Examiners' Report
Principal Examiner Feedback

Summer 2022

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

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Introduction

1GU0 – 3H is a Gujarati Reading and understanding examination assessed by means of a written paper with total duration 1hour and 5 minutes. A total of 50 marks are awarded for this paper. There are three sections to this paper: A, B, and C. Candidates had to answer all the questions. The GCSE Gujarati reading paper consists of 10 questions.

In section A - all the questions from 1 to 6 are set in English and candidates are required to give short answers in English. Here Q4 is a multiple choice 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. For Q9 short answers are required.

In section C - Question 10 is a translation from Gujarati to English worth 7 marks.

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. Students are assessed on their understanding of written Gujarati and by responding to question types comprising of multiple choice, short- answers and a translation. Teachers should prepare candidates for the higher level of vocabulary. Students 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 very challenging for students though some candidates made strong efforts to understand the text. In this paper, students were assessed on their understanding of Gujarati reading across longer texts which involved connecting sentences, complex language and vocabulary/grammar, and authentic sources of material.

Overall candidates at this level achieved good success in questions which involved English prompts and familiar day to day Gujarati vocabulary. Some students were less successful in answering questions which required skills such as process and inference meaning. There were a few candidates who found it hard to understand and respond to questions which were set in Gujarati, where the text was more complex with higher vocabulary and involved longer sentences. They either guessed answers (wrong) or left their responses blank. Candidates were able to answer the multiple-choice questions well. 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 a summary of how candidates performed in Section A, B and C.

Section A:

Question 1.

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. Many candidates found it difficult to understand the passage. Candidates found it difficult to identify names of historical places in Junagadh. Candidates wrote down the names of the reservoir, wells and step-well from the passage, which were also provided in the glossary, but their answers were not correct and did not receive credit.

Q1(C) was answered well by majority of candidates.

Question 2.
This was cross over question about Kartik's school memories.
Q2(a) – Many candidates found this question difficult. Some students performed well and identified the narrator's medical occupation correctly.

Q2(b) - Some candidates did very well.

Q2(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 text states that they 'helped him to take difficult decisions.

Q2(d) - candidates struggled with this question and took guesses for the answers, such as 'performances' or 'teachers support', and earned no credit.

Question 3.
In this question three students are talking about good friends on a chat forum. Candidates were required to provide short answers to the questions. The majority of candidates were able to score 3 of the 5 marks in this question. A few candidates did not earn any marks for this question.

Q3(a) This was well answered by many candidates.

Q3(b) Candidates who were less prepared did not seem to understand the key word 'loyal' in order to provide the correct answer. some candidates who took educated guesses arrived at the right answers. Answers like 'they are trustworthy, they stay with us for life', are good example of answers.
Q3(c) - was challenging for most students as they did not seem to understand the question. It seemed that they took the phrases that they could translate out of the text such as 'help' and 'point out mistakes', but these did not receive credit.

Q3(d) – A popular correct given answer was 'caring'.

Q3(e) - was well answered by the majority of candidates. Some answers like 'primary school' and 'since they were little,' were not awarded marks.

Question 4.

The topic for this question was Baadal's holiday experience in a village in Gujarat. This was a test of comprehension on literary text with multiple choice questions. All top candidates performed very well.

Q4(i) & (ii) - were answered by most candidates, especially part(i) where majority of the candidates got the correct answer.

Q4(iii) – this question was the most challenging for many candidates. Candidates could not interpret the answer from the phrase "he slipped in the mud and fell on a pile of grass". The responses 'off a horse', 'off a tree' and 'in a canal' were all incorrect.

Q4(iv) - less successful candidates went for options (b) & (d) as answers.

Q4(v) - Candidates who understood the text based on their overall responses up to this point did well.

Question 5.
In this text students talk about school exchange programmes. For Q(a), (b), (c) & (d) students had to complete four statements with the correct names from a list given. Candidates who scored highly across the examination were able to successfully identify the correct names.

Q5(b), 5Q(c) & 5Q(d) - some candidates showed a poorer understanding of the text and struggled to answer these parts.

Q5(e) - Most candidates answered this well. Less successful candidates across the examination focussed on providing answers which seemed like guesswork. Candidates who seemed less prepared for the examination provided vague answers and received no credit.
Q5(f) - Top candidates did well in this part of question. Some good answers were given such as 'engage with people & interact with people'.

Question 6.
This was about working on a cruise ship. For 6(i) Candidates had to choose three correct answers from a choice of 7. Very few candidates were successful in choosing all 3 correctly. Most candidates received 2 marks out of 3 for this question. Candidates incorrectly chose options d and g, misunderstanding the passage.

Q6(ii), very few candidates gave a good/correct answer and therefore did not receive credit.

Q6(iii) - both words 'job' & 'paid' were required as an answer. This question was answered well by good number of candidates as they seemed familiar with the vocabulary 'u c Ÿ' and '{ů '. A few candidates left part (ii) & (iii) blank.

Section B:

Question 7.
This was a cross over question about working in a shop. This was a multiple-choice comprehension exercise with questions 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.

Q7(iv) & Q7(v) – A few candidates who did not seem to have knowledge of vocabulary of the key words and struggled to answer correctly.

Question 8.
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. Many candidates found this question accessible.

Q8 (a-e)- Top candidates performed well achieving 3-5 marks for this question. The main challenges were parts (d) and (e), where some students did not link to the correct word. They did not understand the text very well and struggled with the target language vocabulary words to derive correct answers. A few candidates left blank spaces.

Question 9.
This question is based on professional dance training. The rubric and questions were in Gujarati. Candidates were asked to write short answers in Gujarati. This was a very challenging question for the majority of candidates who were not prepared and could not understand the longer and complex sentences in the text. A minor number of candidates scored full marks. Candidates with good knowledge of vocabulary in Gujarati scored 3 and 4 marks. Some candidates tried to write longer answers changing the intended meaning of their response, and some copied parts from the text without demonstrating and understanding. Neither received credit. A few candidates did not provide answers.

Q9(a) - Many candidates provided the wrong answer and said 'wǝ̧ a½ây Ür c Aä~ Ü̈ ǎ meaning to step in Bollywood, instead of the correct answer which was 'p ɇ àa} Ü̈~aÇÜ~Ü̈ ǎ meaning to develop her art.'

Q9(b) – majority of candidates did well with this question.

Q9(c) - Many candidates did not get credit because they could not relate the question to the right answer. Many answers like Ä{¨{ Jɓ~Ü| Üɓ ŖÄÞ a Ĥ~x Ü̈t Üama Ép Ÿf Ü̧z Ür~ Ü̧ɓƦ t q Ɓ Ʀ were all copied from the text without demonstrating an understanding of the question and did not earn credit.

Q9(d) - Candidates who were well prepared did well in this question. 'χ ħ { ῧ à¶ĝy wt Ὕt Ὕ,'was a good answer. A few candidates did not provide answers.

Q9(e) – some candidates got this part correct. Answers like f ǀ ₊f ˄ y Ὓ ÇŘc àq ~ Ὕ àwere accepted but f ǀ ₊f ˄ t àu ÇŘc àq ~ Ὕ àwere not accepted; even though these look close to each other, they have subtly different meanings. Many candidates did not provide an answer.

Section C: Translation

Question 10.
This translation question on the topic of Henna from Gujarati to English was worth 7 marks. It was well answered by the majority of candidates. This question tested both grammar and vocabulary knowledge.
Many candidates achieved marks between 4 and 6. Some candidates who did not know the translation of words like 'áy h wῧ à ☐f ┥ p , T c æz Ħᴿomitted these words. Few candidates provided incorrect translations and did not earn credit. Only a very few candidates managed to translate the most demanding word 'Çr ¨_ q ᶏ. Some translated 'ancient times, or olden times', were good answers and deserved of credit.

A few candidates did not fully translate the passage and there was no rewardable communication. Some examples are:
'People keep henna party for weddings' (incomplete translation of first sentence).
'Everybody puts henna' (missed key words like women, decorated, hands)
'It is good for events for fund raising (school not mentioned).
Many candidates did not translate the phrase 'dye hair for centuries', which was the part of 2nd sentence.
Few candidates did not attempt this question.

Conclusion

● Candidates should be made aware to read the rubrics carefully and understand them before answering the questions.

● Candidates should read all questions carefully and pay attention to the language they must respond.

● Candidates must know that there is only one answer to the multiple-choice question, and should they change their mind they must not leave both crosses.

- Where the answers are required in short, candidates must not add extra words which then alter the meaning of the answer.

- Candidates must not copy direct parts of the text, which shows they have not understood the question.