



Examiners' Report Principal Examiner Feedback

Summer 2025

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

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Introduction

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 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 2a which were performed very well. 1b and 2b 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 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 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 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 were 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 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,
This is a cross-over question.

Approximately, 73% 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.

Almost all the candidate enjoyed listing the food items such as “પાણીપુરી, જલેબી, ગુજરાતી થાળી, વગેરે. They mentioned their favourite dishes. They wrote different types of their own good or bad experiences. Also explained modern facilities for children of all ages. Many of them mentioned that they will go there in future and have different type of food. Some candidates used phrases and idioms such as “આંગળા ચાટતા રહી જાઓ”, “મોઢામાં સ્વાદ રહી ગયો”, “ઘીથી ભરેલી રોટલી” etc.

Question 1 (b) – Identity and culture, cultural life, reading– An informal essay to your teacher, talking about reading different books.

Less than 37% 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 few errors that did not hinder communication). Few students struggled to cover all the tenses correctly and missed some key points. The targeted grade was 4-5.

The candidates were able to list the different types of books. They give their opinions about how important to read the cultural books and to know about it to retain the identity. They mentioned the names of their favourite books such as, Harry Potter, Pride and prejudice etc. They also explained that what they would do in future so the students will read more books. Some candidates could not understand the meaning of cultural books.

Candidates must answer either Q.2(a) or Q.2(b).

Most candidates performed very well. Some of them could not cover all four bullet points.

Communication and Content: Most of the candidates managed to fulfil the criteria for communication and content by giving detailed information related to task, express, and justify opinions, develop the key points and ideas. Able to narrate inform and interest. They used wide variety of vocabulary and uncommon language.

Middle ability candidates gave some detailed information and frequently developed the key points and justify the opinions. They use simple vocabulary.

Linguistic knowledge and accuracy: Almost all of them able to use wide variation of grammatical structure, including complex language. Consistently accurate language including references to past, present and future tense.

Middle ability candidates used some variation of grammatical structure and some examples of different complex language. Some of them failed to make a use of all three tenses.

Question 2 (a) – School, School activities: School trips– An informal article for your community talking about importance of school trips.

The targeted grade was 6-9. Approximately, 83% of the students had chosen 2a and had performed 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.

Majority of the candidates able to give details of their school trip. Express their excitements of going on trip and how they enjoyed it. Some candidates misunderstood the meaning of “ବିବରଣ” means detail and take it as “ବିପର” means difficulty. For the second bullet point many of them explained the benefits on going to school trip such as they can learn, gain more knowledge, day off at school, spending time with friends and improve their bond with each other. For the third bullet point they gave details of what they learnt from that trip. Many candidates mixed the bullet point 2 and 3 as whatever they learnt was a benefit. The fourth bullet point they mentioned various places of their interests they want to visit in future.

Question 2 (b) Future aspiration study and work, using languages beyond the classroom: Employment – A formal e-mail to newly joined employee giving information about your job.

This question was attempted by less than 29% of students. Majority had done 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 did not 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.

Most of the candidates able to describe their work in a cloth shop as a manager. They explained what training they had in the beginning of their job and how they used for their work. Almost all the candidates covered this point very well that how important to have a knowledge of various languages for this job and make a use of it. For the fourth bullet point they explained what sort of career they would like for their future, some of them explained that they would like to expand the same place and work in the future.

Overall majority of candidates performed very well for both questions. It is important that candidates follow the rubric of the paper. Some candidates wrote a lengthy explanation of rubrics rather than describe the four bullet points.

Question 3 – International and Global dimensions, bringing the world together:
Sports event - as a translation question about sports event.

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 did not 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 did not 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 and some students were capable of higher tier and were placed in foundation 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.

