

Examiners' Report/ Principal Examiner Feedback

June 2011

International GCSE Gujarati
(4GU0) Paper 1

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IGCSE Gujarati Examiner's Report – Paper 4GUO/01

This summer saw the first sitting of IGCSE Gujarati 4GUO/01. The format of the question paper is changed in respect to the sequence of questions:

- Question 3 – Question 1 (translation of sentences)
- Question 1 – Question 2 (English passage to Gujarati)
- Question 2 – Question 3 (Gujarati passage to English)
- Question 4 remains as Question 4 (Essay)

The examination is devised of one paper of 3 hours, consisting of 4 questions which would enable the examiner to make a fair assessment of the candidates' knowledge, understanding and response. At the same time, this should provide a good opportunity for the cross-section of candidates with a different range of abilities to apply their knowledge and skill in the best possible way, bringing out the salient features of the language.

The 2011 paper for Gujarati was set on the same basis as previous years. The aim being to test the fluency, continuity and free flow of ideas and expressions with correct usage of grammatical structures, originality and taking special care for the salient features like 'spelling' and 'gender' which may distort the meaning if wrongly applied in the Gujarati language. The intention is to stretch the ability, imagination and creativity of the candidates.

The marking scheme is set in such a way as to provide a fair assessment on a positive basis. Every correct item and the item of merit are rewarded to offer a fair and positive testing and marking. It is very well devised for all the four questions as taking into consideration the candidates' response which is to be rewarded. It is applied to see that the standard is maintained and the criteria have not gone down while testing the relevant communication, quality of language, accuracy etc.

Candidates from most centres have shown a good understanding, ability, enthusiasm and potential for Gujarati. A high proportion of candidates have done very well throughout the exam paper especially for Question 2 and Question 4, scoring praiseworthy marks.

However, there are a few examples of average performance especially for Question 2 and Question 3, e.g. usage of the language and agreement of the verb with relevant nouns, adjectives etc. There is an evidence of fluent flow in the essay writing. It seems that most of the centres concentrate on giving exercise/training in personal experiences, especially for 'letter writing.' This is usually reflected in the choice of topics for Question 4 – Essay writing. For example, candidates who selected the topic (a) - (what sort of subjects would you like to study in school and why?), where personal choice and relevant explanations were well documented. There are a few examples of average performance, especially for Question 3. On the other hand, it is quite pleasing to note that one of the salient features: the agreement of the verb with the relevant nouns, adjectives etc, again reflects in the overall scoring high marks. There is a recurring pattern in a number of scripts where the candidates have been able to score high marks

for Question 4, but because of poor performance for Question 2 and Question 3, the overall total was not as good as expected.

Translation passages are set to assess the flexibility of both languages and reaction of languages in certain contexts. The skill of translation needs understanding of how to transfer one language to another without distorting the meaning, at the same time not giving the literal word to word translation but to carry the fervour and flavour of the relevant languages.

Question 1

This question is to test the correct grammatical and other relevant features of the language while translating. The candidates were supposed to perform and show a good interpreting skill, some candidates struggled with this, and centres are reminded that practice will enable candidates to perform better.

Question 2

Candidates seemed to be quite at ease with the passage, and many found it easy to translate the text correctly. There were some enjoyable translations and candidates are to be praised for their performance.

Question 3

A cross section of performance. Some centres, it seems, have not given enough or correct training for translating a piece of work, especially from Gujarati into English. A number of candidates were lost for the right vocabulary and interpretation. However, there were others who did transfer the text correctly.

Question 4

Letter writing is always the favourite with the highest number. It was quite pleasing to see the candidates stretching their 'potential,' thereby displaying their knowledge, understanding and response. Candidates demonstrated an awareness and concern about the environment/ hunger/ poverty/ wars and killing/ pollution/ injustice/ natural and human-made disasters etc., and these issues are highlighted in the writing of those who attempted Topics C/ D and to some extent Topic A. Those who wrote about 'The world I would like to live in' tackled the topic honestly, discussing the above mentioned issues and urged for an "ideal world." Similarly Topic B brought out interesting and vivid accounts. The letter writing also showed genuine concern for the protection of wildlife and so on. The 'enthusiasm' is accelerated and many have done quite well. A visible range of vocabulary and fluency are seen in the candidates of some centres. Some candidates have used idioms and proverbs appropriately, especially for Question 4 (c).

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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