

Examiners' Report/ Principal Examiner Feedback

Summer 2010

GCSE

GCSE Greek (5GK02)

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**

Summer 2010

Publications Code UG024487

All the material in this publication is copyright

© Edexcel Ltd 2010

Unit 2 - Speaking 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 specification.

The speaking examination of the new GCSE featured two tasks; a picture-based discussion (or presentation) with follow up questions and a general conversation linked to one or both themes listed in the specification.

Performance was of a high standard with the majority of candidates able to demonstrate a wide range of higher level skills. Candidates performed best in circumstances where teacher-examiners guided them through the exam effectively and asked questions which were sufficiently challenging to maximise candidate performance. Unfortunately, teacher-examiners who did not examine well put some candidates at a disadvantage.

Most candidates chose a picture that related to something they were interested or involved in (e.g. a picture from a concert, a picture of a holiday place) and that enabled them to take some ownership of their assessment and place them at ease before the questions began. Similarly, the candidates who chose to make a presentation had prepared it in advance and were able to display a wide range of language skills. On the whole, chosen tasks were mostly well prepared and candidates displayed a high level of competence when speaking Greek. The candidates performed very well at the second task, illustrating their familiarity with the themes of the new specification and the possible questions related to these themes.

The majority of candidates used a wide range of appropriate vocabulary and structures and demonstrated the ability to refer to past and future events and to express opinions. Most teacher-examiners appeared to be aware that this is an important criterion in assessing candidates' performance. They asked relevant questions to help candidates describe present tense activities as well as communicate in both the past and future tenses.

Candidates of the highest level expressed and justified points of view and conveyed attitudes with confidence. In some instances the teacher-examiner's questions did not give sufficient scope for the candidate to develop this type of response sufficiently and demonstrate these higher level skills. Even very able candidates were not always encouraged to go beyond factual information; they were regularly interrupted and they were not given the chance to express opinions or to convey attitudes.

Conduct

It must be noted that the majority of teacher-examiners conducted the speaking test relying on questions from the Sample Assessment Materials (SAMs) and in some cases in the same order as they appear in the SAMs. These are intended for guidance only and strict adherence to both the order and the content of these questions does not allow for natural conversation. Teacher-examiners who ask questions relevant to the candidate's responses allow for individual communicative competence to be demonstrated. Moreover, the candidates must be given the opportunity to respond to unpredictable language and the teacher-examiners should generally ensure that they provide adequate opportunities for candidates to perform at their optimal level.

In some cases, candidates underperformed when teacher-examiners did not ask any follow-up questions after the candidates' presentation and moved to the next task; there were also instances where teacher-examiners were spending too long asking questions and making lengthy comments of their own which in turn caused confusion and deprived candidates of showing further language skills. Weaker candidates were often disadvantaged either by being given little time to reply or by being asked higher-level questions which were above their level of understanding.

Generally, teacher-examiners were disciplined in allocating equal and appropriate time to each task. Unfortunately, a number of centres did not observe the requirements relating to the timing of the two conversations: some conversations were either too brief (less than 4 minutes each) or there was a lack of balance between the time allocated to each task.

There were also a few cases of long monologues (candidates' presentations) which exceeded the set limit of two minutes, which consequently put the candidates at a disadvantage. Teacher-examiners must ensure that each task lasts between four and five minutes and that the timing of each task is set when the candidate starts talking.

Centres should note that the total time for the exam (a maximum of 10 minutes) - should be split evenly across the three topics. When the candidate has chosen to make a presentation, this should last between one and two minutes, and then it must be followed by follow-up questions and answers.

Administration

Administrative guidelines were followed by the majority of centres and examiners. Despite the fact that this year two specifications were offered for Greek, problems related to entries were kept to a minimum.

Some centres sent LT3s instead of the mark record sheets, which is not appropriate for the speaking test on the new GCSE specification. The downloading of electronic mark record sheets was not carried out by almost half of the centres and this caused time-consuming extra work for the examination team. Centres are advised to send one mark record sheet per candidate.

Centres are reminded of the importance of labelling both the tape/CD and the box/slip case and for tapes, to rewind the tape to the beginning of side A. The role of the teacher-examiner is important: they must ensure that recording equipment is

in good working order, that candidates are not sitting too far from the microphone and that all involved in the conduct of the tests are fully aware of the procedure to follow. This is essential in the case of candidates who are not tested in the centre entering them, or are examined by a native speaker who is not a teacher at their centre.

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
80	72	64	56	48	40	32	24	16

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 UG024487 Summer 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