Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCSE
In Gujarati (1GU0 1H)
Paper 1H – Listening

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Introduction

This is the first examination of the revised GCSE and as such there are differences between the new specification and the legacy GCSE. The paper now has 10 questions covering grades 5 - 9 and is worth 50 marks. It is divided into two sections, A and B. The first 2 questions in Section A are in the target language, Gujarati, accounting for 10 marks (previously there were no questions in the target language) and the remaining 8 questions in Section B are set in English. The number of open-ended tasks in English has increased from one question worth 8 marks to three questions worth 20 marks. Multiple choice questions have four options rather than three. There are also new topic areas such as the global dimension, voluntary work. This paper draws on vocabulary and structures across all the themes and topics, candidates are assessed on their understanding of standard spoken Gujarati by one or more speakers in a range of public and social settings. Candidates had 5 minutes general reading time at the start of the test. And a further 40 minutes in which to complete their answers.

Generally, candidates were prepared for the new test types and topics but some of the new requirements proved challenging for some candidates and the open-ended questions, requiring answers in English, proved daunting for weaker candidates. Candidates performed well across the paper as a whole and there were some excellent performances. There was evidence of some good listening and exam skills. Many candidates had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions), generally using the time to anticipate what they were about to hear. The questions that were intended to discriminate did so, many candidates understood enough, and felt confident enough to attempt the whole paper but there were blank answers for the whole or parts of questions 7 and 9 (open ended questions in English). There were only a few candidates who were unable to cope with the demands of the Higher paper.

Section A

Question 1

It is the first question set in Gujarati. Candidates were asked to fill in the gaps with a word from the box in the context of a well-known music event. This question was accessible to all candidates.

The most frequent correct answers were 1 (a) વર્ષે 1 (b) વિધાર્થીઓ and 1 (d) મુલાકાત

1 (a) This was correctly answered by most candidates.

1 (b) This was also correctly answered by most candidates.

1 (c) Successful candidates were able to identify જલસો (concert) as the correct answer. The less successful candidates reverted to guess work or left the answer blank.

1 (d) This was correctly answered by most candidates.

1 (e) - Less successful candidates identified 'તહેવાર' (festival) as the correct answer
instead of કળા (art).

Question 2

It is the second question set in Gujarat, required candidates to listen to a passage on a school trip and fill in gaps in the target language sentences by choosing the correct answer from a list of four possibilities. One of the four possibilities had to be used twice. The spoken language included a variety of structures, past and future events.
This question was accessible to all candidates and worked very well.
Majority of candidates performed well, by using the provided words accurately to complete sentences, demonstrating confidence with listening skills and understanding of content.
The most frequent correct answers were 2 (a) રહેવા 2(c) જાણવા 2 (d) જોવા and 2 (e) કરવા
The least correct answer was 2 (b).
The common error occurred where candidates failed to choose the correct verb કરવા and chose the incorrect verb જાણવા for this question.

Question 3

The Third question required candidates to listen to a podcast about school life memories and choose the correct answer by ticking the correct box from a list of 4 options given in English. Candidates were required to understand key points/information and deduce the meaning.
This question was a computer scored item, therefore not marked.

Question 4

The fourth question required candidates to listen about changing weather conditions and Identify the 3 correct statements in English from a given list of 7. This question was accessible to most candidates. A few less able candidates were unable to identify the correct answers and reverted to guess work

A – Strong wind. This was not mentioned in the text and was clearly incorrect.

B – Heavy fog. This was the most frequent correct answer.

C – Sunny sky. This was not mentioned in the text and was clearly incorrect.

D – Polluted air. This was the most frequent correct answer.

E – Mild breeze. This was not mentioned in the text and was clearly incorrect.

F – Possible delays. The less successful candidates were unable to identify the
        targeted text relating to 'changes in train timetables'

G – Light rain

Question 5

The fifth question required candidates to listen about cycling for charity. This was a multiple choice question and candidates were required to complete 4 sentences by choosing the correct answer from a list of four options.
This was a computer scored item therefore not marked.

Question 6

The sixth question required candidates to listen to a radio programme about a sport., understand key points, information and draw inferences to answer open-ended questions in English. This was the first question requiring open-ended responses.

This question produced a wide range of performances Candidates performed best in b) and d).

6 (a) Most candidates provided the two correct details. Less successful candidates either provided only one correct detail or reverted to guess work.

6 (b) Most candidates were able to deduce the correct answer.

6 (c) The less successful candidates misunderstood the question and wrote about

the difficult decision that Hinali had to make rather than her parents.

(6 d) Most candidates were able to deduce the correct answer.

Question 7

The seventh question required candidates to respond to four questions in English about reducing waste to save the world. This question was answered well by most candidates.

7 (a) Most candidates identified the two correct answers, relating to Saira –
    're-uses unwanted items/does not buy anything extra' and 'plans ahead
    what to buy' but a few mentioned she buys glass items instead of plastic.

7 (b) The successful provided varied correct answers relating to 'making
    compost from vegetable waste'. The less successful candidates failed to
    recognise 'using kitchen waste' from the text.

7 (c) Almost all candidates provided the correct answer from the two correct
    options.

7 (d) Almost all candidates provided the correct answer 'reducing waste'.

Question 8

The eighth question was a multiple choice question where candidates were asked to listen to a video recording about an interview with a world famous Chef Sanjay Joshi of Gujarat. There were 10 marks in total for this question and it was divided into parts.
This question was a computer scored item.

Question 9

The ninth question was an open-ended question where candidates were asked to listen to a TV presentation about the importance of languages. The question was divided into two parts, part (a) with four questions worth 5 marks and part (b) with four questions worth 5 marks. It required detailed knowledge of a complex passage and clarity of expression from candidates to access the highest marks. This question proved to be challenging for most candidates.

9 (a) (i) Most candidates identified the mother tongue 'Spanish'.

9 (a) (ii) Candidates who did not read the question carefully mentioned about
teaching Maths or scriptures or learning languages.

9 (a) (iii) Less successful candidates misunderstood this question and came up with
answers that were not in the extract.

9 (a) (iv) Most candidates scored 1 out of 2 marks. The key words were 'writing' and
'publishing'. Majority of the candidates were unable to understand the word,
'publishing' and therefore only scored 1 out of 2 marks for this question.

Q9 (b)

9 (b) (i) This question proved to be challenging. Most candidates failed to extract the correct answer 'be successful in today's competitive era' and incorrect answers such as for 'better prospects', 'communicate with others' were stated.

9 (b) (ii) Successful candidates were able to identify the key words 'culture' and 'community' to answer this question correctly. Less successful candidates either provided only one correct answer or incorrect answers such as 'teaching Maths/scriptures or learning languages.'

9 (b) (iii) This question was successfully answered by majority of the candidates. Less successful candidates left the answer blank.

9 (b) (iv) Most candidates were specific enough to gain a mark for saying 'knowledge of many languages or variety of languages' learnt.

Question 10

The tenth question had two parts and candidates were asked to listen to an account of Meha's bus journey to Diu. The first part was about what Meha sees before departing for Diu and the second part is about what she sees before reaching Diu. The linguistic content is more sophisticated and challenging than previous texts. The emphasis is on drawing inference. Candidates had to tick two statements from a given list of 5 in each section. Most candidates were able to score 1 out of 2 marks in each section of this question

10 (i)

A – Bus driver sleeping in the bus – This statement was incorrect as according to the text the bus driver had woken up and was brushing his teeth. Many less successful candidates provided this as their answer which was incorrect.

B – Bus waiting to depart - this was the first correct answer. 'Bus waiting to depart'
was confused with the incorrect answer A – 'Bus driver sleeping in the bus'.

C – Hawkers selling tea – This was not mentioned in the text and was clearly incorrect.

D – Coolies carrying luggage - This was not mentioned in the text and was clearly incorrect.

E – 'Passengers sweating in the bus' . This was the correct option and identified successfully by most candidates. The targeted section of the text referred to passengers opening the windows due to extreme heat and was identified successfully by most candidates.

10 (ii)

A – Ships sailing in the sea – This statement was incorrect as there was mention of boats sailing in the sea. However, many less successful candidates provided this as their answer which was incorrect.

B – Palm trees on the sea-shore – This was the correct answer and correctly identified by most candidates.

C – Colours flowers in the garden – This was not mentioned in the text and was clearly incorrect.

D – Historical monuments - This was the second correct answer. The targeted section in the text referred to the Fort of Diu, the picturesque statues and the carvings on the Fort wall. This question was correctly answered by most candidates.

E – Library of Diu - This was clearly incorrect as there was no mention of it in the text.

Summary and advice for future performance

For this paper candidates need to:
- use reading available to think carefully about the questions asked
- candidates should read all questions carefully to identify key wording and to check the number of marks available for each question
- be able to understand the questions in Gujarati and look for linguistic clues
- recognise familiar language in unfamiliar contexts
- listen to the whole text rather than focus in on individual items of vocabulary
- recognise the use of negation
- recognise the use of tenses and time indicators
- pay attention to detail, give full rather than partial answers
- have a sound knowledge of core vocabulary
- express themselves clearly and unambiguously when writing in English and relate their answers to what is heard in the extract
- apply logic
- read over and correct their answers