

Examiners' Report/
Principal Examiner Feedback

Summer 2013

International GCSE Gujarati (4GU0)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UG036107

All the material in this publication is copyright

© Pearson Education Ltd 2013

International GCSE Gujarati 4GU0

The paper was considered suitable and an appropriate test for the whole range of abilities as outlined in the Specification. 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 majority of candidates managed to demonstrate their translation skills for both English to Gujarati and Gujarati to English.

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

Higher ability 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 middle ability 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 improve their overall quality mark. They misunderstood some points and had some major omissions with a degree of irrelevance and repetition. There was some evidence of correct time sequences but mostly candidates were inconsistent and insecure. Quality of Language was fairly accurate and simple but there was inconsistency in application of grammar, syntax and morphology when attempting more complex language.

Some candidates with weak ability were not successful in understanding straightforward sections. Their style was incomprehensible. Many basic errors were noticed in all aspects of grammar.

Q. 1. Sentences testing grammatical knowledge:

The majority of candidates performed very well. Q. 1 (d) many candidates could not translate the word "**media**" and transcribed the English vocabulary. Some managed to write the different sources of media such as Newspaper, Radio etc. which was accepted. There was some evidence of the use of correct grammar for translation.

Q. 2. Translation into Gujarati:

Transmission:

Some candidates showed their skill with clear grasp of detail and excellent transfer of inference, nuance and idiom.

Majority of the candidates enjoyed translating in Gujarati and showed their transmission skill by providing competently rendering of original text with grasp of most detail, nuance and idiom.

However some candidates failed to transmit successfully as some very straightforward sections were totally misunderstood.

Quality of language:

Some of the candidates showed a high level of accuracy overall with occasional basic errors, usually in more complex language. They used a wide range of lexis and structure appropriate to task, and the grasp of tone concept/ time sequence was generally secured. On the other hand some candidates showed inaccuracies in basic grammar. Usually short and straightforward are in general correct; lexis and structure appropriate to the task tend to be adequate with several items unknown. Some of the candidates totally misunderstood large sections. There was no awareness of tense concept/ time sequence and could notice basic error in all aspects of grammar.

There were very interesting Gujarati vocabularies used by candidates such as for the 'Royal pride' Gujarati vocabulary used were – 'રાજવંશી, દરબારી, રાજાઈ, વગેરે.' For the 'life span' – 'આયુ, જીવનગાળ, વગેરે.' Couple of candidates managed to give the correct Gujarati word for the 'mane of lion' which is "કેશવાળી" but most of the candidates explained as the hair on lion's neck in Gujarati.

Some candidates misinterpreted the word population as popular.

Q. 3. Translation into English:

Most of the candidates performed very well. There was some misinterpreting for some words such as 'કળાના પૂજારી' means worshiper of arts was translated as saints, priest, disciple etc.

In whole Question 3 was performed better than Question 2, although there were similar errors for Transmission and Quality of language as in Q.2.

Q. 4 Essay writing or Letter writing in Gujarati

In this question there are four options for the candidates to choose from. From the responses it was clear to see that candidates chose the ones they found interesting and felt confident in.

The four options were:

- (a) Do you think sports are necessary and should be included in the curriculum? Give your views and reasons.

Most of the candidates who attempted this question understood the task and managed to demonstrate their knowledge. The most able candidates performed very well. They expressed their ideas as they were really concerned about the good health which could be possible by exercising or playing different sports. The candidates expressed their views and opinions on how much the sports is important and beneficial for students physically and mentally while studying the other subjects.

- (b) Write about your best friend, and why he/she is the best and how you will keep this friendship in future.

This was second most popular question in this section. Candidates really showed their feelings for their best friends. They enjoyed describing the incidents where their best friend was with them in their happy or sad time. They expressed different ways to keep the friendship going forever no matter where they would be in future.

- (c) Do you think Global Warming affects world and in your opinion how will the world look like in twenty years time?

Candidates expressed their ideas and there was strong evidence that they really cared for the environment and were concerned about their future. The candidates expressed their views and opinions about how dangerous the effect of Global Warming could be on the world. Their worry about the state of the earth after twenty years can be felt in their views. They really want to do something to save the world and this was communicated very well in their responses.

- (d) Write a letter to your uncle in London about your career and future plans.

This was the most popular of all the four options. As this was the subject about their career and future plans the candidates showed their ambitions. They really want to have a successful career and are willing to work very hard for it. Many of them wanted to become doctors, lawyers, engineers, etc. On the other hand some of them wanted to have their own business. No matter what they wanted to be the communication was very effective; vocabulary used was appropriate in the majority of cases and the more able candidates did not have any problems in expressing their wish using the recommended word count.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

