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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 a total duration of 1 hour and 5 minutes. The paper carries total of 50 marks. Candidates are required to respond to multiple choice response, open response questions and translate a short text from Gujarati into English. All questions are based on various stimulus texts that cover the following five themes: (1) Identity and Culture (2) Local area, holiday and travel (3) School (4) Future aspirations, study and work (5) International and global dimension.

There are two literary texts (Q2 and Q4) from a variety of sources and a short text in Gujarati for candidates to translate into English. The texts for individual questions within the assessment feature high-frequency language and vary in length, including both short and long passages. Candidates are assessed on their understanding of written Gujarati by responding to multiple-choice questions, gap filling and open-ended questions and translation tasks. Candidates were assessed on their comprehension of Gujarati across longer texts, which involved connecting sentences, complex language and higher level of vocabulary, and authentic sources of material. They are tested on their knowledge of cultural themes, famous places in Gujarat, and communities where Gujarati is spoken.

All successful candidates demonstrated strong comprehension skills and made strong efforts to understand the texts. Generally, candidates performed well on questions presented in English and those involving familiar, everyday Gujarati vocabulary. However, some candidates encountered difficulties with higher skills, such as processing information and inferring meaning, particularly when questions were set entirely in Gujarati with more complex vocabulary and sentence structures. These challenges led to some incorrect guesses or unanswered questions.

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 - Questions 1 to 6 are all set in English. with 2 literary text questions. Question 4 is a multiple-choice question in English.

Section B - Questions 7 to 9 are all set in Gujarati. Question 8 is a multiple-choice question in Gujarati and question 9 an open-ended.

Section C - Question 10 is a translation from Gujarati to English and is worth 7 marks.

Section A

Question 1

This is a cross over from foundation paper, about -shopping at Indian grocery shop. In this authentic text there are open response question requiring short answers in English and is worth 3-marks. Successful candidates with good knowledge of reading in target language were able to answer the question well, showing a great understanding of this theme and topic area.

1a) Many candidates responded well to questions related to text demonstrating familiarity with terms such as “different people come”. Some good examples like “Variety of people” and “various ethnicities of people come”, were good answers. Less successful candidates provided incorrect answers, example: “many personalities visit”, “people she knows visit”, and “unique people come”.

1b) Some candidate either did not understand the question or could not draw the related answer from the text due to not knowing wider vocabulary. Guessed answers such as, “regularly, every weekend, every month”.

1c) Many candidates did well on this question and popular answer given was “car park”.

Question 2

This is a cross over from foundation paper about Holidays. This open response literary text was of 4 marks. Successful candidates displayed a good level of performance.

2a) This was answered well by many candidates. “Toy house” and “historical house” were not accepted answers.

2b) This was popular question and was answered well by many candidates.

2c) Candidates who did not understand meaning of word unique in target language, either picked random answers from the text, such as “fishermen lived here” or described the layout of the rooms, or did not attempt to answer.

2d) This question was answered well by many candidates. Popular correct answer given by many candidates was “importance of space”. However, few missed the key word ‘value’, for the answers before space or place.

Question 3

This question, worth 5 marks, was authentic text about places to visit in Gujarat. 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 picked random incorrect answers from the text such as, "lifestyle of people", "going for the first time".
- 3b) This question was answered well by many candidates, however, a few who did not score marks for "water process".
- 3c) This was a challenging for many candidates who failed to understand Gujarati inference question that almond is dry fruit and that was her favourite chocolate, instead many wrote about handmade chocolates and about its mixture.
- 3d) This was a popular question liked by candidates. Performance was pleasing.
- 3e) This was a challenging for many candidates failed to understand the question and the text and missed the count for colour water process. Good answer such as, "once in colour water and twice clean water".

Question 4

4(i), (ii), (iii), (iv), (v) This is a literary text question about school open day, assessed through a comprehension passage with multiple-choice questions worth 5 marks. Candidates should focus on understanding the context and details provided in the comprehension passages and ensure to tick only one answer per question.

Question 5

In this text about school funfair where 4 candidates discuss about funfair at Gujarati school is worth 6 marks and required answers in English.

5 (a), (b), (c)&(d) Candidates had to complete four statements with the correct names from a list provided in English. Candidates are generally more familiar with this type of events at school. However, it is important that candidates read the rubrics carefully.

5e Majority of candidates demonstrated strong comprehension skills by providing accurate and relevant answers. Their ability to extract key information from the text was evident. However, a small number of candidates made incorrect assumptions, such as suggesting responses like "buy books" or "give to charity," possibly influenced by their familiarity with charity events at school rather than the actual content. This indicates a need to further encourage critical reading and discourage on guessing answers unsupported by the text.

5f Some candidates struggled to fully engage with the question, often selecting incorrect answers randomly from the text without demonstrating a clear understanding of what was asked, such as "she felt proud", and "she was confident". Some 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 “being green”, which presented a longer challenging questions that demanded a deeper vocabulary knowledge and language understanding. Candidates were required to respond to three questions worth a total of 5 marks.

6(i) Candidates had to identify three correct statements from a list of seven options. Correct answers included (A), (C), and (G) worth 3 marks. Successful candidates performed well.

6(ii) This 1-mark question was answered well by candidates who understood this type of complex text with longer connecting sentences. While some candidates struggled with the correct Gujarati translations about best health benefits and examples of guessed responses were, “to eat healthy”, “do regular exercise” and “breath clear air”.

6(iii) This was worth 1 mark and was answered well by candidates who could successfully derive the answer form the text. Responses such as, “save environment”, “cycling to work”, “use public transport”, were incorrect answers for this question about office workers contribution.

Section B

Question 7

Q7 (i), (ii), (iii), (iv)&(v) This cross-over question with foundation paper is about farming business worth 5 marks. This is a tested comprehension with multiple choice questions fully set in Gujarati. All successful candidates performed well.

Question 8

This cross-over text with foundation paper is about films and the question is worth 5 marks. Candidates were required to provide answers in Gujarati by filling in the blanks. Those with strong reading abilities, critical thinking skills and understanding of target language vocabulary performed well. They successfully answered process and inference questions for this authentic complex text.

However, a few candidates who did not perform as well. For example, in 8e), having read the word સંસ્કૃતિઓ (traditions) in the question, some candidates incorrectly responded with ગુજરાતી (Gujarati), instead of correct answer આંતરરાષ્ટ્રીય (international).

It is important for candidates to have regular opportunities to practise this type of questions, where matching a statement to a name is a key skill. This can be developed through practising. Candidates should be guided to select the correct names from the given options, rather than inserting random words from the text. Enhanced vocabulary development and improved comprehension skills would help address these issues in future assessments.

Question 9

This question, worth 5 marks, is about spending time with family and friends. In this longer text candidates had to provide short answers in Gujarati, based on rubrics and questions presented in target language. They needed to be familiar with authentic Gujarati texts and adept at interpreting complex language structures. It posed significant challenges for many, particularly those unprepared for the longer and more complex sentences.

9a Candidates with good target language knowledge could successfully answer the questions. Some struggled and chose random incorrect answers from the text, such as, સૌ કામમાં વ્યસ્ત હોવાથી, ભોજન પરિવાર સાથે કરવું, વાતો અને વિચારોની આપલે કરવાથી.

9b Was answered well by those distinguishing between “પરંપરા” (tradition correct answer) and “સંસ્કાર” (culture incorrect). Good example of correct answer was “રિવાજો”.

9c proved challenging, particularly regarding the understanding of word સંસ્કૃતિ.

Candidates lifted answers from where this word appeared in the text.

9d This was a very challenging question for many who incorrectly lifted sentences from the reading text, resulting in no marks being awarded. Those with a strong grasp of Gujarati vocabulary typically scored a mark.

9e) Was answered well by successful candidates who had good knowledge of target language vocabulary. However, some candidates attempted to overextend their responses, which led to a change in the intended meaning. Others simply copied sentences from the text without showing clear understanding. A notable number of candidates did not to attempt this question and left it blank.

Section C

Question 10

This is 7-mark translation question. Successful candidates demonstrated a strong proficiency in both languages, accurately conveying the meaning of the Gujarati text into fluent English. Across all ability levels, they showed good familiarity with concepts and vocabulary. Full marks were awarded for accurate translations that reflected clear understanding of meaning and tenses.

However, many candidates struggled with translating key phrases such as આગળ અભ્યાસ (further studies), આત્મવિશ્વાસ વધે (increase confidence), કારકિર્દીમાં સફળ (succeed in career), જ્ઞાન (knowledge), ભણતરનું મૂલ્ય (value of education), often relying on literal word-for-word methods that distorted the intended meaning. Some left this question unanswered. Overall, candidates showed good comprehension skills in familiar topics, but higher-level processing and inference remained challenging. Continuous practice with complex texts and advanced vocabulary will support improved performance.

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
- All 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.
- 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.
- Candidates should answer all questions and avoid leaving blank spaces. An educated guess may earn partial credit, whereas a blank space will not. They should also review their work to ensure no questions have been missed by accident
- Clear and legible handwriting supports the professional presentation of responses.

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

