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Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In Gujarati (1GU0)
Paper 3F: Reading and
Understanding in Gujarati

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Introduction

1GU0 – 3F is Gujarati Reading and understanding examination paper assessed by means of a written paper with total duration of 50 minutes. A total of 50 marks are awarded for this paper. Candidates are assessed on their understanding of written Gujarati and by responding to question types comprising of multiple-choice, open responses, short form answers and a single translation question. This paper draws on vocabulary and structures across all themes and topics in the specification.

There are three sections: A, B and C to this paper. Candidates were required to answer all questions in these sections.

In section A all the questions from 1 to 6 are set in English and candidates were required to answer in English. There are 2 cross-over questions.

In section B questions 7 to 9 are set in Gujarati. There are 2 cross-over questions in this section.

In section C Question 10 is a translation from Gujarati to English.

The paper is based on 5 themes: (1) Identity and culture, (2) Local area, holiday, and travel, (3) School, (4) Future aspiration, study, and work, (5) International and global dimension. Teachers should prepare candidates for the vocabulary involved. Candidates should have a fair knowledge about cultural themes and famous places to visit in Gujarat and about the communities where Gujarati is spoken.

This year's paper was challenging for many candidates. Some candidates made good effort to understand the rubric and the instructions of the questions. Few candidates left significant gaps in answers or failed to respond to the questions at this level. Candidates who performed well across the examination generally demonstrated a clear understanding of contents and vocabulary. Some of the words in both English and Gujarati were problematic for the assessors to read from a spelling point of view. Credit was given in places where assessors were able to infer and match the spelling to a recognisable version of the required words.

The following is the summary of how candidates performed in Section A, B and C.

Section A:

Question 1.

The topic of the question was Relations. The majority of candidates provided the correct names linked with each type of relationship and achieved marks 2-4. Some candidates did not seem to fully understand the text.

Question 2.

The topic of this question was food and drinks. Many candidates found this question challenging, although some candidates achieved good marks. Errors were made at random indicating that some candidates guessed answers which although may have seemed logical to them, did not earn credit.

Question 3.

The topic of this question was Folk drama of Gujarat.

Q3(a)(i) and Q3a(ii) - Many students performed well providing clear answers.

Q3(b)(i) - commonly seen incorrect answers included “show, play, music.”

Q3(b)(ii) - For some candidates this question was very challenging. Many students answered with the phrase “Social awareness” and were not awarded a mark. ‘Family living together’ was an example of a good answer.

Question 4.

The topic of this question was eating out in Rajwadu, a restaurant in Gujarat. This was a literary text testing comprehension with multiple choice questions. Many who understood the text were successful in answering this question well. Centres should make candidates aware that in MCQ they must tick a box and not leave it blank.

Question 5.

This question was based on places to see in Junagadh in Gujarat. This was a cross over question. This question required short answers in English. The majority of candidates found it difficult to process the meaning of the passage. Candidates wrote down the names of the reservoir, wells and step-well from the passage, which were all provided in the glossary, but they were not correct answers did not receive credit. Some candidates did not attempt to answer and left blank space.

Question 6.

This was cross over question about Kartik’s school memories.

Q6(a) – Many candidates found this question difficult. Some candidates performed well and identified narrator’s medical occupation.

Q6(b) - Some candidates did well and the phrase ‘using his mother tongue’ was an example of a good answer.

Q6(c) – Candidates did not answer the question “*How did debate competitions benefit him later in life?*” correctly. The majority of students answered that the debate competitions ‘gave him confidence’ whereas the passage states that they ‘helped him to take difficult decisions.

Q6(d) - candidates struggled with this question and took guesses for the answers, such as ‘performances’ or ‘teachers support’, and earned no credit.

Section B:

Question 7.

The topic of this question was forming relationships on Zoom. The rubric was in Gujarati and students were asked to complete the sentence by choosing from a list of words provided in Gujarati. Many candidates understood the question well and scored highly. Overall, the success rate for this question was high.

Question 8.

This was a cross over question about working in a shop. This was a multiple-choice comprehension exercise in Gujarati. This was a challenging question for most candidates, with a few successful candidates performing well. Candidates who scored well across the examination achieved between 2-4 across this question.

Q8(iv) & Q8(v) – A few candidates who did not seem to have knowledge of key words struggled answering these. Some candidates guessed the answers incorrectly.

Question 9.

This was a cross over question about a Music event based around Navratri, a festival of folk dancing at locations both home and abroad. Candidates were asked to select the correct Gujarati word from a given list to correctly complete the sentence. Candidates who performed well in the examination also performed well in this question. Some candidates Struggled in Q(d) and Q(e) where they could not link the correct word from the list.

Section C Translation:

Question 10.

Translation question on natural resources. The text was in Gujarati to be translated in English and was worth 7 marks. Many candidates were able to achieve 4 and above, and candidates were able to communicate the meaning of the passage well.

Some candidates found it difficult to translate the key words 'Çy ÊÛ Üc Ñà{, Xg ð and h ~ Ür Ü", and they either omitted these from translation or used random/incorrect words which they thought were correct.

There were a few candidates who struggled, and there was no rewardable communication. A few candidates left their answer blank.

Conclusion

- Candidates should be made aware to read the rubric carefully and understand before answering the questions.
- Where the answers are required in short, candidates must try to not add extra/unnecessary words to their response which often alters the meaning of the answer.
- Candidates must not copy the chunks from the text, which shows they have not understood the question.