



Examiners' Report Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In Gujarati (4GU0)

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Introduction

This year the number of entries was slightly lower than last year. The paper was considered suitable and an appropriate test for the whole range of abilities. The overall performance of students was of a very good standard. It demonstrated secure knowledge of language and enjoyment of the subject. Most of the students demonstrated their knowledge and understanding of grammatical rules with accuracy and adopted an appropriate formal style of Gujarati language. It also included accuracy in spelling and style with a good range of structures presented.

The majority of students 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 were successful in manipulating the language accurately to organise facts and ideas, presenting explanations, opinions and information in writing.

Higher ability students demonstrated extensive vocabulary, idioms and structure, a secure grasp of tense concept/ time reference, use of more complex structures and a clear ability to manipulate language to suit the task.

The middle ability students acquitted themselves well and were accurate, but the range they used was more limited. Therefore, they lost the opportunity to demonstrate a wider range of the language, which could have improved their overall quality mark. They misunderstood some points and had some major omissions with a degree of irrelevance and repetition. There was some evidence of correct time sequences but mostly students were inconsistent and insecure. The Quality of Language was fairly accurate and simple but there was inconsistency in the application of grammar, syntax and morphology when attempting more complex language.

Some students with weak ability were not successful in understanding straightforward sections. Their style was incomprehensible. Many basic errors were noticed in all aspects of grammar.

Q. 1. Sentences testing grammatical knowledge:

The majority of students performed very well.

Q. 1 (a) Most of them translated correctly but some students found it difficult to translate the word 'foundation'.

Q. 1 (b), (c), (d) and (e) Almost all the students performed very well.

There was some evidence of the use of correct grammar for translation.

Q. 2. Translation into Gujarati - Transmission:

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

The majority of the students enjoyed translating into Gujarati and showed their transmission skill by providing competent rendering of the original text with a grasp of most detail, nuance and idiom.

However, some students failed to transmit successfully as some very straightforward sections were totally misunderstood.

Quality of language:

Some of the students 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 the task, and the grasp of tone concept/time sequence was generally secured. On the other hand, some students showed inaccuracies in basic grammar, although narrative sections, usually short and straightforward were in general correct; lexis and structure appropriate to the task tended to be adequate with several items unknown. Some of the students totally misunderstood large sections. There was no awareness of tense concept/ time sequence and there were basic errors in all aspects of grammar.

As this question was about developing villages using modern technology, the students enjoyed translating the passage. A few students could not translate the word 'lake' in Gujarati. Overall most of the students enjoyed translating this question.

Q. 3. Translation into English:

As this question was about chocolate mostly of the students enjoyed translating and performed very well. Some of the students misunderstood 'ખાનગું' which means 'private' but translated it as 'sugar' which in Gujarati is "ખાંસળ".

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

Q. 4 Essay writing in Gujarati

There were four options for students to choose from so they chose the ones they found interesting and in which they felt confident. Q. 4d was the most popular, 4b and 4c were equally popular but Q 4a was the least popular.

(a) 'Write about your most memorable funny incident

This question was attempted by 23 out of 120 students. As this was about the most memorable incident the students described their views and thoughts that they had experienced in real life. They wrote about funny experiences with friends or family which they are not going to forget for a lifetime.

(b) "If I could fly like a bird!"

This was attempted by 27 out of 120 students. All of them enjoyed writing that what they would do if they could fly like a bird. As this was based around using their imagination, students expressed their feelings about what they would do to help society and the country.

(c) "The advantage of learning a new language."

This was equally popular a question as 4b. 27 out of 120 students attempted this question and performed very well. As this was about learning a new language students wrote their views and opinions as to how the knowledge of more than one language could be beneficial in this modern world, especially when you travel around the world for any purpose either to do business or for leisure.

(d) What are your views about the "Clean India Campaign"?

This was the most popular question that was attempted by 43 out of 120 students. As this was about the latest campaign in India which is related to environmental issues the students described it very well. The students also mentioned how people could contribute to make this campaign successful and which could make India one of the best countries in the world.

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