Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Gujarati (1GU0)
Paper 1F: Listening and Understanding in Gujarati

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Overview:

The paper was worth 50 marks and had 14 questions covering grades 1-5. This paper draws on vocabulary and structures across all the themes and topics, candidates are assessed on their understanding of standard spoken Gujarati in a range of public and social settings.

The paper was divided into two sections, A and B, based on five themes: (1) Identity and culture (2) Local area, holiday, travel (3) School (4) Future aspirations, study and work (5) International and global dimension. Section A consists of 12 questions, all set in English. Section B consists of two crossover questions from the Higher Paper, with instructions and texts set in Gujarati. Candidates had 30 minutes in which to complete their answers and 5 minutes of general reading time at the start of the test. They had to respond to multiple-response and short-answer open-response questions based on a recording featuring of one or more male and female Gujarati speakers.

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 well, and felt confident enough to attempt the whole paper however, there instances where blank answers for whole or parts of some questions.

SECTION A

Question 1
Candidates were asked to identify three correct statements about 'Celebrating success' from a given list of seven. This question tested candidates' understanding of key vocabulary items.
The most frequent correct answers given were (B) 'won a mathematics challenge', (E) 'praised by the head teacher' and (G) 'received a certificate'. The most common incorrect answer was (A) – Cheered by students, where less successful candidates reached to a false conclusion.

Question 2
Candidates were asked to identify information on 'The Pushkar Camel Fair' . There were three multiple choice questions and they were asked to select the correct answer from four possible ones. This question was performed well by almost all candidates and the frequent correct answers were 2(i) A – 'traditional', 2 (ii) D – 'trainers' and 2 (iii) B – 'cultural'. Less successful candidates failed to identify ' B for 2(ii) and matched it to A – 'bidders'.

Question 3
Candidates were asked to listen to three people talking about their 'Childhood memories' and identify one key fact for each person form a list of seven statements. This question required them not only to choose a correct statement but also to select the correct speaker,
The most frequent answers were Adeel (B) – 'loved teasing everyone' , Mila (F) – 'was talented in imitating people' and Rupesh (D – 'enjoyed playing on the farms'.

Less successful candidates confused Adeel's statement (B) – 'loved teasing everyone' with (G) – 'visited grandparents in the village'. A few candidates chose to put a cross in more than 3 boxes resulting in no marks awarded.

Question 4
Candidates were asked to listen to three people talking about their 'Plans for good causes' and identify one fact for each person form a list of seven statements. The most frequent correct answers were Rupa (C) – 'work with a charity organisation', Manan (G) – 'organise an international exhibition' and Amina (A) – 'arrange collection of necessary items'.
Few candidates chose the incorrect answer D – 'donate food to care homes'. Few of the candidates put crosses in random boxes providing more than three answers, resulting in 0 marks.

Question 5
Candidates were asked to answer three questions in English about the 'Mobile phone'. This open response question targeted specific items of basic vocabulary. All three parts of the question required very brief answers.
The most frequent correct answers were 5 (a) and 5 (c).
Less successful candidates failed to understand – 'obtain information online' as the correct answer in (b) and wrote 'online study', or 'can do school work online' or a similar answer instead. A few candidates provided partial or incorrect answers e.g. For 5 (c) - common ones mentioned were 'less work', 'get education', 'less time' or 'less researching you get answers'.

Question 6
Candidates were asked to identify some key information about young students' choices of 'Television programmes'. They had to complete simple sentences choosing from a selection of given words.
This question was well performed by most candidates and answers were provided in the correct order. The most successful section was 6(a) – 'presentation'.
Less successful candidates in 6(b) chose 'mysterious' instead of 'hilarious' or 'technology' instead of well-being.

Question 7
Candidates were asked to identify information given by a young person about 'A golden opportunity' at a yoga training centre. This question required candidates to identify three correct statements from a list of seven.
Successful candidates were able to make sensible deductions from the information given. The most frequent answers provided by them were A – 'an opportunity to intermingle', D – 'raising health awareness' and F – 'use of mother tongue'.
Less successful candidates were confused with reference to 'language' and chose B – 'attended an international languages day' instead of 'F'. A few random incorrect answers were provided.

Question 8
Candidates had to identify key points and details about 'A green wedding'. They were asked to answer open-ended questions in English. Successful candidates were able to attain an understanding of the text and provide appropriate answers. Few candidates found this question challenging. Imprecise and ambiguous use of English played a significant role in this question. Some examples of incorrect answers provided for 8 (a) were – 'green flowers at home', 'colourful flowers', 'vegetables from the farm are delicious', 'does not cost a lot of money' and for (b) 'organised in the village/farm', 'its home-free', 'less expensive'. A few scripts were left blank or random answers were provided.

Question 9
Candidates were asked to identify key points after listening to a podcast about 'Exotic destinations' and then complete a multiple choice exercise consisting of four questions. Most candidates performed very well in both parts of this question.
Less successful candidates were unable to identify 'river' for 9(a) (ii) and provided answer B – 'lake'. A few answers without much understanding were observed for 9b (iv).

Question 10
Candidates were asked to identify key points and details after listen to conversations about 'Holiday choices. The most frequent answers were 10 (c) and (d). Although much of the vocabulary was fairly straightforward, it was not easy for some candidates to work out which information was relevant to the questions asked. The correct answers for Q10 (a) was - to 'keep healthy' and (b) was – 'cruising holidays' and caused problems for many candidates. Few unsuccessful candidates provided their own answers.

Question 11
Candidates were asked to identify key points and information from and an account provide on 'An unforgettable travel experience'. They had to select three correct statements from a given list of seven.
Most candidates performed well. They were able to recognise the correct answers and eliminate incorrect statements
For less successful candidates, two of the three correct answers A and E were very well sign-posted. In a dense text it is not always straightforward to identify the correct words, for example, G – 'lost passport' was misunderstood for B – 'expired passport' and E – 'narrow hotel room' was misunderstood' for F – 'uncomfortable villa'.
In this style of question, it is likely that candidates who listen out just for vocabulary will not score as highly as those who understand the whole sentence and have a mastery of the vocabulary.

Question 12
Candidates were asked to identify key points and information from a television report provided about a 'Teacher's day celebration' and answer three open-ended questions in English.
Successful candidates were able to extract material relevant to the individual questions. Most candidates struggled with Q12(a). The most frequent correct answers were (b) and (c).
 A few candidates provided only one detail instead of two for Q12 (b) or provided an irrelevant answer. Examples of incorrect answers were 'helping teachers, 'make teachers
happy', helping them to know the teacher'.

SECTION B
The two questions in Section B were set in the target language.

Question 13
Candidates were asked to identify key points and details about 'Online education' . They had to complete five sentences in the target language by selecting five words from a given list of 12. This style of target language question poses significant challenges for candidates at Foundation level where they have to understand the possible answers in the box and then the language in the questions.

Few successful candidates chose words that fitted grammatically into the sentences. Questions 13 (b) (c) and (d) proved more accessible to them. Less successful candidates did not fully understand the five sentences and many showed little grammatical awareness. They often picked up words completely at random. Most candidates struggled in providing correct answers.

Question 14
Candidates were asked to identify key point and details after listening to a friend talking about 'My future dream'. The question required candidates to fill gaps in target language sentences by choosing the correct answer from a list of four possibilities. One of the four possible answers was used twice. Candidates did not have to provide their own words to complete the sentences but were only permitted to use one of the four words provided. The most frequent correct answers were 14 (a) (c) and (e) by successful candidates Many candidates struggled with understanding the text and the language in the questions to identify the correct answer or to correctly match what was said to the paraphrased sentences.

SUMMARY AND ADVICE TO CENTRES
The questions tested student understanding of vocabulary items listed in the specification for Foundation level. Students should be trained on the themes chosen for the exam. They should be aware that the items in the minimum core vocabulary list will be tested and also be aware of the pronunciation of individual words.

Tips
Centres should advise students to:
● have a sound knowledge of core vocabulary for Foundation level
● use the reading time available to think about the question title, carefully read the questions asked and the keywords they are likely to hear
● check the number of marks available for each question which are noted at the bottom of each question set
● recognise the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions
● recognise familiar language in unfamiliar texts
● check the number of boxes that need to be ticked
● pay attention to detail and give full rather than partial answers
● listen to the whole sentence and not individual words
● express themselves clearly and unambiguously when writing in English and relate their answers to what is heard in the extract
● understand the questions in Gujarati and look for linguistic clues
● apply logic
● read over and correct their answers.