



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE  
In Gujarati (1GU0 3H)  
Paper 3H – Reading

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

October 2018

Publications Code 1GU0\_3H\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

## **Introduction**

This is the first year of the new 9-1 Pearson GCSE Gujarati 2018 examination series. The Gujarati higher reading paper contains 10 exercises based on a range of Gujarati texts. A key difference between this examination series and the legacy GCSE qualification is the inclusion of two comprehension exercises based on literary texts and a short translation exercise from Gujarati into English. There are some new content areas, notably the following: role models, languages outside the classroom; the global dimension and volunteering.

Candidates generally coped well with the new features and many had been very well prepared by their teachers.

1GU03 Gujarati paper is assessed by a sixty-minute examination. Candidates are assessed on their understanding of written Gujarati across a range of different types of texts. The paper draws on vocabulary and structures across all themes. The assessment consists of 10 questions and the total mark for the paper is 50 marks.

There are three sections to this paper i.e. Section A, B and C, Section A is worth 28 marks and has six questions set in English, two of which are questions based on literary extracts. All questions required responses in English. Section B is worth 15 marks and contains three questions set in Gujarati. All questions required responses in Gujarati. Section C is worth 7 marks and contains a short translation from Gujarati into English.

Texts for individual questions within the assessment use high frequency language and texts vary in length, including both short and longer written passages. Texts include authentic sources. Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources appropriate at this level.

## **Question 1**

The first question was related to the theme of Identity and culture – Daily Life. Candidates were required to read a text on the internet. It was worth 3 marks. This question was well answered and provided an accessible start to the examination. Majority of the candidates correctly

1 (a) Majority of the candidates correctly answered this question, 'provides information instantly/with the touch of the button'. Less successful candidates wrote 'it is very useful/easy to use' and lost the mark by providing the incorrect answer.

1 (b) All candidates provided one of the two correct answers – 'school project work or school home-work'.

1 (c) – The correct answer ‘cannot see real items from pictures’, was provided by most candidates. Less successful candidates failed to understand this question and reverted to making up their own answers.

## **Question 2**

The second question related to the theme of Future aspirations, study and work – Ambitions. It was worth 4 marks. Candidates were required to read a literary text on ‘Volunteering’ and answer questions in English. This question examined a wide range of performances.

2(a) was well answered, although a few less successful candidates did not read the question carefully and confused ‘teach children about healthy lifestyle’ with ‘teach in a fun way’.

2(b) Most students answered this question correctly. The less successful candidates confused Lina with Deepa and wrote ‘singing and playing games’ or ‘sport’ instead of the correct answer ‘English language skills’.

2 (c) was successfully answered by almost all candidates. Unsuccessful candidates were unable to understand this question and reverted to guess work.

2(d) Most answers were correctly observed in this question.

## **Question 3**

The third question related to the theme of School – school types. It required candidates to read an article about education in India and Britain and answer four questions in English. It was worth 5 marks.

A small number of candidates achieved full marks and provided succinct and clear answers. Questions 3(c) and 3 (e) proved challenging to many candidates.

3 (a) - Many candidates were not successful in identifying the correct answer to why urban schools in India operate in different times daily, which was ‘increasing or high population’.

3 (b) - A pattern of errors emerged. A cognitive operation that requires process and selection is usually associated with identifying the key points and details. Less successful students provided answers from their own experience rather than from information in the text.

3 (c) - Candidates found this question challenging and were unable to understand the question to identify the correct answer ‘implementation of both teaching methods. They omitted to use the word ‘both’ or reverted to guess work.

3 (d) - Students generally coped well with question, providing the correct answer, 'to provide an equal opportunity to learn'. Less successful students guessed 'better teachers' or 'excel their own bright future' or 'teach students about the future'.

3 (e) Most candidates found question inaccessible. They were unable to identify the word, 'discipline' as the correct answer.

#### **Question 4**

The fourth question related to the theme of Identity and culture - Who am I? It required candidates to read an extract about celebrating success and answer four multiple choice questions from a choice of four. It was worth 5 marks. This was a computer scored item and therefore not marked.

#### **Question 5**

The fifth question related to the theme of Future aspirations study and work – Ambitions, where candidates were required to listen to young people talking about the value of time. It was worth 6 marks.

In 5 (a), (b), (c) and (d) - candidates were required to allocate four statements to the correct person and then answer two questions 5(e) and (f) in English on the same text by giving short answers. It was worth 6 marks.

5 (a), (b), (c) and (d) - Most candidates performed well in the first part of the exercise by choosing the correct persons. They attained 2-4 marks. The most frequent incorrectly answered questions observed were 5(b) and 5(d) where less successful candidates were unable to associate the correct person to the statement.

5 (e) candidates needed to identify the important message conveyed by Chetan about spending time. Most successful candidates were able to answer this question correctly that is 'time should be used sensibly/wisely/carefully'. Frequently encountered incorrect answers referenced 'time gone never comes back', or 'time helps us' or the answer was left blank.

In 5 (f) candidates were required to identify why punctuality is very important according to Aisha. Only a few candidates were successful in answering this question correctly 'not to waste the time of other people'. The less successful candidates provided vague answers such as 'it gives good impression' or 'to be successful in education' or 'helps to complete tasks'. These responses did not reveal a clear understanding of the text.

#### **Question 6**

The sixth question related to the theme of International and global dimension – Music event where candidates were required to read a newspaper article about an ‘International dance event’ and then select three correct sentences from the seven statements given. This question was worth 5 marks.

6 (i)

It was necessary to fully understand the text to identify the three correct statements. This section was worth 3 marks.

- A – People from all over the world participated in the event. This statement was incorrect as only youth club members from all over the world participated. Most less successful candidates chose the incorrect option, confused ‘people’ with ‘youth club members’.
- B – The event was held in the community centre hall – This is not mentioned in the text so was clearly false.
- C – School children made the arrangements for the event. This statement was incorrect. A few less successful candidates failed to understand that only youth club members made the arrangements.
- D – The dances were performed with live music. This was the correct answer and correctly identified by almost all candidates.
- E – Youth club members did not participate in the dances. This was incorrect as identified by all candidates.
- F – Snacks were served in non-disposable plates – This was the correct option and the targeted section of the text referred to ‘re-usable plates’, which the less successful candidates were unable to identify.
- G – There was an opportunity to build new acquaintances – This was the correct option and required candidates to understand the section in the text about ‘making friends with many youth’. Most candidates chose this option.

6 (ii) – (iii)

The second part of this question required candidates to answer two questions in English. It was worth 2 marks. Most candidates were able to gain at least one mark in this part of the question.

6 (ii) 'Mesmerising' was the key word to identify the correct answer to this question. Majority of the candidates provided a variation of answers – 'amazing, breath-taking, fantastic'. The less successful candidates stated names of dances.

6 (iii) Candidates were required to derive the correct answer from the last paragraph of the text. The correct answer was achieved by majority of the candidates. The few less successful candidates provided their own answers with no reference to the text or left the answer blank.

### **Question 7**

The seventh question related to the theme of Identity and culture – Daily life. Candidates were required to read a passage about shopping in Mumbai, understand and answer four multiple choice questions from a choice of 4. It was worth 5 marks. This was a computer scored item and therefore not marked.

### **Question 8**

The eight question related to the theme of Local area, holiday and travel – Holidays. It required candidates to read a poster about the specialities of the interesting cities of Gujarat, recognise the vocabulary, process and interpret meaning in a gap-fill exercise. There were a number of plausible distractors in the text and candidates needed a thorough understanding of the text in order to choose the correct names of the cities. This question was worth 5 marks.

This question challenged a few candidates. The most successful answers were 8(a) 8 (b) and 8 (e). The most frequent incorrect responses were 8(c) and 8(d).

8 (a) – Success in this question required recognition of the vocabulary relating to therapies of yoga, massage and natural medication and linking it with meals prepared with freshly grown vegetables.

8 (b) – Success in this question involved recognition of vocabulary relating to the ancient temples, forts, palaces and museums.

8 (c) – This question involved identifying the various sweet and savoury items for food lovers.

8 (d) – Success in the question involved recognition of the various festivals – Kite festival, Diwali and Navratri.

8 (e) – This question involved the birth-place of Mahatma Gandhiji.

### **Question 9**

The ninth question related to the theme of International and global dimension – Environmental issues. Candidates were required to read a text on ‘Clean India Campaign’ and provide short answers to five questions in Gujarati. It was worth 5 marks. Although this question was specifically targeted at candidates aiming for the highest grades on this paper, it was encouraging to see the proportion of candidates who managed a good score on this paper.

9 (a) The successful candidates were able to identify and state one of the reasons for commencing the ‘Clean India Campaign’ apart from fulfilling Mahatma Gandhi’s dream. The less successful candidates incorrectly answered by focussing on the birth anniversary of Mahatma Gandhi.

9 (b) Majority of the candidates successfully answered this question by providing one of the effects that rubbish thrown in the old dustbins had on the people. A few less successful candidates confused 9(a) with 9(b) and provided the answer of 9(a) in 9(b) or left the answer blank.

9 (c) Successful candidates were able to identify and provide one of the benefits of ‘Smart’ dustbins. Less successful answers contained untargeted lifts such as ‘installation of dustbins was organised’ or left the answer blank.

9 (d) Successful candidates identified how modern technology was used and focussed their answer on targeted lifts from the text. A few successful answers contained untargeted lists such as ‘rubbish is thrown in the smart dustbins’ or ‘rubbish is thrown away’ or the answers were left blank.

9 (e) This question required candidates to identify the quality that the government of Gujarat wants to develop in children. Successful candidates provided the correct answer ‘cleanliness’. The less successful candidates reverted to guesswork or left the answer blank.

## **Question 10**

Candidates were generally well prepared for this relatively new question type involving translating a short passage of Gujarati into English. The passage contained sentences which were all set in the same theme of Identity and culture and the topic of Reading. The passage included a range of tenses and structures assessed at higher Tier and all vocabulary in the passage is to be found in the vocabulary list in the specification. Candidates were expected to demonstrate the ability to transfer meaning accurately in English. Many candidates scored well on this question; Many of those achieving the higher grades gained four or more of the seven marks available for this question and there were some fine examples of faultless translations.



Surprisingly ‘પહેલાં બાળકો પુસ્તકો વધુ વાંચતાં’ – ‘Previously children used to read a lot’ was not understood by some students and was mistranslated as ‘ First students read a book or ‘Previously’ was omitted.

Vocabulary items which commonly caused problems included ‘પ્રેરણા - inspiration’ and was incorrectly translated as ‘positiveness’ or ‘advice’ by some candidates. માર્ગદર્શન’ – guidance’ was incorrectly translated as ‘blessings’ or ‘wisdom’. The last sentence – આથી પુસ્તકો માનવીના સાચાં મિત્રો ગણવામાં આવ્યાં છે – ‘Therefore, books are regarded as the true friends of human beings’ proved challenging to the less successful candidates and some also reverted to guess work

## **Paper Summary**

Based on their performance in this paper, Candidates are offered the following advice:

- All questions are set based on vocabulary included in the specification. It is important that candidates are fully familiar with all vocabulary listed.
- Candidates should read all questions carefully, paying particular attention to the language that they must respond in.
- Candidates must remember that there is only ONE correct response in the multiple-choice questions. Often, the closest distractors, i.e., the incorrect options may contain some words from the text (or cognate words), precisely to “distract” and differentiate between levels of achievement.
- Some of the questions require processing of information, the drawing of conclusions and identification of inferences. Practice of these skills is recommended at the learning stage.
- In exercises where candidates are asked to select a word/phrase from a bank of words to complete a sentence, they should do that precisely and not offer two alternatives for one sentence or a word/phrase that is not from the provided list.
- When the question requires short answers in Gujarati, candidates should not copy whole phrases from the text. They should take care to select the relevant details and edit them so that the syntax of the question is reflected in the syntax of the response and no ambiguity arises.
- Candidates must ensure that their translation reads naturally in English. It is often preferable to convey meaning by not adhering to word-for-word literal translation. There will always be a range of tenses of regular and irregular verbs in the translation and these verbs will be those

found in the vocabulary list. The translation will begin with simpler verb forms with each sentence becoming more difficult and including tenses such as the perfect, imperfect or pluperfect.

- This paper will never test candidates on their general understanding of a topic outside of what is provide as information in the examination. Therefore, answers which are perceived by candidates as being correct facts will not be marked as correct unless this information appears in the text.
- This paper will never test candidates on their general understanding of a topic outside of what is provide as information in the examination. Therefore, answers which are perceived by candidates as being correct facts will not be marked as correct unless this information appears in the text.

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom