

# Examiners' Report/ Principal Examiner Feedback

## Summer 2010

GCSE

### GCSE Greek (5GK01)

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## Unit 1 - Listening and Understanding in Greek

### General comments on performance

This was a crossover year where two GCSE Greek Specifications were available; the new GCSE in Greek was offered for the first time and the legacy specification (1776) was in its last year. The majority of candidates were entered for the legacy Greek (1776) and only a small number completed the new GCSE (short course) in Greek: Spoken Language. The listening exam of the new GCSE featured tasks that required responses only in English and all the rubrics and the exercises on the question paper were also in English.

In general, candidates' performance on this paper was of a high standard. Most of the questions proved accessible for a considerable number of candidates. However, there is an indication that some of the English words or phrases in the question paper posed a difficulty to some candidates.

### Question 1

This question proved straightforward to all the candidates.

### Question 2

This question was generally answered very well. Very few candidates lost marks because they answered the question in Greek instead of English.

### Question 3

This question was handled very well by the majority of candidates, but proved rightfully challenging for weaker candidates. There was no pattern of miscomprehension.

### Question 4

Most candidates demonstrated very good to excellent levels of performance. A small number of candidates found the word "accommodation" (in the question paper) challenging.

### Question 5

There was a very good level of performance in this question. A significant number of candidates displayed good awareness of vocabulary relating to lifestyle choices and identified the correct speaker. There was some evidence of inaccuracy in question 5(i) and 5(ii).

### Question 6

Candidate performance was excellent on this question. Incorrect responses were rare.

### Question 7

Questions 7(i)-7(iii) were generally answered well and a significant number of candidates displayed good awareness of vocabulary relating to weather. However, in question 7(iv) many candidates found the word "λιακάδα" challenging and in question 7(v) almost half of the candidates did not make the connection between the word "άνεμοι" and "wind" on the question paper.

### Question 8

Performance in this question was varied as was expected at this level. However, the first part, question 8(a), was answered fairly well. Errors were rather frequent in question 8(b), where the character descriptions “hardworking” and “likeable” proved challenging for a significant number of the candidates.

### Question 9

This question proved accessible to a significant number of candidates and it was generally answered well. Many candidates were able to extract some relevant information and identify the details that contributed to a full answer. Marks were lost where candidates’ responses demonstrated insufficient attention to the wording or detail of the question to be awarded marks at this level.

Some responses were not inclusive enough and left out essential details, especially with regard to question 9(f). For this question, a significant number of candidates mentioned that the speaker was going to study hard that year at school, but failed to make the comparison with previous years nor mention the importance of the exams for the speaker’s future.

Questions 9(i) and 9(iii) required mostly factual information and were answered very well with the majority of candidates scoring full marks in these questions.

On question 9(b), a significant number of candidates performed very well and successfully described how the speaker felt on her first day at her new school and why. However, there were some candidates who simply stated how she felt without giving the reason for it.

Question 9(e) proved challenging for a significant number of candidates who simply stated that the speaker’s opinion of her teachers was that “they were strict” instead of stating that she did not like them because she thought that they were strict.

# Grade Boundaries

## Raw Mark boundaries

Max Mark	A*	A	B	C	D	E	F	G
50	45	40	35	30	25	20	15	10

## Uniform Mark Scale boundaries

Max Mark	A*	A	B	C	D	E	F	G
70	63	56	49	42	35	28	21	14

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