

Examiners' Report Summer 2009

GCE

GCE Greek (8GK01/9GK01)

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Unit 1 Reading and Writing

General comments

This is the first paper of the new specification series.

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.

Section One: Reading and Writing

Question 1

As seen in traditional marking:

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

Most common error: Q 1b the word τηλεθεατές proved to be a challenge for the weaker candidates.

Question 2

As seen in traditional marking:

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.

Most common errors: Q 2b the words εμφάνιση/ επίσκεψη) and Q2f στάθμευσης/ στάσης proved to be a bit challenging for the weaker candidates.

Question 3

As seen in traditional marking:

The majority of candidates achieved the maximum marks possible for this question.

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 exhibit their potential.

Question 4d was sometimes misread. So instead of which kind of tourist should avoid Gavdos as a destination was read as who should choose it as a destination.

Question 4g, in particular, was a very good addition to the range of questions we have been using so far and gave rise to interesting responses. However, a very small number of more able candidates tried to find a connection with the text and answered: The farmers act as taxi drivers (Μέχρι πρόσφατα οι μετακινήσεις γίνονταν με τρακτέρ ή αγροτικά αυτοκίνητα αφού δεν υπήρχαν ταξί.)

The number of candidates who ignored the rubric, which warns them against lifting sentences off the source text, was minimal this year.

Section Two: Translation

Question 5

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

The new mark scheme has given rise to a higher percentage of A translations than in the previous years.

Challenging lexical items related to the words « περίωρα» and the phrase « Οι δρόμοι δε χωράνε πλέον άλλα αυτοκίνητα.» Translated literally “The roads cannot fit any more cars”.

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

Section Three: Continuous Writing

Question 6

Many candidates fulfilled the requirements of Question 6, by addressing all the bullet points and giving wholly relevant and convincing answers. They used accurate, varied and appropriate language.

There was also a healthy number of candidates who tackled bullet point No 5 very successfully, by getting really involved in the idea of proposing measures to address the problem of football hooliganism.

We also read some essays- admittedly an insignificant number - which agreed with the existence of hooliganism as a necessary component of support for one’s team.

This was obviously a topic that most candidates, even those who were not interested in sport, found it close to their world of experience and had something to say about.

Some candidates ignored the word limit, which lost them marks for irrelevance or repetition.

Statistics

Unit 1 Understanding and Written Response

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	68	59	50	42	34
Uniform boundary mark	100	80	70	60	50	40

Notes:

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

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