



Examiners' Report

June 2010

GCE Greek 6GK01



Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated Modern Foreign Languages telephone line: 0844 576 0035

ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

To set up your ResultsPlus account, call 0844 576 0024

June 2010

Publications Code US024494

All the material in this publication is copyright
© Edexcel Ltd 2010

Introduction

This is the second examination of the new specification Unit 1. The majority of candidates completed the paper successfully. They responded to the different sections of the paper showing good language skills and familiarity with the specification.

Comments on individual questions

Section One: Reading and Writing

Question 1

The majority of candidates demonstrated very good comprehension skills and handled the question successfully. Most candidates managed to score full marks.

Question 2

The majority of candidates demonstrated very good comprehension skills and handled the question successfully. A small number of candidates did not manage to score full marks.

The most common error was in 2(d), where the passive verb μαζευτεί was chosen instead of the active συγκεντρώσει.

Question 3

The majority of candidates achieved the maximum marks possible for this question. There was no particular pattern to the very few errors made.

Question 4

Question 4 elicited some responses that showed a high degree of reading comprehension skills and also very good target language production.

Candidates proved able to demonstrate their comprehension of the text, in varied language, which, even though not always accurate, conveyed the essential details. The questions worked well and they invited students to demonstrate their language skills unambiguously and purposefully.

Question 4(b) was occasionally misread. Instead of “how many siblings did she have”, it was read as “how many siblings were there”.

Question 4(g) invited students to identify some of the things that Alexandra did not have time to do. Answers such as “her children did not eat well” and “her husband did not have ironed shirts” may have contained some truth, but were not valid responses to the questions.

Question 4(h) sometimes was answered with a tautology i.e. “ήταν ενθουσιασμένη με τα μαθήματα και της άρεσαν πολύ”. Answers like this one were awarded 1 mark out of 2.

For Question 4(j), the range of acceptable responses was expanded to include that the success of these schools is shown by the increasing number of students, and also the fact that they give the chance to adults to continue their studies.

Answers to question 4(k) were sometimes vague. The article is specifically about education, so “It is never too late to fulfil your dreams” was too broad to be accepted as a correct answer.

The majority of the candidates adhered to rubric requirements about using their own language and avoided using parts of the source text verbatim.

(a) Τι κάνει σήμερα η Αλεξάνδρα; Δώσε δύο λεπτομέρειες.

(2)

Πέρασε στο τμήμα Ιστορίας Αρχαιολογίας και είναι μητέρα τριών παιδιών.



ResultsPlus

Examiner Comments

For 4(a) the answer gives the required 2 pieces of information: “She is a student and a mother”. It gains 2 marks.

(b) Πόσα αδέρφια είχε;

(1)

Είχε πέντε αδέρφια.



ResultsPlus

Examiner Comments

The response to 4(b) correctly answers the question how many siblings did she HAVE, not how many WERE they. It gains 1 mark.

(c) Γιατί έπρεπε να φύγει από το σχολείο;

(1)

Έφυγε από το σχολείο για να ~~αλλάξει~~ δουλέψει.



ResultsPlus

Examiner Comments

The response to 4(c) correctly states that she stopped her education because she had to work. It gains 1 mark.

(d) Τι έγινε και βρήκε το θάρρος να συνεχίσει;

(1)

Την βοήθησε ο άντρας της.



ResultsPlus

Examiner Comments

The answer to 4(d) is correct: it was her husband who encouraged her to continue her education. It gains 1 mark.

(e) Τι ασυνήθιστο συνέβη στο σχολείο;

(1)

Έκανε παραία με ~~το~~ παιδιά.



ResultsPlus

Examiner Comments

The correct answer to 4(e) is that she was a student in the same year as her 16 year old son. So it gains no mark.

(f) Γιατί περιγράφει τη συνεργασία της με τα παιδιά ιδιαίτερη; Δώσε δύο λεπτομέρειες.

(2)

Έκανε πράγματα ^{του} ~~που~~ συνείδως δεν θα έκανε, π.χ.
έκανε αταξίες και πάντα παιδιά την βοηθούσαν.



ResultsPlus

Examiner Comments

The response to 4(f) gives correctly states that the children helped her and that they were naughty all together. It gains 2 marks.

(g) Τι δεν προλάβαινε να κάνει για την οικογένειά της; Δώσε δύο λεπτομέρειες.

(2)

Δεν είχε χρόνο να βρδιάνει βραδυά για τα παιδιά της και να σιδερώνει τα μπλουζάκια του άντρα της.



ResultsPlus

Examiner Comments

4(g) is answered correctly using VERBS. She did not have time TO PREPARE food for her children and TO IRON the shirts of her husband. It gains 2 marks.

(h) Τι είδους φοιτήτρια νομίζεις ότι είναι η Αλεξάνδρα; Δώσε δύο λεπτομέρειες.

(2)

Είναι καλή ~~φοιτήτρια~~ φοιτήτρια, δεν χάνει ποτέ ένα μάθημα και είναι πολύ ενθουσιασμένη για αυτά που μαθαίνει.



ResultsPlus

Examiner Comments

The answer to 4(h) is correct, giving two details about her as a student: first that she does not miss classes and second detail that she is enthusiastic about her subjects. It gains 2 marks.

(i) Τα Σχολεία Δεύτερης Ευκαιρίας έχουν επιτυχία;

(1)

Ναι, ~~παρατηρούμε~~ παρατηρούμε έναν κατανοητό κόσμο από αυτά τα σχολεία.



ResultsPlus

Examiner Comments

4(i) required a straightforward answer, which is given here and it gains the 1 mark.

(j) Γιατί;

(1)

Ο αριθμός μαθητών ~~αυτών~~ γενικής αυξάνεται



ResultsPlus

Examiner Comments

The response to 4(j) is one of the accepted answers: that the success of these schools is shown by the increasing number students. It gains 1 mark

(k) Σύμφωνα με το άρθρο για ποιο πράγμα «Ποτέ δεν είναι αργά» ;

(1)

Δεν είναι ποτέ αργά να ~~παρα~~χρίσεις στο βρεταίο και να μάθεις καινούργια πράγματα

(+ 5 Marks for Quality of Language)



ResultsPlus

Examiner Comments

The response to 4(k) refers specifically to EDUCATION and it gains 1 mark.



ResultsPlus

Examiner Comments

Quality of Language: Grammar and structures are very accurate; there are some spelling errors but communication is always effective. This candidate gains full marks.

(a) Τι κάνει σήμερα η Αλεξάνδρα; Δώσε δύο λεπτομέρειες.

(2)

Είναι Αρχαιολόγος στο ζήτημα Ισλαμίας και μινέρρα



ResultsPlus

Examiner Comments

The answer to 4(a) does not give the required 2 pieces of information. The first part makes no sense. The second detail that she is a mother is correct and it gains 1 mark.

(c) Γιατί έπρεπε να φύγει από το σχολείο;

(1)

Γιατί τα οικονομικά της οικογένειάς της ήταν πολύ άσχημα.



ResultsPlus

Examiner Comments

The response to 4(c) refers to the financial difficulties that made her stop her education. It gains 1 mark.

(d) Τι έγινε και βρήκε το θάρρος να συνεχίσει;

(1)

Πήγε να εργαστεί.



ResultsPlus

Examiner Comments

An incorrect answer is given to 4(d). The fact that she went to work did not encourage her to continue with her studies. No marks.

(e) Τι ασυνήθιστο συνέβη στο σχολείο;

(1)

Μπορείς να το συνεχίσεις



ResultsPlus

Examiner Comments

The response to 4(e) does not answer the question at all. No marks.

(f) Γιατί περιγράφει τη συνεργασία της με τα παιδιά ιδιαίτερη; Δώσε δύο λεπτομέρειες.

(2)

Επειδή η αναμεσώτηση των παιδιών ήταν πολύ σημαντική και
την βοηθούσαν στα μαθήματα της πληροφορικής



ResultsPlus

Examiner Comments

The second part of the answer to 4(f) correctly states that the children helped her with computers. The first part does not answer the question and therefore it gains only 1 mark out of 2.

(h) Τι είδους φοιτήτρια νομίζεις ότι είναι η Αλεξάνδρα; Δώσε δύο λεπτομέρειες.

(2)

Είναι πολύ ενθουσιασμένη με αυτά που μαθαίνει και η
αρχαλογία της έχει συναρπάζει



ResultsPlus

Examiner Comments

The answer to 4(h) is correct in that she is enthusiastic about her subjects but the second detail is a repetition. It gains 1 mark.



ResultsPlus

Examiner Comments

Quality of Language : Grammar and structures are generally accurate; communication is almost always effective.

Question 5

Candidates handled vocabulary well. Many answers showed a high degree of competence, and awareness of style and structures which enabled them to achieve high marks.

Various transliterations of proper names were accepted but some attention should be paid when teaching transliterations. The words should be transliterated in the original form (nominative case) : e.g. της Ηπείρου was an obvious Genitive, shown also by the article.

At this level, one expects countries to be recognised and spelt correctly. (Αλβανία was sometimes translated as Albany/Alvania etc.)

Also, a surprisingly large number of candidates inaccurately identified “ Νότια” as “North”.

Some did not notice the capital letter on Ἡπειρος and translated the Greek region, as “continent”(lit translation of the word).

Challenging lexical items related to the words «μέχρι» translated as “since” and the phrase “ για να σωθούν από τον Ωρίωνα” sometimes translated as “to be saved BY Orion”. The imperfect tense «φεύγαμε» was sometimes wrongly rendered in the simple past “left”.

On the whole, despite the occasional grammatical slip, the meaning of the text was communicated well.

They chose to sing the songs of Ipeiros because they believe that traditional folk music is not only for Festivals or fairs.

"In the same way ^{the} Pleiades became stars to free themselves from Orion, we also sing to escape from the routine of every day life," ^{jokingly} explain the young girls of the group. ~~with humour~~.

I'd never listened to traditional music until 2000 when my father gave me a cassette with the songs of Ipeiros, explains Georgia.

We visited the villages of southern Albania where this music is sung, so we ~~can~~ ^{could} get to know it more. Things however have changed. The locals rarely meet up to sing together.

As we were leaving the village 'Sellio' the locals kissed us goodbye saying:

"we thank you for making us sing together again".



ResultsPlus

Examiner Comments

This is an excellent piece of translation; all 18 segments are correctly rendered. It has demonstrated fluency, both in terms of vocabulary and idiom. It has achieved the highest mark, scoring the maximum 9 marks.

They chose to sing songs from desert, because traditional music isn't just for celebrations.

~~To get away of our everyday routine~~

"Like all the Pleiades became stars to get away from ourselves, well we sing to get away of our everyday routine" the girls say young girls of the show say happily.

I had never heard traditional music until 2000, where my father gave me a ~~cass~~ cassette with songs of the Desert Georgia tells us.

We visited the villages of North Albania where ~~they~~ this music is played. so we can recognise it better. Things have changed though. The northems are meeting up to sing.

When we were leaving Sellio, the village, the villagers kissed us while saying, "Thank you that you made us sing together again."


ResultsPlus
Examiner Comments

This candidate has 10 correct segments out of 18.

1st segment: Epirus is translated wrongly as desert (no mark)

2nd segment: the verb is missing (no mark)

3rd segment: correct (1 mark awarded)

4th segment: from Orion is missing (no mark)

5th segment: correct (1 mark awarded)

6th segment: satisfactory (1 mark awarded)

7th segment: satisfactory (1 mark awarded)

8th segment: wrong use of vocabulary - show instead of group, and happily instead of jokingly (no mark)

9th segment: correct (1 mark awarded)

10th segment: WHEN is used instead of WHEN (no mark)

11th segment: correct (1 mark awarded)

12th segment: North Albania is used instead of South (no mark)

13th segment: use of the wrong verb - played instead of sung and second verb wrong, to recognise instead of get to know it (no mark)

14th segment: satisfactory (1 mark awarded)

15th segment: wrong use of vocabulary and wrong meaning (no mark)

16th segment: satisfactory (1 mark awarded)

17th segment: satisfactory (1 mark awarded)

18th segment: satisfactory (1 mark awarded)

Total Mark 10 / 2 = 5


ResultsPlus
Examiner Tip

Some segments (i.e. 16, 17, 18) were awarded marks because the meaning of the text was communicated satisfactorily.

Στην Ελλάδα όμως που ηγείτο κάθε διακοπή, είναι
μινετο, ολόκληρη διαφορετική ιστορία. Δεν έχω γνωρίσει πολλούς
που δεν καμίζουν και πολλούς στο αυτοί που δεν καμίζουν

τώρα, κάπνιζαν παλιά. Δεν είναι αυστηροί με ταυτότητες εκεί που την Αγγλία.

Τώρα στην Αγγλία που απαγορεύεται το κάπνισμα σε δημόσιους χώρους, δεν βλέπω να έχει αλλάξει πολύ. Αυτοί που θέλουν να καπνίσουν απλά βγαίνουν έξω για λίγο, δεν τους ανήσυχος μεγάλο πρόβλημα η απαγόρευση. Όμως είναι πολύ σπασίμ να ~~απ~~ αναπνέουμε καθαρό αέρα μέσα σε εστιατόρια τώρα.

Εγώ νομίζω πως η απαγόρευση έπρεπε να γίνει επειδή ~~επειδή~~ ο καθένας έχει δικαίωμα να αναπνέει καθαρό αέρα και τώρα αυτό μπορεί να γίνει στα πιο πολλά μέρη. Νομίζω ότι είναι καλή ιδέα να ^{να} καλύτερόφουμε την υγεία μας.



ResultsPlus

Examiner Comments

This is a very good answer.

Content:

It is a wholly relevant answer, all bullet points are well covered and argued convincingly. It gives a comparative dimension on the subject, comparing the attitude towards smoking in England and Greece. It is marked in the high band 23-28.

Quality of language:

The communication is excellent. There is a variety of lexis and structures. It is fluent. However, there are some spelling errors: e.g. το κάπνισμα/ από ότι φαίνεται/ απαγορεύετε

These errors result in the award of a lower mark, of course always in the highest band - a 16 instead of top 18 marks for language.

Εγώ πιστεύω ότι το κάπνισμα δεν είναι καθόλου καλό, για πολλούς λόγους. Πρώτων νομίζω ότι μπορείς να πιάσεις καρκίνο από το ~~καπνισμα~~ κάπνισμα, και μπορείς να πεθάνεις νωρίς. Επίσης, για αυτούς γύρω σου, αυτοί μπορούν να ^{αναπνεύουν} ~~απαιτούν~~ το καπνό σου, και αυτοί μπορούν να πιάσουν καρκίνο. Τρίτων, κοστίζει πολλά λεφτά το κάπνισμα, επειδή πρέπει να αγοράζεις πολλές τσιγάρες τα οποία είναι ακριβά. Για αυτούς λόγους, πιστεύω ότι το κάπνισμα δεν κάνει καλό για την υγεία.

Στη ~~στη~~ χώρα μου, η συνήθεια του καπνίσματος ~~πρέπει~~ είναι ότι είναι κακό, και δεν κάνει καλό για την υγεία. Επίσης, οι κάτοικοι της Αγγλίας συμφέρουνε ότι το κάπνισμα πρέπει να γίνει έξω, και όχι κοντά στους άλλους.

Στους ~~στη~~ δημόσιους χώρους, τώρα απαγορεύει να καπνίζεις μέσα στα ~~κοινωνικά~~ κοινωνικά κτίρια, όπως το σχολείο, το σταθμό, και τα λεφτά. Άλλαξαν τα πράγματα στους δημόσιους ~~χώρους~~ ^{χώρους}, επειδή δεν είναι καλό για αυτούς που δεν καπνίζουν να αναπνεύουν το καπνό τους άλλους. Θέλουν να αναπνεύουν μόνο καθαρό αέρα. Είναι η δικαίωμά του κάθε ανθρώπου να καπνίζει αν θέλει, ~~να~~ ή να μην καπνίζει.

Εγώ νομίζω ότι η απαγόρευση του καπνίσματος μέσα στα κτίρια είναι φανταστικό, επειδή τώρα νομίζω ότι δε θα έχει τόσους πολλούς που θα έχουν καρκίνο, και αυτοί

που καπνίζουν θα το κάνουν γρήγορα, όχι κοντά στους
αίτους που θέλουν να αναπνεύουν καθαρό αέρα. Είμαι
χαρούμενος επειδή τώρα δεν χρειάζεται να αναπνεύσω
καπνό όταν βγαίνω από το σπίτι μου, για παράδειγμα, αν
θέλω να πάω σε ένα εστιατόριο.


ResultsPlus

Examiner Comments

Content:

The candidate has understood the task. The bullet points are covered and are developed. However, they are not developed well enough or convincingly enough to merit the higher band. The answer is marked in the lower end of 17-22 band.

Quality of language:

Communication is satisfactory. There is some attempt to use a variety of lexis and structures: e.g. Για αυτούς τους λόγους, πιστεύω ότι το κάπνισμα δεν κάνει καλό για την υγεία.

Grammar is sometimes inaccurate e.g. το κάπνισμα δεν είναι καλά/ πολλές τσιγάρες

Structures are sometimes inaccurate: e.g. στη χώρα μου η συνήθεια του καπνίσματος είναι ότι είναι κακό.

It is marked in the higher end of 8-11 band.

Grade Boundaries

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code US024494 June 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

