

Examiners' Report
June 2012

GCSE Greek 5GK04 01

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Introduction

GCSE 5GK04, Writing in Greek, requires that students produce **two** pieces of writing in response to a choice of questions that relate to the prescribed themes of this specification: **media, travel and culture** or **sport, leisure and work**. The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.

The paper rewards students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks are set in English to ensure that assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement. The total mark for this paper is 50: 20 for section A and 30 for section B.

This year, many candidates demonstrated very good writing skills and produced accurate and pertinent responses, which addressed the required bullet points. There was evidence of ability to narrate and evaluate in response to the questions set and many candidates displayed high levels of accuracy. Most of the tasks were completed and there was evidence of reasonable attempts to link the various points into a whole. Many candidates wrote responses which were fully relevant, coherent, accurate and pleasant to read, especially in 2(a) and 2(d). On a few occasions, misunderstanding of the question and hasty reading of the bullet points led to significant omissions and irrelevance, especially in the case of questions 1 (a), 1(c) and 2(a). Question 1(a) was by far the preferred choice in Section A and question 2(b) attracted the highest number of candidates in Section B.

A small number of candidates ignored the rules of the Greek alphabet and the conventions of the stress system; they either failed to indicate the position of the stress or used English characters ("t" and "u" in particular) instead of Greek ones. Consequently, they were penalised. Candidates are reminded that the position of the stress ought to be indicated, where appropriate. Moreover, in a response which has wordage set between 50-70 words, it is not advisable to include English words, which take away from the pertinence and the cohesion of the response.

In terms of procedural matters it is important that candidates pay particular attention to the following:

- Messy writing and carelessness regarding the presentation of responses ultimately may work to the candidate's disadvantage as they may take away from the cohesion and the comprehensibility of the response.
- In order to construct a good response, it is essential to respond to the questions within the framework of the bullet points.
- Responses ought to be written in the space allocated to each question. The booklet provided offers ample space for drafts as well as final responses.
- Essays ought to be structured in paragraphs.
- Writing more than the prescribed number of words is a rubric infringement. Students must not go beyond the maximum word limit as content produced beyond the prescribed word count will not contribute to the overall marks.

SECTION A

Question 1 (a)

In general, candidates scored fairly high marks in all the questions of section A. Questions 1(a) and 1(c) proved by far the most popular. Responses stayed within the parameters of the prescribed framework, with occasional slips pertaining to lengthier than required essays and omissions, regarding some of the required information. Noticeable patterns regarding composition of content and application of language related to:

- the absence of indication of the position of stress
- occasional failure to attempt to link the piece into a whole, by adopting certain conventions, such as appropriate salutations to open and close a correspondence
- absence of paragraphs
- weak command of constructing time references, using appropriate case and prepositions (e.g. «την άλλη εβδομάδα », «του χρόνου», «τον περασμένο Απρίλο»)
- limited language skills regarding construction of a narrative that contains references to the past and differentiating between the Simple Past and the Imperfect (e.g. «κουράστηκα πολύ, διάβαζα κάθε μέρα και έγραφα πρόχειρα διαγωνίσματα ...»)
- short sentences written in isolation containing fairly conservative structures and a limited range of high frequency vocabulary, with an obvious preference for verbs such as «κάνω», «πηγαίνω», «είμαι».

A noticeable omission in 1(a) pertained to failure to address the last bullet point and what candidates offered instead is the title of a film (often in English) rather than the required time reference. As a rule, candidates performed very well, indicating clearly the reasons why they liked or did not like a particular film. In some scripts there was a tendency to overuse English, in titles and names of actors, which is a pattern that ought to be avoided.

Question 1 (b)

In 1(b) there was a noticeable pattern of interesting and relevant accounts with some lapses regarding the reference to a past event, in the second bullet point. In general we had very interesting accounts of the lives of celebrities and their exploits.

~~Η αγαπημένη μου Σίσσυ είναι~~
Η αγαπημένη μου Σίσσυ είναι
η Έλενα Παπαρίζου. γιατί το 2005
~~πας είναι~~ Η Έλενα είναι τραγουδίστρια,
είναι η αγαπημένη μου. Εδώ και πολλά
χρόνια. ~~το~~ Το 2005 ήταν στην
κορυφή της επιτυχίας της γιατί ~~το~~ γράφω
αυτήν ~~ή~~ έγκαιρα πρώτα στη Ευρωπαϊκή.
Νομίζω Μ'αρέσει πολύ ο τρόπος που
σημπεριφέρτε Σίδηση δεν έχει μίσηση ποτέ
όσχημα και πάντα ανεπιλόγητα τα ~~πρόθετα~~
με αγάπη.
Θα ήθελα να μάθω περισσότερα
σχετικά με τα παιδιά της χρόνια γιατί
είναι ένα κορίτσι από την Σουηδία και ~~σε~~
έπρε στην Ελλάδα από εδώ στην Αγγλία
και θα ήθελα να μάθω περισσότερα σχετικά
με αυτό το ~~καθαρό~~ κορίτσι της ~~John John~~
της.



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This candidate earned 18 marks out of the possible 20. The response would have benefited from more succinct descriptions and greater attention to orthography.

Question 1 (c)

In 1(c) the majority of candidates conveyed the main points using appropriate vocabulary and structures and earned high marks. Occasional lapses and omissions related to past and future references, as required in the third bullet, "details about a sports event in the past year and one planned for the future".

Question 1 (d)

In 1(d) the majority of candidates achieved very high marks, offering detailed and relevant responses to the stimulus, showing clear ability to manipulate language to answer the question.

With less able candidates, there was a pattern of omitting the second bullet point ("how you prepared").

Αγαπητέ Αλέξανδρε,

Φέτος το καλοκαίρι είχα να κάνω δεκαπέντε διαγωνίσματα. Είχα μαθηματικά, αγγλικά (αγγλικά και λογοτεχνία) επίσης φυσική, βιολογία και χημεία.

Κάθε μέρα διάβαζα τρεις με έξι ώρες ~~την ημέρα~~ γιατί με αυτό τον τρόπο θα είχα καλά αποτελέσματα. ^{Μα νύνου} Έχω ~~αλλά~~ τρία και διαβάζω ακόμα πιο σκληρά γιατί είναι τα μαθήματα της επιλογής μου για τον χρόνο στο άλλο σχολείο που θα ξεκινήσω από το Σεπτέμβριο.

Μόλις τελειώσω τα διαγωνίσματα θα παύω για διακοπές στην Ελλάδα. Έχω ήδη ετοιμάσει την βαλίτσα μου ^{και} λανητομονώ να βρεθούμε για να περάσουμε καλά παίζοντας μπάσκετ και τρώγοντας σουβλάκια μαζί.



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This was a near perfect response, which, despite the fact that it exceeded the word limit, managed to address all the required information by the end of the first sentence of the third paragraph. It earned 19 marks out of the available 20.

SECTION B

Question 2 (a)

Section B, just like Section A, contains prescriptive, directed exercises, therefore answers to the questions ought to stay within the word limit prescribed and to the point, as prescribed by the bullets. Unaccountable digression often leads to errors and is counterproductive. Candidates ought to read the bullet points carefully and respond by writing the required information. A pattern of misunderstanding emerged when some candidates failed to respond to the prompt eliciting information about a favourite place in Greece or how you get on with your family and, instead, provided accounts of summer holidays in places outside of Greece, or descriptions of family members with inadequate or no reference to the relationship between the different family members.

On the other hand, good responses paid good attention to the rubric, respected the conventions of essay writing and expanded on the content, to include opinion and explanation.

Well-prepared candidates demonstrated good skills in the application of language, included references to the past and the future and moved beyond the use of high frequency verbs such as πάω, κάνω and θέλω. Their responses contained breadth of vocabulary, a range of correctly constructed structures and accurately spelled words. They included references to examples showing individuality and variety and moved beyond standard lists of mostly food items.

Many candidates achieved high marks in 2(a), offering interesting and persuasive descriptions of their favourite place in Greece. Handling of tenses was generally accurate, albeit a little "safe" at times, with candidates staying with basic vocabulary and repetitions of verbs such as "πήγαμε" "φάγαμε".

Περὶ πηχά σην Αμερική με ἰ αμερικάνια καί
Μεωάνε ἄνα ζευδοχέο ἀνευαί που εση
παρὰ. Το δωματιό μας εἶχε ὑποία θεα.
Μεωάνε σην ἑλίερια' που εἶαι πατὴ
διδάση γιὰ το 'Διόνεφ Λαντ'. Το δωματιό
στο ζευδοχέο εἶταν φανταστικό. Ηχοσε
τηλεοραση, επεφώνι^ω, μεχάτο μπανιά, καί
σαν πρώτη ἀφοβηλταν εἶα μεχάτω πλοῖα
καί γηνηροεήρ^{ια}! Καὶ το στο ζευδοχέο μας,
εἶαι κα μερζα καταστήματα. Αὐ σεῖο,
μπορεῖ να παρπατεῖ^ς εν τούτο καὶτα!

Πηχάσε με ταριστικά λανθοραῖο καί ελένασε
ἀλλὰ το ἀζοσεατα καί το παυσία. Πηχάσε
σην θαλάσσα καί στο παρδοσιακά εστιατόρια
το φαγητό εἶταν ὑστίνικαί φρεσκα.

Το πιο ἰκαλυτερο προγνα που εκομεν ησαν ^{οσαν}
πηχάσε στο 'Διόνεφ Λαντ'. Εβόρασε ποταγ
στοχολοσεσ καί εαίφετες, καί πηχάσε ποσο ἀλλε
τες πολερ εἶο στερς.

Αν καιρόσιω τα λεφτά, θα ηθελα να πάω
στην Ελλάδα. Ακούσα ότι τα παρράεις εκεί
είναι παρὰ πολλήν ώρα, και θα ηθελα να
παίξω στα κέρδ και θα ηθελα να κάνω
ήμισθια. Τα φαγητά στην Ελλάδα είναι εύγενα
φαγητά, όπως σπιρτάκια, κρέας και γαλακτομικά.
Νομίζω ότι κανονικά υπέρ φρεσκά σαλάτες!

Θα ηθελα να παύω σε ένα πεντε ασταρά
ξενιόφει, με υπαία θέα, και μεζα και
πίσιμο, και με ένα φαυτοστικό παρρά

Αν έχω λεφτά που μόνον, νομίζω ότι θα πάω
στο καταστήμα για να αγοράσω εκτός από φρούτα
μπλουζες και φαντες, και παρρά, και
υπέρ φρεσκά.

Ελπίζω ότι θα καιρόσιω!
Κατερίνα Παυιά.



ResultsPlus Examiner Comments

This is a script that earned only 8 out of the possible 20 marks. The response had major omissions and irrelevance and language was inappropriate to the task.

Question 2 (b)

2(b) was a very popular question and many candidates seemed to enjoy writing about their families and sibling rivalry, in particular. These were funny, relevant accounts earning quite high marks. Some responses tended to list too many adjectives to describe family members, almost in a list-like fashion, and this took away from the cohesion of their response.

Question 2 (c)

Even though culture is one of the topics included in the specification, very few students were drawn to this question. Results were mixed, with some students performing very well, near the top of the assessment grid, whereas others lacked the necessary vocabulary and language awareness to address this topic. Many missed the last bullet point that required them to say why the museum is worth visiting.

Question 2 (d)

This was the third most popular question in this section and some candidates earned top marks, describing their summer jobs and their plans for the future. As in 2(b) there were some funny and engaging narratives of the trials and tribulations of work and some impressive and unambiguous use of vocabulary and grammar.

Paper Summary

- To improve their performance, candidates should:
- Observe the rules of orthography and indicate the position of the stress, when appropriate.
- Read each question carefully before attempting to answer it, to ensure clear understanding of what is expected
- Ensure that they employ good variety of appropriate vocabulary and structures
- Avoid mixing English and Greek characters
- Structure their response and link their various ideas and descriptions into a whole, rather than write sentences in isolation
- Familiarise themselves in advance with the various inflections of nouns and adjectives, depending on number and their function in the sentence ("οι φίλοι" versus "τους φίλους" etc), as inconsistent use of the nominative and accusative cases is still responsible for many inaccuracies.

Grade Boundaries

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