# Examiner's Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE
In Gujarati (4GU0) Paper 01

**Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by 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

This year the number of entries was slightly lower than last year. The paper was considered suitable and an appropriate test for the whole range of abilities. 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 have been used to 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.

## Q1. Sentences testing grammatical knowledge:

The majority of candidates performed very well.

Q1. (a) Most of them translated correctly but few candidates found difficult to translate the word 'discipline'.

Q1. (b) and (c) Almost all the candidates performed very well.

Q1. (d) Most of the candidates translated correctly but many candidates could not translated the word 'Airport' and transliterated the word "એરપૉર્ટ" in Gujarati as more than 70% used the word "એરપૉર્ટ" in Gujarati. Therefore, we did accept this and did not penalise the candidates.

Q1. (e) Almost all the candidates performed very well.

There was some evidence of the use of correct grammar for translation.

## Q2. Translation into Gujarati: Transmission:

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

The majority of the candidates enjoyed translating into Gujarati and showed their transmission skill by providing competent 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 found when more complex language was used.  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, although narrative sections, usually short and straightforward were in general correct; lexis and structure appropriate to the task tended 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 there were basic errors in all aspects of grammar.

As this Question was about the celebration the candidates enjoyed translating the passage. A few candidates could not translate the word 'Candle' in Gujarati. Overall, most of the candidates enjoyed translating this Question.

**Q3. Translation into English:**

Most of the candidates enjoyed translating and performed very well.  Some of the candidates misunderstood **'સંભાળતા'** which means taking the post but translated as **'સાંભળતા'** which means listening.

On the 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 in Gujarati

There were four options for candidates to choose from so they chose the ones they found interesting and in which they felt confident. Q4c was the most popular, then Q4a and Q4b but Q4d was the least popular question out of all.

(a)  'Examinations are stressful for everyone'. What are your views on this?


This question was attempted by 10 out of 142 candidates.  As this was about stress of examinations the candidates described about their views and thoughts what they felt in their real life.  Those that attempted this question wrote about their experience and what could be the solution to get rid of the examination stress.

(b) "Imagine that you have the opportunity of spending a day with your favourite celebrity."


This was attempted by 9 out of 142 candidates.  All of them enjoyed writing about what they would do, if they get an opportunity to meet their favourite celebrity.  As this was about their own dream and interests candidates expressed their feelings about their favourite hero or celebrity and their ambitions to become like them.  They also explained what is so special about their hero, discussing either the talent or the personal lifestyle which they would like to adopt.

(c) "What are the advantages and disadvantages of mobile phones?"


This was the most popular question.  Most candidates attempted this question and performed very well.  As this was about the modern technology and mostly all of us use this device candidates wrote about their experiences that how the mobile phones are useful and what damage it can cause.  They also explained the best way to get benefits and avoid the negative effect of the mobile phones.

(d) "Are we wasting too much energy at home? Discuss."


This was the least popular question attempted by only one candidate.  As this was about saving energy which is related to environmental issue the candidate described it very well.  The candidate also mentioned that how we could save energy in our daily life by keeping very little thing and mind. The candidate also wrote that how important and essential to save energy for the better future of the whole wide world.

**Grade Boundaries**

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

[https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html](https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html)