

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International GCSE
in Gujarati (4GU0) Paper 1

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2014

Publications Code UG039036*

All the material in this publication is copyright

© Pearson Education Ltd 2014

The following points were noted by examiners:

This year the number of entries was higher than last year. 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 majority of candidates managed to demonstrate their translation skills for both English to Gujarati and Gujarati to English.

They showed their flexibility in communication in writing essays and letters in Gujarati. They used the language accurately to organise facts, ideas, present explanations, opinions and information in writing.

More able 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 use language to suit the task.

Less able candidates showed some accuracy with their range of the language. Their style was understandable and quality of language was fairly accurate and simple with inconsistency in application of grammar, syntax and morphology when attempting more complex language. A wider demonstration and understanding of the language could improve their overall quality mark.

Q1. Sentences testing grammatical knowledge:

The majority of candidates performed very well. Q1 (c) many candidates found difficulty to translate the word “imagine”. For the word delicious many interesting vocabulary were used such as લાજીઝ, પેટપેમીક, મજેદાર, લાજવાલ etc. There was some evidence of the use of correct grammar for translation.

Q2. Translation into Gujarati: Transmission:

Some candidates showed their skill with clear grasp of detail and excellent transfer of inference, nuance and idiom.

Majority of the candidates enjoyed translating in Gujarati and showed their transmission skill by providing competently rendering of original text with grasp of most detail, nuance and idiom.

However some candidates failed to transmit successfully as straightforward sections were misunderstood.

Quality of language:

Some of the candidates showed a high level of accuracy overall with occasional basic errors, usually in more complex language. They used a wide range of lexis and structure appropriate to task, and the grasp of tone concept/ time sequence was generally secured. On the other hand some candidates showed inaccuracies in basic grammar. Usually short and straightforward are in general correct; lexis and structure appropriate to the task tend to be adequate with several items unknown. Some of the candidates misunderstood large sections. There was no awareness of tense concept/time sequence and basic error in aspects of grammar.

There were very interesting Gujarati vocabularies used by candidates such as for the 'Thrilling' Gujarati vocabulary used were – 'રોમાંચક, આનોખો, મજેદાર, ભયંકર, શાનદાર, ખતરનાક વગેરે.' Some candidates misinterpreted 'the giving up the bad habit of sucking his thumb' and translated as 'started the bad habit of sucking his thumb'

Q3. Translation into English:

As this was about technology most of the candidates enjoyed translating and performed very well. There was some misinterpreting for some words such as 'વર્તમાન' means current or at present was translated as weather and 'આકર્ષક કાર્યક્રમ' means attractive programme was translated as useless, dirty, bad programme.

Question 3 was performed better than Question 2, although there were similar errors for Transmission and Quality of language as in Q2.

Q4. Essay writing or letter writing in Gujarati

In this question there are four options so candidates chose the ones they found interesting and felt confident writing about.

(a) My ideal school uniform.

This question was not attempted by any candidate.

(b) Describe one of your most memorable holidays and give reasons why it is unforgettable?

This was the most popular of all four questions. This was about their self-experience and performed very well by candidates. They enjoyed describing about memorable experiences. Some wrote about a wedding they attended or adventures they had in their holidays, few mentioned emotional experiences.

(c) Write about the advantages and disadvantages of ready-made fast food available today.

Candidates performed very well on this question. They expressed their opinions from both sides on how ready-made meals could affect their health and on the other hand how it benefits people in this modern hectic lifestyle.

(d) You are a leader of one of the youth club. Write a letter to your friend about all the different activities you do and how you feel about it.

This was second most popular question as this was the subject about leadership and candidates showed their skill of being a leader. They enjoyed describing the different activities they do in their youth club such as a charity projects, sports, entertainment programmes and projects about environment friendly.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE