



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In Gujarati (1GU0)
Paper 4F: Writing in Gujarati

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Introduction

The total marks for this Assessed Paper (1GU0 – 4F) is 60. There are six questions in total, candidates are obliged to complete 4 of the questions. Candidates are allowed to choose between 2a and 2b and 3a and 3b. Question 2a, 2b, 3a and 3b were chosen by almost equal number of students and most of them performed well. Question 4 was a translation question where students had to translate 5 sentences into Gujarati. Candidate had one hour and fifteen minutes to complete the answers.

The paper only includes vocabulary from the published vocabulary list in the specification. Candidates are assessed on their understanding of written Gujarati using the bullet points given.

This year's paper was challenging for some candidates, whilst majority had done well. The paper performed as expected and the targeted grades were matched. The top candidates could access all the available marks.

A few students had only covered one or two bullet points and communicated information relevant to the task with development and well-linked sentences, whilst most of them met the standard requirement.

A few candidates achieving the highest available grade in Foundation, could have achieved an even better grade with Higher tier.

Q.1 Was a question where the student had to describe what was seen in the picture and give an opinion about their future career. Target grade was 1-3 and had a word limit of 20-30 words. Students were required to describe the picture and give their opinions using the present tense only.

Q.2 Candidates must express and justify opinions, thoughts, and points of view and to narrate, inform and interest or convince. The register should be formal for this question. For these both questions marks were given for communication & content and linguistic knowledge & accuracy. The paper was considered suitable and an appropriate test for the whole range of abilities. Targeted grade was 1-4 and word limit of 40-50. The overall performance of candidates was of a very good standard. Students required to cover 3 bullet points that are of the present tense form and 1 bullet point which required the future tense. No use of the past tense was required.

Q.3 candidates must express and justify opinions, thoughts, and points of view and to narrate, inform and interest or convince. The register should be formal for this question. For these both questions marks were given for communication & content and linguistic knowledge & accuracy.

The paper was considered suitable and an appropriate test for the whole range of abilities. Targeted grade was 4-5 and the word limit of 80-90. The overall performance of candidates was of a very good standard. It demonstrated secure knowledge of language and enjoyment of the subject.

Most of the candidates demonstrated their knowledge and understanding of grammatical rules with accuracy and adopted an appropriate formal style of Gujarati language. It also included accuracy in spellings and style with a good range of structures presented.

The candidates showed their flexibility in communication in writing in Gujarati. They were successful in manipulating the language accurately to organise facts and ideas, presenting explanations, opinions, and information in writing.

Most successful candidates demonstrated extensive vocabulary, idioms and structure, a secure grasp of tense concept/ time reference, use of more complex structures and a clear ability to manipulate language to suit the task.

The less successful candidates acquitted themselves well and were accurate, but the range they used was limited. Therefore, they lost the opportunity to demonstrate a wider range of the language, which could have improved their overall quality mark.

Question 1 – Future aspirations study and work, work: Careers and professions– picture of doctors and nurses discussing treatment case.

Many students had answered it correctly, but some didn't include their opinions about their future career hence resulting in losing marks. The targeted grade for this question was 1-3. Most of the students did not follow the present tense structure and used a mix variety of tenses instead which resulted in them losing marks.

Question 2 (a) – School, what school is like, school types, Boarding school – A formal report about your experience in school.

Approximately 69% of the students had picked this question and the targeted grade was 1-4. 50% of the students had answered most of the bullet points but a few had missed out on some. Many of them achieved full marks and covered all the tenses that were required. They had also added a lot of opinions and justifications to elevate their marks. There were few students who had written excellent essays and were also very capable of doing a higher paper if they were given the opportunity to do so.

Question 2 (b) – Identity and culture, Interest – A formal letter to Gujarat's music teacher talking about their interest and activities.

51% of the candidates had chosen this question and performed very well. Although the targeted grade was 1- 4 but candidates used connectives, opinions, and justification. Hardly any sign of lexical language was used.

Question 3 (a) Local area, holiday and travel, travel and tourist transaction: Eating out– An informal blog for your online readers, telling them about the best restaurant in their local area,

51% of the students had chosen this question and done well, even though, some of them did not cover the bullet points very well. Most of them had used frequent examples of creative language. Variety of vocabulary was used by students. Some

of them didn't follow the tenses correctly and that they did not understand/read the key points very well. The targeted grade for this was 4-5.

Question 3 (b) –Identity and culture, cultural life: reading– An informal essay to your teacher, talking about reading different books.

Less than 50% of the students had chosen this question but the students that had chosen it had performed very well. They had covered mostly all the bullet points with variation of grammatical structures and occasional complex structure and frequently extended sentences which were well linked together. The expected grade was 4-5 as well.

Question 4 – International and global dimensions, bringing the world together: music event – Short sentences to translate about music.

Most of the students had done well with the meaning being fully communicated with occasional errors that did not hinder clarity. Only few students had a partially communicated translation. Grammar structures and vocabulary were mostly accurate with some errors that prevent meaning from being conveyed. Most of the English words which were not translated were Flute, music concert, participated and different culture.

Tips:

1. For questions 1 and 2 advise candidates to write each bullet points as a separate paragraph.
2. Try not to write very lengthy descriptions and follow the approximate number of words mentioned for that question.
3. Please read the rubrics carefully and follow the task accordingly for describing the bullet points.
4. Try and use more lexical language and ensure that 3 different tenses must be used within the answers.
5. Ensure that the students are placed into the tiers based on their abilities as some students performed at the Higher tier level but were placed into the foundation tier.
6. Some specific types of questions were challenging for students at this level hence teachers should take extra care when training the students in all types of questions expected in the exams.

More vocabulary needs to be introduced to the students which can help them improve their skills.

