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Examiners' Report  
Principal Examiner Feedback

Summer 2023

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

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## **Introduction**

1GU0 – 3H is a Gujarati Reading and understanding examination assessed by means of a written paper with total duration of 1 hour and 5 minutes. A total of 50 marks are awarded for this paper.

There are three sections to this paper: A, B, and C. Candidates had to answer all the questions. The GCSE Gujarati reading paper consists of 10 questions.

In section A - all the questions from 1 to 6 are set in English and candidates are required to give short answers in English. Q4) is a multiple-choice question in English.

In section B - questions 7 to 9 are set in Gujarati. Q8 is multiple question in Gujarati and for Q9 candidates are required to give short answers in Gujarati.

In section C - Question 10 is a translation from Gujarati to English worth 7 marks.

Texts for individual questions within the assessment use high frequency language and texts vary in length, including both short and long written passages. Candidates are assessed on their understanding of written Gujarati and by responding to question types comprising of multiple choice, short answers, and a translation. Candidates should be prepared for the higher level of vocabulary. Candidates are tested for their knowledge about cultural themes and the names of the famous places to visit in Gujarat and about the communities where Gujarati language is spoken.

This year's paper was challenging for students though all successful candidates made strong efforts to understand the text. In this paper, candidates were assessed on their understanding of Gujarati reading across longer texts which involved connecting sentences, complex language and vocabulary/grammar, and authentic sources of material.

Overall candidates at this level achieved good success in questions which involved English prompts and familiar day to day Gujarati vocabulary. Some candidates were less successful in answering questions which required skills such as process, and an inference meaning. Less successful candidates found it hard to understand and respond to questions which were set in Gujarati, where the text was more complex with higher vocabulary, and which involved longer sentences. They either guessed answers (wrong) or left their responses blank. All successful candidates were able to answer the multiple-choice questions well. Some of the words in both English and Gujarati were problematic for the candidates to read from a spelling point of view. Credit was given in places where they were able to infer and match the spelling to a recognisable version of the required words.

The following is a summary of how candidates performed in Section A, B and C.

## **Section A:**

### **Question 1.**

This question was based on Mansi's diary page from her childhood. There were 3 questions worth 3 marks, where candidates were required to give short answers in English.

1a) - All successful candidates were able to respond well to this question and gain full marks. 'She wanted to fly in the sky' was a good answer.

Instead of 'she wanted to be airhostess', some candidates wrote 'she wanted to be a pilot' or 'she wanted to fly plane in the sky', and they were incorrect answers.

1b) - 'Mimicking, copying the teacher', were some good answers given, for Mansi's parents to be upset. She was naughty, mischievous were incorrect answers.

1c) - This was popular question which was answered well by many successful candidates who understood the text and vocabulary. Required answer was 'head teacher was strict'. 'She was scared of maths teacher', was good answer but 'she was scared to do maths', was not correct.

### **Question 2.**

This question was about charitable organisation in Gujarat and candidates had to answer 4 questions giving short answers.

2(a) – Many candidates found this question difficult and wrote about what the organisation was doing like 'caring for elderly, women's health and caring for poor', rather than it was known for 'social or community work.' More successful candidates identified the correct answer. 'charity' was incorrect answer.

2(b) – less successful candidates found difficult to understand the text. Instead of correct answer 'education', they picked the list of necessary items for the students in school, such as 'books, uniforms, and food from the last paragraph of the text. Few who did not understand left blank spaces.

2(c) – All successful candidates understood the text and were able to give correct answer like, 'hosting programmes and music festivals'. Less successful candidates could not derive the correct answer from the text.

2(d) - Good answer given by successful candidates like 'contributing to the community'. Not accepted answers were, 'awareness to the society, helping poor'.

### **Question 3.**

This question is about hobby where three students are talking on an internet platform. This was a 5 marks question and candidates were required to provide short answers in English. Successful candidates were able to score 3, 4 & 5 marks in this question.

3(a) - This was well answered by many candidates, where they said Sameer was capable and had ability to write. 'Sameer was better at writing', was not acceptable.

3(b) - Less successful candidates who did not follow the text fully about what was so impressive for Arya in candle making, they picked words like 'scent, competition of candle making, shapes and sizes of candles', from the text. Some candidates took educated guesses to arrive at the right answers like 'she drew patterns/designs/flowers on candles. The correct answer was 'decoration'.

3(c) – More successful candidates did well by saying that Abhay sold cards and gift bags, people bought cards from Abhay, he made money by selling his stuff'. candidates missed the actual answer, 'pocket money', but anything to do with sales from his hobby and making money were accepted answers.

3(d) – Required answer for the question about how Sameer develop his interest further was 'he will turn into career or profession'. The good answer was 'he will become an author'. There were many answers given by candidates which were not acceptable like 'continue writing, he will write more, he will write story/articles'.

3(e) - Many less successful candidates did not quite understand Arya's part on candle making. Candidates picked up words and phrases related to candles from the text like, 'winning competition, shapes, and sizes of candles, scented and fragrance (both these words from the glossary), and they were incorrect answers.

### **Question 4.**

The topic for this question was about travel to India, where Suraj talks about the problems and getting help. This was a test of comprehension worth 5 marks, on multiple choice questions where candidates had to tick one box from A,B,C, or D, for answer for 5 questions.

4(i) – Many candidates were successful in answering this question, as they understood that Suraj wanted lost luggage to be delivered. Correct answer was (C).

4(ii) & (iii) – This question was challenging for many candidates. Candidates did not understand the text fully. In (ii) journey was affected because of flight cancellation

and in (iii) the flight was affected by the adverse weather. Many candidates ticked wrong answers for these questions.

4(iv) – More successful candidates who understood the text did well getting the correct answer. Less successful candidates went for options (a) & (b) as answers and did not get credit.

Q4(v) – Many less successful candidates did not understand that it was difficult journey that made Suraj's travel memorable, and not the friendly staff or airport service. Few candidates did not tick any box for answers. Few candidates who changed their minds for another answer did not delete the first box, leaving 2 boxes ticked as answers.

### **Question 5.**

In this text about online article where candidates talk about pressure from the school rules. This was a 6 marks question and candidates were required to answer in English. For 5(a), (b), (c) & (d) - Candidates were asked to complete four statements with the correct names from a list given in English. All successful candidates who scored highly across the examination were able to successfully identify the correct names.

Candidates are more familiar with this type of questions about pressure from school rules. Few candidates who did not read the rubrics answered them correctly with names in Gujarati but did not get credit.

5(e) – Exams, Exam pressure, work hard to achieve high grades, were popular answers given by many successful candidates.

Less successful candidates across the examination focussed on providing answers which seemed like guesswork. Answers like, stress of test, revision for test, pressure of homework or studying every day', were non-acceptable answers

5(f) – Many candidates wrote more about fashion, what fashionable clothes are like and about how people cannot afford them, rather than about distraction in education, and they earned no credit. Candidates also wrote, 'students were distracted', but forgot to add 'from studies/education' to complete the answer. Many candidates who did not understand the question left blank spaces.

### **Question 6.**

This was an article about Nandan's school trip to Amul dairy in Anand city in Gujarat. This was a longer text and challenging questions for many candidates requiring knowledge of certain key vocabulary. Candidates had to answer 3 questions.

6(i) - Candidates were asked to identify three answers from a given list of seven statements.

What does the article tell us?

Many successful candidates received 2 marks out of 3 for this question. The most popular answer was 'Amul sells milk in vacuum sealed packets (G)'. Less successful candidates who did not understand the text chose options (B), (E) and (F) where the correct answers were (A) and (C) and (G).

6(ii) x2 – This was a 2 marks question. Many candidates who did not understand the text fully wrote various answers like 'Amul dairy made India Independent , its ice cream was liked very much by public, and its protein powder was popular', which were incorrect answers. Some answers like, ' made milk production independent in India and created job', were good for rewarding a mark.

### **Question 7.**

This question was about Kesar's blog about her work in a flower shop. This was a 5 marks multiple-choice comprehension exercise, and both the text and questions were in Gujarati. This was a challenging question for most candidates.

7ii) – Successful candidates answered this questions well. Few could not derive the correct answer and got confused between choice (A) flower arrangement & (B) types of flowers. The correct answer was (D) colour of the flowers.

7iii) – Required answer was friendly (A) and many candidates did not understand the text and ticked (D) soft.

Q7(iv) – In this question the shop was busy during festivals where correct answer was (B). Some candidates went for answer morning (A), that was when Kesar went to the market.

Q7(v) – Less successful candidates who did not understand the vocabulary in the text for the key word 'તુલ્યતા' - talent, so instead of correct answer (D) they chose (B) or (A).

### **Question 8.**

This question was about different sports of India and was worth 5 marks. The rubrics and all 5 questions were in Gujarati. Candidates were asked to select the correct Gujarati word from a given list to complete the sentence. Successful candidates understood the question as they were familiar with the names of the sports in the text like cricket, wrestling and chess.

8 (a-e)- More successful candidates performed well achieving full marks for this question, where answer cricket (a), was popular.

8 d) & e) were the main challenges for less successful candidates who did not link to the correct word in the box. A few candidates left blank spaces.

**Question 9.**

This question is based on places to see in Gujarat. The rubric and questions were in Gujarati. Candidates were asked to write short answers in Gujarati. This was a very challenging question for the majority of candidates who were not prepared for the longer and complex sentences in the text. A minor number of candidates scored full marks. Candidates with good knowledge of vocabulary in Gujarati scored 3 to 4 marks. Some candidates tried to write longer answers changing the intended meaning of their response, and some copied whole sentence from the text without demonstrating and understanding. A few candidates did not provide answers, leaving blank spaces.

9(a) – Less successful candidates who did not understand the text fully provided the incorrect answers or copied the first sentence from the text. Incorrect answers were 'ધાર્મિક સ્થાન – religious place, આસપાસની વનરાજી' – greenery around.

9(b) – Some candidates left blank space.

9(c) - Many candidates did not get credit because they could not relate the question to the correct answer for 'season'.

9(d) - Majority of candidates struggled to relate that mountaineers are the adventurous people who come to visit mountains. The correct answer for this question was 'પાવાગઢ'. Various incorrect answers like 'જાંબુઘોડા અભયારણ્ય – Jambughoda Sanctuary, રંગબેરંગી ફૂલો – colourful flowers, મોરનાં પીંછાં – peacock feathers, and નાની બજાર' – small market, were copied from the text without demonstrating understanding of a question.

9(e) – This question was popular, and majority got it correct. Many candidates read the word 'સંગીત' - music in the text and copied the whole sentence but only the candidates who wrote a long answer in their own words was awarded a credit.

**Section C: Translation****Question 10.**

This question on Access to Natural resources was a translation from Gujarati to English and was worth 7 marks.

The passage contained sentences which were all set in the same theme of the topic of Reading. The passage included a range of tenses and structures assessed at higher tier and all vocabulary in the passage is to be found in the vocabulary list in the

specification. Candidates were expected to demonstrate the ability to transfer meaning accurately in English.

This question was very well answered by majority of candidates achieving 5, 6 and 7 marks. This was a very popular question on Water as natural resource. Majority of candidates attempted this question and Gujarati vocabulary used was understood by most candidates. Some fine example of faultless translations are 'પીવા માટે' - for drinking, 'પાણીનું સ્તર' - water level, 'જનતાને રાહત મળી છે' - people are relieved, which was omitted by some students. Vocabulary which commonly caused problems includes the word 'નદી' - river, which was not understood by candidates and were translated incorrectly as 'sea water, well water, lake water'. However, some candidates had struggled to understand the phrases and had translated incorrectly, particularly the plural word for 'pump' which was mainly interpreted as 'pipes'. Less successful candidates added unnecessary words, phrases, and wrong tenses.

## TIPS

- All candidates should be made aware to read the rubrics carefully and understand them before answering the questions.
- It is very important to read all questions carefully and pay attention to the language that they must respond in.
- Candidates must know that there is only one answer to the multiple-choice question, and should they change their mind they must ensure that they cross out the wrong answer and leave one tick. It is important to answer all the questions and not leave any blank spaces for this type of questions.
- Where the answers are required in short, candidates must not add extra words of their own, which then changes the meaning of the answer required.
- Candidates must not copy direct parts of the text, which shows they have not understood the question. This particularly applies to the target language questions where candidates copy chunks from the text.
- Candidates should ensure that their translation reads naturally in English. It is often preferable to convey meaning by not adhering to word-for-word literal translation. candidates need to be careful not to make unnecessary additions in the translation.
- Candidates should remember to be careful with handwriting and to present work neatly.