

Examiners' Report/ Principal Examiner Feedback

June 2011

GCSE Greek (5GK03) Paper 01

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Reading and Understanding

General

A high number of candidates demonstrated good comprehension skills and produced accurate and confident responses. There was evidence of satisfactory vocabulary awareness and ability to identify the information targeted by the questions. Rubric violations were rare and most candidates adhered to procedure, selected the correct number of responses and used the correct language to answer question 9, although not always as succinctly as required. Often there was a large amount of unsolicited information provided. The correct details were often contained in these lengthy responses but only after other, and often contradictory information was conveyed. These responses were not deemed correct.

Candidates are reminded that the space provided for each response corresponds to the amount of information required and there's no reason for spilling into the margins of the page or continuing on supplementary pages.

Evidence of misunderstanding and inaccuracies related mainly to questions requiring inference skills.

Weaker candidates found certain aspects of questions 4, 5, 8 and 9 challenging.

Question 1

This question was handled well by the majority of candidates, with the grand majority of responses getting full marks.

Question 2

Many candidates attributed the appropriate item to the correct owner. Some responses showed confusion over the word "purse" and did not link it to **πορτοφόλι**.

Question 3

Excellent performance all round. Well done!

Questions 4 and 5

These questions were handled well by many candidates. A small number of candidates failed to identify correctly the information required in 4(ii) and link **συγγενείς** to **οικογένεια**; instead, they wrongly linked it to **τους φίλους μου**.

Regarding question 5, some responses wrongly identified the sentence indicating that **the waiters were not very polite** as correct. The presence of **αν και** may have posed a challenge to candidates not familiar with the semantics of this conjunction.

Questions 6 and 7

Excellent performance in these questions! Responses showed that this year's candidates were at home with vocabulary relating to booking for a holiday and school environment.

Question 8

This question required good language awareness and inference skills and was handled very well by able candidates. 8(i) and 8(v) proved the most challenging sub-questions in this part of the exam. A number of candidates found the words **συγγραφείς** challenging and several responses failed to associate **έκθεση έργων ζωγραφικής** with the word **Τέχνη**.

Question 9

Levels of achievement varied in this part, as expected with questions targeted at higher tiers of ability. Sub-questions, which targeted grades such as A and A*, proved accessible to a good number of candidates, although a pattern of inaccurate responses did emerge, especially in relation to 9 (b), (e) and (f).

9 (a) provoked a good number of successful answers, indicating that a large number of candidates recognised the implications of the opening phrase.

9 (b) gave rise to a number of responses which were partially correct as many candidates identified some of the relevant information (the fact that the story is not well known) but did not expand to include the correct detail which is: **the author thinks if he stopped and asked, no one would be able to tell him**. Some wrongly interpreted the fact that iced coffee is popular as an indication that the history of how it came about ought to be known to all.

9(c) and (d) yielded a good amount of correct answers. There was a pattern of excessively long responses in 9 (e), whereby some candidates with good language skills translated the whole of the second paragraph, without, however, pointing out the correct detail. Candidates are reminded that their answers ought to be purposeful and pertinent and it should not be left to the examiner to identify the correct detail by sorting through a surplus of information.

9(f) provoked a good number of correct responses that identified the nuance in the sentence **ωραία ιστορία (...επειδή μας αρέσει να λέμε...)** and stated that the attraction lay in the story's **claim** that iced coffee originated in Greece. Responses which indicated that iced coffee **was** in fact a Greek invention, therefore the presence of national pride, were not deemed correct.

9(g) yielded mostly correct responses, identifying the required information about the **where** and the **when**. Answers which were incomplete and provided dates only gained one mark.

Finally, although over the years we have seen definite improvements regarding procedural matters and general presentation of the candidate's work, we would like to remind students that, as the last question is one of the most challenging parts of this paper, it is essential to provide the appropriate details for a full answer and stay clear of platitudes and generalisations. Superfluous information will not be taken into account and students are advised to offer concise answers, using the space available, avoiding writing their answers in the margins of the page or below the line.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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