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Edexcel

Examiners' Report  
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE  
In Gujarati (1GU0 4H)  
Paper 4H – Writing

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## **Examiner Report**

There are two levels for this unit, Foundation Tier and Higher Tier.

This year there were no entries for Foundation Tier.

### **Gujarati Writing Autumn 2011 Higher level.**

This unit was worth 60 marks. Total three questions for this unit which are set in Gujarati language. Question 1 and 2 are straight writing tasks and question 3 is a translation from English into Gujarati.

Candidate had one hour and twenty-five minutes to complete the answers.

Questions 1 and 2 have a choice of two, candidate choose one from each question.

Q.1 was to elicit an open piece of free writing in the context e.g., a report, letter, blog post, email or short article using an Informal register. Q.2 candidates have to express and justify opinions, thoughts and points of view and to narrate, inform and interest or convince. The register should be formal for this question.

For these both questions marks were given for communication & content and linguistic knowledge & accuracy.

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

Most successful 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 less successful 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 improved their overall quality mark.

### **Question 1 (a) - An international cycle ride:**

Candidates were asked to write an informal e-mail to their friend Karan.

About 58% candidates attempted this question. Most of them covered all four bullet points. The candidates explained why they wanted to take part in the cycle ride, their previous experience of different activities, the advantages to society holding this type of activities and their interesting thoughts of organising their favourite activities in future.

### **Question 1 (b) - Dancing school:**

Candidates were asked to write an informal e-mail to their friend Mansi.

Little less popular than question 1(a). Almost all of them covered all four bullet points. A variety of names for Indian dances were given by candidates, such as Kathak, Bharatanatyam, Bhangra etc. Some of the candidates wrote about their regular school instead of the Dance school. The candidates express their interests and views for the future planning of organising the dance programmes and taking part in an international competition.

### **Question 2 (a) – Tree planting:**

Candidates were asked to write a formal letter to their Gujarati teacher. About 58% candidates attempted this question. All four bullet points were covered by most of the candidates. As this topic was about environmental issues many interesting reasons were written for planting the new trees. For the second bullet point the candidates expressed their concern about the global warming and why it is important for young people to involve in the activities regarding environmental issues. A number of other ways were mentioned to reduce the pollution.

### **Question 2 (b) – Modern medias:**

Candidates were asked to write a formal blog post to attract the elders to use mobile phone.

Compare to question 2(a) this was a little less popular. All the four bullet points were covered by most of the candidates. A very interesting and important reasons were given for elders to learn about mobile phone. The candidates wrote different ways to convince their parents and grandparents to use the mobile phones. They were also very keen to teach their elders the other types of modern Medias. The candidates explained very simple way that why they should have a knowledge of modern medias and explained that how important in emergency.

### **Question 3 – Translation of paragraph:**

The candidates were asked to translate the paragraph about Local cinema from English into Gujarati language.

Most successful candidates showed their skill with a 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 a grasp of most detail, nuance and idiom. Some interesting words were used such as “અનંદદાયક, હસવાની, for the word funny comedy and ભૂતિયા, ભયાનક, બિહામણી for the word horror. However, some candidates failed to translate the words, such as Local means “સ્થાનિક” and Horror means “ડરામણી”.

### **Tips:**

For questions 1 and 2 advise candidates to write each bullet points as a separate paragraph. Try not to write very lengthy descriptions and follow the approximately number of words mentioned for that question. Please read the rubrics and follow the task accordingly for describing the bullet points. Try and use more lexical language.

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