



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Introduction:

1GU0 – 3F is Gujarati Reading and Understanding examination, assessed through a written paper with a total duration of 50 minutes and is worth a total of 50 marks. The paper tests candidates' comprehension of written Gujarati across all themes and topics outlined in the qualification specification. Question types include multiple choice, gap-fill, open-ended responses, and a short translation task. Candidates are assessed on their ability to understand written Gujarati, with texts reflecting a range of public and social settings.

This paper is divided into 3 sections. Section A, B and C, based on 5 themes (1) Future aspirations, study and work (2) Identity and culture (3) School (4) International and global dimension (5) Local area, holidays and travel.

Section A consists of 6 questions all set in English, with 2 literary text questions.

Section B consists of 3 questions all set in Gujarati.

Section C is a translation from Gujarati to English worth 7 marks.

Candidates generally performed well, demonstrating a clear understanding of the rubric, instructions, and theme-based content. The paper effectively differentiated between varying levels of ability.

Stronger candidates responded accurately to questions in both English and Gujarati, drew simple conclusions, and engaged confidently with different topics and formats. They showed a sound grasp of familiar vocabulary and structures.

Some candidates, however, struggled with questions requiring use of the target language, particularly in Section B. Unfamiliar vocabulary led to incomplete or inappropriate responses, and significant gaps were occasionally left. Spelling errors in both English and Gujarati were common and sometimes affected clarity. Less confident candidates tended to rely on key words without fully interpreting unfamiliar texts.

To improve, students should learn more vocabulary from all five themes, especially in less familiar areas. They need to build confidence in reading and answering in Gujarati, especially for open-ended questions. Regular practice with different question types, translation, and better spelling and accuracy will also help.

Section A

Question 1

This question, worth 6 marks, focused on voluntary work. Candidates were required to choose the correct names from a given list, linked to roles described in the text. Successful candidates identified the correct names linked with each type of voluntary work. However, some candidates provided incorrect responses for items (c) and (e), suggesting a misunderstanding of the terms “voluntary work” and “volunteer” in the Gujarati text.

Question 2

This 5-mark gap-fill question tested vocabulary on the theme of lost and found. Candidates had to select appropriate words from a list to complete gap filling.

Most candidates performed well, particularly with item (d) “tired”, which many answered correctly. However, less successful responses included common errors such as “stairs” instead of “chair” for 2(b), and “tall” instead of “young” for 2(e), indicating vocabulary confusion.

Question 3a & 3b

The topic of this question was a blog about School rules. There are 2 parts to this open-response question (worth 5 marks in total). This question was to test candidates’ abilities in reading comprehension and vocabulary use. Many successful candidates were well-acquainted with this question format and performed well.

3a(i) Answered well by successful candidates. Some good answers such as, “helps them to be punctual” and “importance of time” were common and accepted. There was noticeable number of candidates who misunderstood and answered vaguely “strict rules”.

3a(ii) Less successful candidates misunderstood the context and wrote “school rules” instead of the intended idea of “feeling safe”.

3a(iii) This question required good understanding of reading skill. Strong candidates answered well, but some misinterpreted the word “competition” and gave irrelevant responses about “winning or quitting games”, highlighting a need for better preparation in reading.

3b(i) Most candidates understood the question; however, weaker responses included “strict rules”, showing limited vocabulary depth.

3b(ii) - Strong responses included phrases like “do best on their own” or “keep trying and succeed.” Weaker candidates either guessed randomly or left the question blank.

Question 4

This 5-mark multiple-choice question was based on a literary text about a school trip. Successful candidates who comprehended the passage answered confidently and accurately.

Question 5

This cross over question (worth 3 marks) focused on shopping at an Indian grocery shop. This open-ended response required short answers in English. This question tested cultural understanding, vocabulary application, and precision in written responses. Successful candidates with good knowledge of reading in target language were able to answer the question well.

5a) Candidates demonstrated good understanding of the theme, with accurate answers like "variety of people" or "various ethnicities of people". Incorrect answers included vague or mistranslated phrases such as "unique people" or "people she knows."

5b) Some candidate either did not understand the question or could not draw the related answer from the text due to not knowing wider vocabulary. Incorrect guesses like "regularly" or "every weekend" were common.

5c) This was generally well-answered, with "car park" being a popular and correct response.

Question 6

This 4-mark literary text crossover from higher paper was about Holidays. Successful candidates displayed a good level of performance.

6a) This was answered well by many candidates. Responses such as "toy house" or "historical house" were not accepted, and some weaker candidates left it blank.

6b) This was answered well by many candidates.

6c) Candidates unfamiliar with the word unique in Gujarati gave unrelated answers such as describing "layout of rooms", or did not attempt to answer.

6d) This question was answered well by many candidates. Popular correct answer given by many candidates was "importance of space". However, some missed the key word "value", and only gave partial answers like "space" or "place".

A small number of candidates answered in Gujarati instead of English, despite rubric instructions, resulting in lost marks. This highlights the importance of fully understanding exam instructions.

Section B

Question 7

This question based on authentic text about Camel festival, included gap-fill tasks with rubrics and questions set in Gujarati. The question proved less challenging for well-prepared candidates with strong grasp of Gujarati vocabulary, while weaker candidates struggled.

7a) & b) Answered well by successful candidates who demonstrated good knowledge, strong vocabulary and good inference skills.

7c) was challenging for many candidates, who failed to understand the word નૃત્ય (dance), instead providing unrelated words such as ઉજવણી (celebration) or જીવંત (lively).

7d) & e) proved difficult for many candidates who struggled to relate target language questions to the text. Many selected incorrect answers such as પ્રવાસીઓ (tourists) instead of વેપારીઓ (businessmen), indicating a lack of contextual understanding.

This question highlights the importance of targeted vocabulary learning, particularly for questions set entirely in Gujarati. The importance of studying vocabulary list enables to improve performance in such tasks.

Question 8

A crossover multiple-choice comprehension question (5 marks) on farming business, presented in Gujarati. Well-prepared candidates with good reading comprehension performed well.

Question 9

This cross-over gap-fill question on film types (total of 5 marks), requiring answers in Gujarati. Candidates who had good knowledge of reading, skills in critical thinking and understanding of target language vocabulary attempted this question successfully answering process and inference questions for this authentic complex text. Weaker responses included random selections or copying from the text without understanding, which often resulted in incorrect answers. It is important for candidates to be given the opportunities to practise this type of questions, where a matching of the statement to a name is a skill which can be developed through practising.

Section C

Question 10

This 7-mark translation task required candidates to translate a short passage from Gujarati into English on the theme of campaigns for good causes. The passage included present and past tenses and vocabulary from the specification list.

Successful candidates demonstrated strong translation skills, accurately conveying meaning in natural English.

Common challenges included mistranslation or omission of key words such as સમાજ (society), સ્થાનિક વિસ્તાર (local area), પોશાકો (clothes), પ્રસંગો (occasions) and જરૂરિયાતો (needs).

Some candidates submitted incomplete responses, left blanks, or produced translations that were not aligned with the stimulus. 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 drawn from vocabulary listed in the specification. It is essential for candidates to be fully familiar with this vocabulary across all topics.
- Candidates must read instructions carefully and respond in the correct language as directed by the rubric.
- In short-answer questions, responses should be concise and focused, unnecessary additions may alter meaning and result in lost marks.
- For multiple-choice tasks, candidates should be aware that only one option is correct, and that distractors may closely resemble correct answers to test comprehension.

- Directly copying from the text without interpretation often indicates a lack of understanding and is unlikely to score marks.
- Translations should read naturally in English. Candidates should avoid word-for-word literal translations that may not convey intended meaning.
- Clear and legible handwriting supports the professional presentation of responses.
- Regular practice with papers helps candidates understand question formats and expectations, improving confidence and performance.