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Examiners' Report  
Principal Examiner Feedback

Summer 2024

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

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## **Introduction**

1GU0 – 3H was a Gujarati Reading and Understanding examination, assessed by means of a written paper with a total duration of 1 hour and 5 minutes. A total of 50 marks were awarded for this paper. The examination was divided into three sections: A, B, and C, and candidates were required to answer all questions. The GCSE Gujarati reading paper consisted of 10 questions.

The texts used for individual questions within the assessment feature high-frequency language and vary in length, including both short and long passages. Candidates were assessed on their understanding of written Gujarati by responding to multiple-choice questions, short answers, and translation tasks. They were expected to be familiar with a higher level of vocabulary and tested on their knowledge of cultural themes, famous places in Gujarat, and communities where Gujarati is spoken.

This year's paper presented a challenge for students, although all successful candidates demonstrated strong efforts to understand the text. Candidates were assessed on their comprehension of Gujarati across longer texts, which involved connecting sentences, complex language and vocabulary, and authentic sources of material.

Overall, candidates generally performed well on questions involving English prompts and familiar everyday spoken Gujarati vocabulary. However, some candidates struggled with questions requiring higher skills such as processing and inferring meaning. These candidates found it difficult to understand and respond to questions, particularly those set in Gujarati, where the text was more complex, with advanced vocabulary and longer sentences. Consequently, they either guessed incorrect answers or left responses blank. Nevertheless, all successful candidates managed to answer the multiple-choice questions accurately. Some candidates faced difficulties with reading certain words in both English and Gujarati due to spelling issues. Credit was given in cases where they could infer and match the spelling to a recognisable version of the required words.

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

**Section A** - Questions 1 to 6 were set in English, and candidates were required to provide short answers in English. Question 4 was a multiple-choice question in English.

**Section B** - Questions 7 to 9 were set in Gujarati. Question 8 was a multiple-choice question in Gujarati, and for Question 9, candidates were required to give short answers in Gujarati.

**Section C** - Question 10 involved translating a passage from Gujarati to English and was worth 7 marks.

## **Section A**

Candidates generally performed well, demonstrating a good understanding of the texts provided. Short answers in English were clear and concise, and most candidates successfully answered the multiple-choice question.

### **Question 1**

This cross-over question focused on "Relationships" and required short answers in English which were worth 3 marks. Candidates were not required to write in full sentences.

1a) - Some misinterpreted the Gujarati word for "garden," confusing it with parks, fields, and farms. Candidates who understood the text performed well.

1b) - Was well answered by successful candidates.

1c) - Many candidates responded well, demonstrating familiarity with terms such as "family member." Overall, candidates at all levels showed a strong understanding of this theme and topic area.

### **Question 2**

This cross-over question was about a "Dance Festival" in Gujarat and candidates had to answer 4 questions giving short answers. This was worth 4 marks.

Answers were required to be written in English, and candidates were not required to write in full sentences.

2a) - Some candidates did not understand the Gujarati words for "Government" and "tourism department," leading to skipped questions or incorrect answers.

2b) - Many candidates confused this with answer for 2c. Instead of writing "to promote tradition" as the answer, many wrote "by promoting singing or display music and culture", which did not score any marks.

2c) & 2d) - Additionally, some candidates struggled with process questions regarding the promotion of young artists and the future of the temple festival, resulting in copied text from the reading material. Marks were awarded based on the relevance of these copied answers. Continued emphasis on comprehension and analytical skills related to process questions is recommended for future improvements.

### **Question 3**

This question, worth 5 marks, was about holidays, which three students discussed on the internet. Successful candidates scored 3 to 5 marks. Most candidates attended to this question well, but a few appeared to have rushed their answers, resulting in incomplete responses.

3a) – Many successful candidates understood the question and derived the correct answer from the text, whereas some candidates provided incorrect answers such as “surfing and playing on the beach”.

3b) – This question was answered well by many candidates, however, a few did not score marks for “shopping”, instead of “horse riding”.

3c) – The key word ‘mountain’, was missed by many candidates, although answers such as “first peak of rock” were accepted.

3d) - Candidates who were not well-prepared with vocabulary gave incomplete answers such as "shop" instead of "farm shop."

3e) – This was challenging for many candidates who failed to understand the Gujarati term for “Art exhibition”. Some candidates transliterated answers incorrectly. To improve accuracy, candidates should ensure complete and precise answers and avoid transliteration errors.

### **Question 4**

The topic for this question was about direction, assessed through a comprehension passage with multiple-choice questions worth 5 marks.

For i) & ii) - The majority of candidates performed well on these questions.

iii) - While some well-prepared candidates answered correctly, many others incorrectly selected "tall buildings" as their answer.

v) - This question received a popular response, with many candidates choosing the correct answer.

It is also important to note that some candidates missed ticking their answers, which affected their scores. To enhance future performance, candidates should focus on understanding the context and details provided in the comprehension passages and ensure they do not miss ticking the correct answers.

### **Question 5**

This question about an online article where candidates discussed celebrating success was worth 6 marks and required answers in English.

For 5(a), (b), (c) & (d) - Candidates were asked to complete four statements with the correct names from a list provided in English. All successful candidates who scored highly across the examination were able to correctly identify the names. Candidates were generally more familiar with this type of question about success. However, a few candidates who did not read the rubrics answered with names in Gujarati and did not receive credit.

For 5(e-f), the majority of candidates performed well on these two questions, demonstrating a strong understanding of the task. The candidates seemed to have a

good grasp of using longer, connecting sentences and complex language structures and highlighting their strong command of vocabulary. Their proficiency in handling more complex language elements contributed to their overall success in this section. Regarding question 5e, marks were awarded for responses that included the term "artist," while terms such as "painter" or "drawer" on their own did not receive marks. Similarly, for question 5f, a few candidates did not attempt to answer the question and left blank spaces. This suggests a need for encouragement to ensure all candidates engage fully with every part of the assessment.

### **Question 6**

This question referred to an article about learning and teaching Gujarati, which presented a longer challenging question that demanded a deeper understanding of language and specific vocabulary knowledge from candidates. Candidates were required to respond to three questions worth a total of 5 marks.

For 6(i), candidates had to identify three correct statements from a list of seven options. Many successful candidates scored 2 out of 3 marks. The most commonly chosen correct answer was (A) 'Modern technology allowed people worldwide to learn the language.' Less successful candidates who misunderstood the text chose incorrect options; correct answers included (A), (C), and (G).

Q6(ii) and (iii), worth 2 marks, were successfully attempted by the majority of candidates, while some candidates struggled with the correct Gujarati translations. For 6(ii), 'caption' was a well-received answer. For (iii), responses such as 'teaching' or 'educating others' were acceptable.

## **Section B**

### **Question 7**

This was a cross-over question on Rachna's discussion about her schools in her school magazine article and was a comprehension exercise entirely in Gujarati worth 5 marks. This question proved challenging for some candidates. Those well-prepared and familiar with higher vocabulary successfully answered it, while less prepared candidates often guessed or left it unanswered. Common incorrect responses included options (iii)A "punishment" and (v) "many grounds", which were chosen by some candidates. Performance in this section varied among candidates. While many demonstrated strong proficiency in handling the multiple-choice questions in Gujarati, some struggled, primarily due to the vocabulary requirements. Comprehending and responding in Gujarati posed significant challenges for a substantial number of candidates.

### **Question 8**

This cross-over question was focused on the celebration of the festivals in India and included five fill-in the-blank questions in Gujarati, worth a total of 5 marks. Candidates were required to provide Gujarati answers, filling in the blanks with the provided Gujarati words related to various Indian festivals. The majority of candidates successfully attempted this question and received full marks. However, a few candidates misunderstood sentences related to 'Ran Utsav' and provided incorrect answers. This misunderstanding might stem from unfamiliarity with specific places in Gujarat where Ran Utsav is celebrated, indicating a potential area for enhanced focus in future teaching materials.

Conversely, nearly all 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.

### **Question 9**

This question, worth 5 marks, was on ambitions and required candidates to provide short answers in Gujarati based on a rubric and questions presented in the same language. Candidates needed to be familiar with authentic Gujarati texts and adept at interpreting complex language structures. It posed significant challenges for many candidates, particularly those unprepared for the longer and more complex sentences in the text. However, candidates who attempted the question generally performed well.

In Q9a, a few candidates struggled to differentiate between 'no expense' and 'less expense'. Q9c also proved challenging, particularly regarding the understanding of 'safety rules'. In Q9d, some candidates incorrectly lifted sentences from the reading text, resulting in no marks being awarded. Candidates with a strong grasp of Gujarati vocabulary typically scored between 3 and 4 marks.

Several candidates attempted to elongate their answers, inadvertently altering their intended meaning, while others directly copied sentences from the text without demonstrating comprehension. A significant number of candidates opted not to attempt this question, leaving it blank.

## **Section C**

### **Question 10**

This translation question, worth 7 marks, posed a notable challenge for many candidates. Those who succeeded demonstrated a strong command of both languages, accurately conveying the meaning of the Gujarati text into English. Across all proficiency levels, candidates exhibited commendable familiarity with environmental concepts, such as wildlife preservation, environmental conservation, and carbon footprints. Full marks were awarded to candidates who accurately

translated the text, reflecting a deep understanding of the subject matter. However, many candidates struggled to convey the complete and accurate meaning of the text, often relying on literal translations that distorted the original meaning. Additionally, some candidates chose not to attempt this question. Overall, while candidates showed good comprehension skills, areas requiring higher-level processing and inference proved more challenging. Continuous practice with complex texts and advanced vocabulary will be beneficial for future candidates.

### **Paper summary**

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

- All candidates should ensure they read and understand the rubrics before answering the questions.
- It is very important to read all questions carefully and respond in the specified language.
- Candidates must recognise that there is only one correct answer to each multiple-choice question. If they change their mind, they should cross out the incorrect answer and leave only one tick. It is important to answer all questions and avoid leaving any blank spaces.
- When short answers are required, candidates should avoid adding extra words that may alter the intended meaning.
- Candidates should not copy direct parts of the text, especially in target language questions. Paraphrasing is essential to demonstrate understanding.
- Candidates should ensure that their translations read naturally in English. It is often preferable to convey meaning without adhering strictly to a word-for-word translation. Care should be taken to avoid unnecessary additions in the translation.
- Candidates should answer all questions and avoid leaving blank spaces. An educated guess may earn partial credit, whereas a blank space will not. Candidates should also review their work to ensure no questions have been missed by accident.
- Candidates should strive for neat handwriting and present their work clearly.

Adhering to these guidelines will help candidates improve their performance and demonstrate their knowledge more effectively.

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