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Examiners' Report  
Principal Examiner Feedback

Summer 2022

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

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## **Overview:**

The paper was worth 50 marks and had 10 questions covering grades 4-9. It 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 is 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 2 crossover questions from the Foundation Paper, with instructions and texts set in Gujarati. Section B consists of 8 questions set in English. Candidates had 40 minutes in which to complete their answers and 5 five 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 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 strongest performances were characterised by an ability to recognise attitudes and opinions and to give precise answers.

Weaker performances were observed where answers were vague, often based on identification of single words rather than listening to the extract as a whole. Open-ended questions, requiring answers in English proved daunting for less successful candidates. The target language questions proved demanding indeed for candidates' whose knowledge of vocabulary was limited. Having a sound knowledge of vocabulary is very important. Few candidates focussed on individual items of vocabulary instead of listening to the whole text or failed to pay attention to detail, providing partial answers then precise and complete answers.

The questions that were intended to discriminate did so, many candidates understood enough, and felt confident enough, to attempt the whole paper but few answers for whole or parts of some questions were left blank.

## **SECTION A**

### **Question 1**

Candidates were asked to listen to a recording about 'Online education' and fill in gaps in target language sentences. Answers were chosen from a list of 12 words. This style of target language question requires candidates to understand the possible answers in the box and the language in the questions. The most frequent correct answers were 1 (a), (b) and (c). More successful candidates were able to score close to full marks on this question.

Questions 1 (b) (c) or (d) proved accessible to the less successful candidates. A few random incorrect answers were provided

### **Question 2**

Candidates were asked to identify key point and details after listening to a friend talking about 'My future dream'. The question required them 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. Few 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.

### **Question 3**

Candidates were asked to listen to a podcast about 'Exotic destinations' and then complete a multiple choice exercise.

Most higher level candidates performed very well in both parts of this question. Less successful candidates were not able to identify the word for 'river' for 9(a) (ii) and provided answer B – lake. Few candidates chose the incorrect answer for 9b (iv).

### **Question 4**

Candidates were asked to listen to an account of an unforgettable experience (Travel experience') and they had to select three correct statements from a given list of seven. This test type and sound vocabulary helped to ensure that most Candidates scored well on this question.

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 with F – uncomfortable villa.

### **Question 5**

Candidates were asked to listen to a conversation between two cousins about 'Boarding schools' and then answer multiple choice questions.

Candidates performed very well on this question. Less successful candidates failed to recognise 5 (ii) A – self-reliant as the correct answer and matched it with 5 (iii) B – dependent. A few random incorrect answers were provided.

### **Question 6**

Candidates were asked to listen to a special radio podcast about 'Finding directions'. They had to answer three open ended questions in English. The most frequent answers were (b) and (d). In 6 (a) candidates failed to understand the question. The correct answer was – it is impossible to know all directions and examples of incorrect answers provided included – to show you where to go, to anywhere you need to know the directions, makes it easier to locate areas, we need directions in life. Question 6 (c) proved challenging to most candidates and they were not able to identify the key words required about the compass – 'reliable' and 'trustworthy'. Some candidates provided their own answers rather than what was heard such as – 'it is easy to use', 'can be used for everything', 'it can be used in water', 'helps make maps' and directions'. 6 (d) required two details, however some candidates only provided one detail and attained partial marks.

### **Question 7**

Candidates were asked to listen to a recorded podcast about the future 'Job aspirations' of two speakers and identify key points and details. They had to answer four open ended questions in English.

The most frequent answers were 7 (b) and (c). For 7 (a). Less successful candidates failed to understand that the key words 'work' and 'travel' were required for the correct answer. Incorrect answers focused on either work, for example 'she will get a different job', 'by working in different places of work', 'she wants to work in different professions', and 'she wants to travel', for example, going on a trip, go round the world, take a gap year and travel.

Few candidates provided only one detail for 7 (b) instead of two. Most candidates failed to recognise the key words 'education plans' in question 7 (d) and incorrect answers provided related to either 'work and travel' or 'work and earning money'.

### **Question 8**

Candidates were asked to listen to a conversation between a news reporter and an event organiser about 'A cultural event'. They were required to identify key points, details and opinions including some factual information.

There were six multiple choice questions and the question was divided into two parts, part (a) and part (b) each with three questions.

This question was performed well. Less successful failed to recognise the correct answer 8 (ii) B – traditional and chose one of the other options.

### **Question 9**

Candidates were asked to identify key points and details by listening to text on a 'A family picnic'. They had to answer open-ended questions in English. The question was divided into two parts, part (a), with three questions worth five marks and part (b), with four questions worth five marks.

The most frequent correct answers were 9 (a) (i), (ii), (iii) 9 (b) (i) (iii) and (iv). Less successful candidates gave answers which were incomplete, such as for 9 (a) (i), they missed identifying the key words 'meal', 'open spaces' and 'meeting people'. Examples of incorrect answers provided were – 'eating together', 'open spaces', 'spending time with people', 'missed the green space'. For 9 (a) (iii) few candidates provided one detail instead of two for 9 (a) (ii) and (iii). For (ii) 'uncle' was referred to as 'uncles house' by a few candidates and for (iii) 'calm lakes' was provided as the answer instead of the correct answer 'calm rivers'.

For 9 (b) (ii) unsuccessful candidates provided their own answers such as – 'they were singing and enjoying', 'watched the beautiful scenery', 'to sit in an open space', 'they all sat on the grass'. Many candidates misunderstood question 9 (b) iv) which referred to 'the picnic site' and one the most common incorrect answer for 9 (b) (iv) was 'singing songs'.

### **Question 10**

Candidates were asked to listen to a recording about the 'Indian Flute'. This question was divided into two parts and candidates were required to identify two correct statements from each part from a given set of five.

The language in this listening excerpt was demanding but the multiple-choice test type enabled most candidates to gain some marks. Successful candidates identified the correct statements in both parts without too much difficulty. They were able to exclude the distractors thereby narrowing down the choice of correct answers.

In part 10 (a) the most common incorrect answer was A – 'It is a stringed musical instrument' and in 10 (b) were B – 'It is associated with hardship in life' and C – 'it is an instrument used for singing'. Few unsuccessful candidates seemed confused with the various references to the options and chose incorrect statements.

## **SUMMARY AND ADVICE TO CENTRES**

The questions tested student understanding of vocabulary items listed in the specification for Foundation and Higher 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 and Higher 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.

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