types, including multiple-choice, open responses, short-form answers, and a single translation question. The paper covered vocabulary and structures from all themes and topics in the specification. Additionally, candidates were tested on their knowledge of cultural themes, famous places to visit in Gujarat, and communities where Gujarati is spoken. In this year’s examination, more successful candidates demonstrated a clear understanding of the rubric, instructions, content, and vocabulary. Conversely, less successful candidates left significant gaps in their answers or failed to respond appropriately to the questions. Some candidates also struggled with the spelling of certain words in both English and Gujarati.

There were three sections: A, B and C. Candidates were required to answer all questions in these sections.

In section A: All the questions from 1 to 6 were set in English, where candidates were required to fill gaps and give short answers in English. Q4 was a multiple-choice question. In this section, successful candidates generally performed well, demonstrating a good understanding of the questions and providing appropriate answers. However, some candidates struggled with the multiple-choice question, indicating a need for better comprehension skills.

In section B: In Section B, which comprised Questions 7 to 9 presented in Gujarati, Question 8 was a multiple-choice question in Gujarati. Candidates displayed differing levels of proficiency in Gujarati during this section. Some performed well, accurately answering both the questions and the multiple-choice question. However, others found this section challenging, especially due to difficulties with vocabulary and language structure.

In section C: Question 10 was a translation question from Gujarati to English worth 7 marks. In Section C, the translation question posed significant challenges for some candidates. While the more successful candidates provided accurate translations, showcasing their strong command of both Gujarati and English, others struggled with the nuances of the languages, leading to less accurate translations.

Section A

Question 1

The topic of this 6 mark question was about emails from 4 friends talking about their further studies. Candidates were asked to identify the correct name from the given list to fill in the blank about what each one did. The majority of candidates provided the correct names from the given list, linked with each type of work.

Q1a, Q1c and Q1e - were well answered by some candidates whose responses aligned with the given statements. Q1b and Q1f - Successful candidates answered this well. A few candidates struggled with these questions. Specifically, some did not understand the meaning of "business" in Gujarati. Additionally, there was confusion between "journalist" and "engineer".

Question 2

The topic of this question was an advertisement about Palace Hotel in a travel magazine. This is a 5 mark question. Candidates had to choose the correct word from the list of words given in the box to fill in the gap. Few candidates found this question challenging, although many successful candidates achieved good marks. Overall performance was good.

2 a) & e) - Mixed answers were given by some candidates. Errors were made at random, indicating that some candidates guessed answers which may have seemed logical to them. Some candidates confused "airport" with "station" and "restaurant" with "café" in Gujarati. 2 b) A few candidates did not note that the shops were within walking distance. 2 c) & d) - These were popular answers given by many successful candidates who understood the concepts well.

Question 3a & 3b

The topic of this question was a blog by Devi about Natural Resources, consisting of two worth 5 marks in total. Many successful candidates were well-acquainted with this question format.

3a(i) - Answered well by many candidates. 3a (ii) - Was the most popular due to its simplicity about taste enhancement. Some good answers such as "flavourful, delicious", were acceptable. 3a (iii) - Some candidates were notably confused by the present tense nature of the question regarding salt production, often providing answers in the past tense. Instead of the correct answer, "salt is produced on the Gujarat coastline," they incorrectly chose

the past tense response, "salt was produced in Surendranagar." This highlights a clear need for better preparation.

Q3b(i) - Successful candidates understood the question regarding salt's nutritional properties. However, some candidates lacked the necessary vocabulary knowledge and provided incorrect answers such as "under the sea, sand, or river." Q3b(ii) - The question about the use of salt apart from in food was answered well by successful candidates. However, some candidates did not understand the question and did not score any marks, while a few left this section blank.

Question 4

The topic of this question was on 'My school day'. This comprehension test included a passage where Aayan discusses his first day at school. Candidates were required to answer 5 multiple-choice questions, ticking only one answer per question. This question was worth 5 marks. All successful candidates understood the text and answered the questions correctly. Some less successful candidates did not tick the box for their answers, resulting in incomplete responses.

Question 5

This cross-over question was on "Relationships". There were 3 questions worth 3 marks, where candidates were required to give short answers. Answers were required to be written in English, and candidates were not required to write in full sentences. Many candidates responded well to questions related to the topic of "Relationships," demonstrating familiarity with terms such as "family member." However, some candidates misinterpreted the Gujarati word for "garden," confusing it with "parks." Successful candidates showed a great understanding of this theme and topic area.

Question 6

This cross-over question was about a "Dance Festival" in Gujarat and candidates had to answer 4 questions, giving short answers worth 4 marks. Answers were required to be written in English, and candidates were not required to write in full sentences. However, some candidates did not understand the Gujarati words for "Government" and "tourism department," leading to either skipped questions or incorrect answers. Additionally, some candidates struggled with questions regarding the promotion of young artists and the future of the temple. As a result, they copied text directly from the reading material. Marks were awarded based on the relevance of these copied answers. Successful candidates displayed a good level of performance. Continued emphasis on comprehension and analytical skills related to process questions is recommended for future improvements.

Section B

Question 7

The topic of this question was an email from Ishani about the weather in Gujarat. The instructions were in Gujarati, requiring students to complete sentences by selecting from a provided list of Gujarati words. This question carried a weight of 5 marks. Candidates who were well-prepared and had a strong grasp of the vocabulary generally performed well. Conversely, those who were less familiar with the vocabulary or misunderstood the questions struggled and often provided incorrect answers.

Question 7b received a popular response from some candidates. Many successfully answered question 7c correctly. However, candidates lacking preparation in vocabulary found it challenging to identify the correct answer "hilly place" for 'Hill Station', and incorrectly chose "sandy," assuming it referred to a seaside location. Incorrect answers were provided for question 7e because some candidates did not understand the word "પ્રતિક્ષા," meaning "waiting." Enhanced vocabulary training and improved comprehension skills could mitigate these issues in future assessments.

Question 8

The cross-over question centred on Rachna's analysis of schools in her school magazine article and was a 5 mark comprehension exercise conducted entirely in Gujarati. This particular question posed difficulty for the majority of candidates. Those who were adequately prepared and familiar with advanced vocabulary managed to answer it correctly, whereas less prepared candidates often resorted to guessing or left the question unanswered.

Common incorrect responses included options (ii)B "in a bad way" and (iv)A "rules", which were chosen by some candidates. Overall, this question proved challenging for most candidates, with only a few achieving a successful outcome. Candidates who performed well across the examination typically scored between 2 to 4 marks on this specific question.

Question 9

This was a cross-over text about the celebration of the festivals in India. There were 5 fill-in-the-blank questions in Gujarati worth 5 marks. Candidates were required to provide Gujarati answers filling the blanks with Gujarati words related to various Indian festivals. Many candidates attempted this question successfully. However, a few candidates misunderstood sentences related to Ran Utsav and provided incorrect answers. Conversely, many candidates correctly identified sentences related to the festivals of colours and the Kite festival, thereby earning partial marks. This highlights their understanding of authentic Gujarati text and familiarity with cultural aspects specific to Gujarat. A few candidates left blank spaces.

Section C

Question 10

The translation question required students to translate a passage from Gujarati to English. This passage, worth 7 marks, centred on the theme of career and profession. It included a variety of tenses and structures assessed at the Foundation level, with all vocabulary items found in the specified vocabulary list. Successful candidates demonstrated strong translation skills and performed well on this question. However, there were some common challenges. Several candidates struggled with specific words such as "પ્રસંગો" (events), "પોશાકો" (clothes), "કલાકાર" (artist) "ઉદ્યોગમાં" (in industry). A few candidates, particularly those who were unprepared, either did not respond adequately or chose not to attempt the question. In conclusion, candidates who were well-prepared and familiar with the vocabulary list performed successfully on this translation task. To improve overall performance, additional focus on vocabulary and translation practice is recommended for future assessments.

Paper Summary

Based on their performance in this paper, students are offered the following advice:

- All questions are based on vocabulary listed in the specification. It is crucial for candidates to be thoroughly familiar with all specified vocabulary.
- Candidates must carefully read the rubric and pay close attention to the language requirements specified before responding to questions.
- In short-answer questions, candidates should avoid adding unnecessary words that could alter the intended meaning of their responses. For multiple-choice questions, candidates should recognize that there is only one correct response; distractors often contain text-related or cognate words to differentiate levels of achievement.
- Directly copying from the text indicates a lack of understanding of the question and should be avoided.
- Translations should read naturally in English. Rather than literal word-for-word translations, candidates should focus on conveying meaning accurately. They should refrain from omitting words or making speculative additions.
- Handwriting should be clear and neat to ensure the presentation of work is professional.

These guidelines aim to enhance candidates' understanding and performance in future assessments.

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