# Examiners' Report
# Principal Examiner Feedback

# Summer 2023

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The Assessed Paper 1GU0 – 4H was out of 60 marks. There were 5 questions but only 3 had to be answered. Candidates could pick between question 1a and 1b and also between 2a and 2b. Question 1 and 2 are straight writing tasks and question 3 is a translation from English into Gujarati. Candidate had one hour and twenty-five minutes to complete the answers. Questions 1 and 2 have a choice of two, candidate choose one from each question.

Students are assessed on their writing abilities and their ability to cover the bullet points whilst also being creative. They are also assessed on their ability to recognise and use different tenses. Furthermore, they are expected to include a variety of lexical language and justifications as well as opinions and some complex vocabulary.

Most of the students had chosen questions 1a and 2b which were performed very well. 1b and 2a were chosen by fewer students but were also performed well.

The response to a slightly demanding paper was very good. All the questions were attempted and most were responded in a great detail. Overall, the performance exceeded the expectation.

 Q.1 was to elicit an open piece of free writing in the context e.g., a report, letter, blog post, email or short article using an Informal register. It is a crossover question from the Foundation paper. Targeted grade was 4-5 and the word limit was 80-90.

Q.2 candidates have to 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 6-9 and the word limit was 130-150. 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 fairly limited. Therefore, they lost the opportunity to demonstrate a wider range of the language, which could have improved their overall quality mark.

Question 1 (a) – Local Area Holiday, Travel and Accommodation – An informal email to a friend, telling them about the holiday places you visited.
This is a cross-over question.

Approximately, 87% of the candidates had chosen this question. Most of them covered all four bullet points. Most students did well and included a lot of opinions and justifications with a varied example of uncommon and creative language. Variety of idioms were included, and most responses were very fluent. candidates also expressed individual thoughts and ideas using vast range of vocabulary and expression. The targeted grade was 4-5 and most of the students met the requirement. There were only a few that struggled to communicate information relevant to the task with expansion of key points and ideas.

Question 1 (b) – Using languages beyond the classroom, Training – Blog to your readers about your training experience. This is a cross-over question

Less than 25% of students had chosen 1b and had performed very well and had covered all the bullet points whilst also including a lot of justifications and higher vocabulary as well as opinions and idioms (even though there were a few errors that did not hinder communication). A few students struggled to cover all the tenses correctly and missed out on some key points. The targeted grade was 4-5.

Question 2 (a) – Environmental issues, being green – A formal article on saving the environment.

The targeted grade was 6-9. Approximately, 57% of the students had chosen 2a and had performed really well. All four bullet points were covered by most of the candidates. The use of uncommon vocabulary and a mixture of opinions justifications was observed. candidates also used expressions very effectively and managed to be fluent with their writing by using the correct tenses and making minimal grammatical errors that hinder meaning.

Question 2 (b) – What school is like, subjects – A formal letter to the readers about your opinion on school subjects.

This question was attempted by less than 50% of students. Majority had done really well and had understood the question and managed to develop their responses and cover the bullet points effectively. Quite a lot of unique ideas and justifications were used in their writing. There were a selected few who didn't understand the question and failed to cover a few of the bullet points in detail and ended up going off topic. The targeted grade was 6-9.

Question 3 – Daily life, customs, and everyday life – This was a translation question about Yoga in daily life.

Almost all the students performed well. Candidates had managed to understand most of the sentences and pinpoint the meaning of difficult vocabulary. Mostly accurate language and structures, even though, there were rare instances which prevented the meaning from being conveyed. There were also a few errors that didn't hinder communication. The targeted grade was 6-9. Some students had used English words within the translation which resulted in them losing marks. Some candidates didn't follow the tenses that they were meant to translate in.

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 foundation tier level but were placed into the higher tier.

Some specific types of questions were challenging for students at this level hence teachers should take extra care when training their students in all types of questions expected in the exams.