

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE Greek (5GK01)
Paper 1 Listening and Understanding
in Greek

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GCSE Greek
Unit 1 Listening and Understanding in Greek
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General comments

In general, students' performance on this paper was of a high standard. Most of the questions proved accessible to a considerable number of students. However, there were some responses which lacked precision and left out essential details. Overall, evidence of misunderstanding and inaccuracies related mainly to questions requiring inference skills.

Occasionally, there was a large amount of unsolicited information provided. The correct details were often part of those lengthy responses but only after other irrelevant and often contradictory details were conveyed. These responses were not considered correct. When two details are required, students are advised against providing three or four pieces of information as in such cases, only the first two items listed will be credited. Students are reminded to make use of the space provided for each response and not to write in the margins of the page or use supplementary pages.

Q1

This question proved straightforward to all the students.

Q2

This question was answered very well, but 2b proved challenging to many students, who mistakenly used the word "train" instead of "metro/underground", which was the correct answer. There were still a few students who answered the question in Greek instead of English and as a result they lost marks.

Q3

Excellent performance was evident in this question. The topic proved very accessible and the majority of students managed to score full marks.

Q4

This question was handled well by the majority of students, but proved challenging for weaker students, especially question 4 (i) possibly due to the fact that they did not make the connection between "μετακινήσεις" and "journey to work" and question 4(v), as a few students did not make the connection between the word "κακοπληρωμένο επάγγελμα " and "salary" on the question paper.

Q5

Similarly to previous examinations, the topic about the weather proved challenging for a number of students, but on the whole it was answered well. Errors were rather frequent in question Q5(i), Q5(ii) and Q5(iv).

Q6

Excellent performance was evident in this question. The topic proved accessible and incorrect responses were infrequent.

Q7

This question was handled very well by the majority of students and the topic proved accessible to most of them. Errors were rather frequent in Q7(iv) where a number of students failed to make the connection between "ένα εισιτήριο με επιστροφή" and "a return ticket". Also, a few students failed to identify the correct day the speaker was travelling on.

Q8

Performance on this question was overall very good, possibly due to the popularity of the topic. Errors were frequent in Q8(v), where the students failed to identify that Elli, the female speaker, was the one who used to play online games in the past and not Yiorgos. Similarly, in Q8(iii) a number of students failed to make the connection between "διασκεδάσα πολύ" and the statement "Video games are great fun". Finally in Q8(iv) a small number of students did not identify the speaker correctly maybe due to the challenging vocabulary "παραμέλησα" and "ήταν όλο παράπονα".

Q9

Performance in this question was varied, as it is expected with questions targeted at higher tiers of ability, but generally it was answered well. Many students were able to extract some relevant information and successfully identify the details that contributed to a full answer in some of the questions. Marks were lost where students' answers showed insufficient attention to the recorded text or detail of the question to be awarded marks at this level. Also, the vocabulary proved challenging to a considerable amount of students, resulting in misunderstanding of the recorded text or incomplete responses which were not worthy a mark. Some responses were not inclusive enough and left out essential details, especially with regard to Q9(b), where a significant number of students mentioned that the speaker's school along with other schools took part in the photo competition, but failed to identify that all the schools of the city took part. Other examples include:

Q9(a) This question proved challenging to a significant number of students who misunderstood the word "το λιμάνι" (harbour/port) for the word "η λίμνη" which means "lake".

Q9(c) This question proved challenging to almost a third of the students who did not listen carefully to the recorded text and rushed to write the information they heard first, which was incorrect. Also, a fair number of students did not make the distinction between "σύγχρονη" and "παλιά" and stated that the speaker's team had to take pictures of the city and the speaker's neighborhood, which were both incorrect responses.

Q9(d) This question yielded some correct responses worthy of two marks, but overall it was not successfully answered by the majority of students. Marks were lost when the students failed to recognise the word "ψαράδες" or simply stated that the speaker liked those photos or that she thought they were interesting, which left essential information out (the speaker preferred pictures of people or she thought that they were more interesting).

Q9(e) Half of the students managed to score two marks in this question. Marks were lost when the students' responses were incomplete ("the students made new friends" instead of "they made new friends from other schools"). Also, a number of students stated that the students learned a great deal about art in general ("τέχνη") ignoring the rest of the phrase "τέχνη της φωτογραφίας" and losing a mark as a result.

Q9(f) This question proved challenging for a significant number of students who failed to recognise the word "μηχανές" in a context related to photography and ended up stating that the school was going to buy machines (instead of cameras, which was the correct answer) with the prize money. Finally, a number of students did not manage to score full marks because they simply stated that all students would use the cameras in the future, and not the students who were interested in photography.

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>

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