

Examiners' Report
June 2013

GCSE Greek 5GK04 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UG036464

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

Writing in Greek, paper 5GK04, requires students to write two pieces 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. It is important to note that the rubric requires that students write no more than 70 words in their response to one question from Section A. Students who did not address all the bullet points in their question of choice within the word limit lost valuable marks from the Communication and Content category, despite their often impressive language skills.

Question 1 (a)

Q1(a) was the most popular question. Many students wrote fully relevant accounts that contained a variety of appropriate vocabulary and structures, equally distributed and employed to target both bullet points.

Some attempt at over-ambitious narratives was also evident, with students writing lengthy descriptions of a family holiday, which went well above the prescribed word limit. There was also a pattern of excessive description of a place at the expense of describing actions and events that took place in the past, or plans about a trip in the future and the reason why they are in place. This pattern was particularly noticeable among able students who got rather carried away by their skills of description and neglected to notice the second bullet point or the word limit

This is an unsatisfactory response that only earned 7 out of the 20 marks available.

Χερετισμός Στελίας!
Εθελα να σου στείλο μια γράμμα που και τι εκανα
στι θεοκοπες μου.
Ήταν τη εκογγενια μου και εμένα πεγαμέ για ενα
μικρα θεοκοπες στη Αθένα.
Σταμάτημα σε ενα ~~ποτε~~ ξενοδοχείο κονδα στη
βολή κγε πεγαμε να παρούμε ^{ψαί} φαειο σε ενα απο
του θεοκομο του πγο ~~α~~ ευνοούμενος ρεστουραντς.
Μετα, την αδερφός μου εθελα να πεί να θεί
μουσειο για την Ακρόπολη. Ετενε παρα πολη ειρηκ
-ος.
Πορκει σκέπτομαι θελο να παυ παλι ενα χρόνο
γατι ετενα παρα πολη ορεο.
Μυπος αυτην τι φορα στην: Καλα κερυ γατε θα
ενα πγο πολη ~~α~~ ομορφί κγε ωραιος.
ψελακια Στελίας!



ResultsPlus Examiner Comments

The student's limited language skills hamper communication significantly and only a few words in isolation manage to convey a little relevance. The account is not comprehensible in parts and there are many mistakes in spelling and the forming of tenses. The position of the stress is not indicated and one of the main conventions of spelling regarding the first person singular of verbs ending in -ω is consistently ignored. There is very little evidence of knowledge of case and agreement.



ResultsPlus Examiner Tip

It is important to indicate the position of the stress and avoid the use of English characters, e.g. "t" and "y". Learn the conventions of how to address someone in a letter (e.g. "Αγαπητή Μαρία") and conclude with the appropriate greeting (e.g. "Με αγάπη").

Question 1 (b)

Q1(b) was a popular choice among students. There was evidence of close knowledge of the topic and the majority of the responses provided a good description and justification for why they opted for that particular celebrity. There was a pattern of imbalance of content, when student devoted most of the space available to describe their celebrity and why they like them, failing to get to the reference to a past event. The detail about something that the celebrity did recently was essential, not only in order to satisfy the requirement for a fully relevant response, but also in order to demonstrate competent use of various tenses.

This is an example of an excellent response that earned full marks.

Ο αγαπημένος μου διάσημος άνθρωπος είναι ο ΤΣέιμς Χέφλιντς στο το μεγαλύτερο συγκρόσημα: Μέταλκα. Ο Χέφλιντς, για εμένα, είναι άριστος άνθρωπος επειδή αγαπάει την μουσική του και πάντα διαλέγει πολιτικά, πολιτιστικά και άλλα ενδιαφέροντα θέματα για την μουσική που γράφει. Πρόσφατα, ~~αυτός~~ και το γιόλοτο ~~στη~~ συγκρόσημα, άνοιξαν ένα πάρκο με θέμα την μουσική για να παίξουν όλα τα συγκροτήματα που υπάρχουν δωρεάν. Έτσι, ο ΤΣέιμς Χέφλιντς δείχνει τόσο αγαπάει την μουσική και όλα τα είδη της.



ResultsPlus
Examiner Comments

The student wrote a fully relevant response and demonstrated clear ability to narrate and express opinion. The piece is coherent and pleasant to read and contains a variety of correctly used structures and vocabulary.



ResultsPlus
Examiner Tip

This is a good example of transliteration, in order to avoid using language which is not Greek.

This is a response that earned 11 out of 20 marks. The account contains evidence of basic knowledge of the language and some relevant information.

Γεια σας

Το αγαπημένο μου διάστημα είναι
ο 'David Beckham' γιατί εταίξε για του
αγαπημένο μου ομάδα τις 'Manchester
United'. Επίσης μου αρέσει ο 'David Beckham'
γιατί ~~ήταν~~ ήταν από μια γρήγορη οικογένεια
οικογένεια, αλλά με το ταλέντο του
έκανε ~~μια~~ μια υπέροχη κερζέρα.
~~Επίσης βοηθεί φιλανθρωπικά και~~
Την περασμένη μήνα ~~σπαρσε~~ προσφέρει
χρήματα για φιλανθρωπικές.

Κυριάκος Κωνσταντίνου



ResultsPlus Examiner Comments

The student makes a valiant attempt to respond to the stimulus but is hampered by limited knowledge of vocabulary and structures. The answer is within the word limit and includes some evidence of opinion and description, albeit with lapses.



ResultsPlus Examiner Tip

Avoid using non target language. Pay attention to the conventions of adjective and noun agreement in order to gain more marks in the Knowledge and Application of Language category.

Question 1 (c)

This question was handled in a satisfactory way by some students but many erred on the side of irrelevance, because of hasty reading of the rubric.

The most frequently encountered pattern of omissions and irrelevance had to do with accounts of free time in general, rather than on the occasion of a specific Friday which is coming up. Moreover, some students wrote accounts of a "previous" Friday off and offered a description of something they did, rather than an account of what they **plan** to do. Even though these accounts contained some relevant detail, they failed to address the manipulation of the specific structures targeted in the question. There was also a tendency to omit the reason why they have a Friday off school.

This was a response that scored 18 out of twenty marks, but could have earned full marks had it taken into account the stipulations of the rubric.

Αγαπητέ μου φίλε, Κωνσταντίνε,

Σήμερα δεν έχω σχολείο γιατί γίνονται μερικές αλλαγές στο κτίριο και έτσι είναι λίγο επικίνδυνο να βρισκόμαστε στο κτίριο του σχολείου. Το σχολείο έχει μαζέψει αρκετά κτήρια για να ~~κτιστούν~~ χτιστούν μεγαλύτερα αποχωρητήρια και τάξεις μαθητρικής.

Τις τελευταίες φορές είχατε προβλήματα στα αποχωρητήρια για το λόγο ότι ήταν πολύ μικρά. Έτσι δεν είχατε όλα τα παιδιά την ευκαιρία να μαγειρεύετε, από τότε υπήρχε αρκετός χώρος.

Επειδή ~~α~~ σήμερα είναι ~~Παρασκευή~~ Παρασκευή, θα τελειώσω όλα μου τα μαθήματα, για να έχω όλο το Σάββατοκυριακό ελεύθερο.

Μετά θα παίξω λίγο με το σκύλο μου και θα τον πάρω βόλτα.

Όταν γυρίσω σπίτι θα ~~επιδομηθώ~~ παρακολουθήσω το αγαπημένο μου πρόγραμμα στην τηλεόραση. Λίγο πριν κληθώ θα διαβάσω εικοσι βελήδες από το βιβλίο μου και μετά θα πάω για ύπνο.

Εσύ τι θα κάνεις σήμερα; Θα πας σχολείο; Ανυπομονώ να ακούσω το πρόγραμμά της ημέρας σου!

Με αγάπη η φίλη σου
Αθανασία.



ResultsPlus Examiner Comments

The student has obviously excellent language skills. However, even though the answer is a couple of lines beyond the word limit, omissions do occur. As a result, the student cannot score the full marks that would have been an accurate assessment of the student's fluency.



ResultsPlus Examiner Tip

Students with near native speaker fluency often fail to score full marks because of the content they employ, at the expense of the content which is required. Make sure you read the question carefully.

The response scored 10 marks. Most of the task was completed but the answer lacked in coherence, clarity and accuracy.

Αγαπημένη μου Μαρία,

Πώς είσαι; Ελπίζω να είσαι καλά εσύ και η οικογένειά σου.

Δεν έχω σχολείο την Παρασκευή γιατί είναι ~~κλειστό~~ κλεισμένος. κλεισμένη. Κάτα την γνώμη μου, νωρίς είναι καταπληκτική που δεν έχω σχολείο, γιατί να πηγαίνω για ψώνια με τους φίλους μου. Μετά θα ~~πηγαίναμε~~ πηγαίνουμε στο κινηματογράφο και να πηγαίνουμε να φάμε. Αλλά δεν μπορώ να μείνω αργά γιατί έχω δουλειά στο πρωί, και θέλω να πηγαίνω σπίτι για να κοιμηθώ.

Με αγάπη Αντωνία



ResultsPlus

Examiner Comments

The student took care to write an orderly presentation with clear indication of the position of the stress and a good opening and closing frame. Even though the account is comprehensible overall and goes beyond a minimal response, the ambiguity of the sequence of the tenses works against the organised development of description and detail and the first bullet point is not addressed convincingly.



ResultsPlus

Examiner Tip

There is some attempt at tenses but the subjunctives are wrong and there is a tendency to overuse the verb "to go". Some further practice in the future tense, which is required for this level, would have helped the student score more points.

Question 1 (d)

Very few candidates chose Q1(d). Those who did, had, in general, good language skills and scored high marks. There was often evidence of opinion about online shopping, accompanied by relevant examples.

Question 2 (a)

Q2(a) invited students to write a review of a show, concert or play. Not many students chose this question and those who did peppered their account with non target language, whether it was in reference to a place or to the names of people belonging in a band.

On occasion, the second bullet point was ignored or referred to in a cursory manner, as students wrote in detail about the event they attended, the atmosphere and the friends who went with them. It is worth remembering that a response is deemed competent when alongside complex structures, the student uses different tenses and breadth of vocabulary.

Question 2 (b)

This is a response that scored a total of 19 out of 30 marks and illustrates how a student with some language skills fails to organise the information into a coherent whole and include all necessary detail.

Για σου Νίκο.
Ακουσα οτι ^{θ'ρθει} ερχεσε στην Αχαΐα σε
~~αφ~~ ενα μηνια. Δεν μπορω να περιμενω
απο ^{πια} τρελυνω με πολυ. ~~θα~~ ^{εκει} θα σε
~~δω~~ περαβελ πολυ καιρο τωρα που ^{να} σε
εχω δω.
Πρωτα θα σε παω να δω την
χοιτοβια μου, ^{επιθ} και ολοι η μερη. Αχαπαω
εκει που μενω, ^{επιζω} επιζω και εσει να
σκευτει, το ιδιο. Θα σε κανω ^{να}
περπατησ ^{ουμε} ~~ενα~~ καθε Αρθη Βραδη κοντα
στο ποταμο του <ταμερ>. Είναι πολυ
ομορφα ^{ερεα} ερεα στο ποταμο. ~~σαν~~
~~θελες να περπατισ~~ ^{εκει} Εκει καρεκλες
που μπορουμε να καθισουμε και να
μιλιθουμε, ετσι μπορω να μαθω τα
νεα σου.
θα σε παω στο <Μπλενερω> που

είναι ένα μέρος που έχει πολλά μαγαζιά.
Πάντα πηγαίνω εκεί όταν χρειάζομαι
ρούχα. Αλλά εκεί δεν έχει μόνο μαγαζιά
έχει και εστιατορία και βίνεμα.
Μπορούμε να πάμε να δούμε μια
τένια που διαλέξεις εσύ.

Ξέρω ότι πήγες άλλη χώρα στο
Λονδίνο αλλά αμα θέλεις να ξαναπας,
η μπορούμε να πάμε να δούμε το
μεγαλό μπεν και να ανεβούμε στο
ματόι του Λονδίνου. Ηστερα θα βε πάω
βε ένα τουριστικό μαγαζί γιά να πάρεις
βουβενιρ.

Εντάξει Νικό θα βε μιλήσω πιο
αρχότερα ~~αλλά~~ αεροτάξια αμα χρειάζεσαι
κατι ~~πρωτα~~ άλλο.

Φιλாகια πολλα Μαρία.

* Εχει πολλά μαγαζιά στο κέντρο.
Πεντε λεπτα απο εκεί έχει και
ένα σουπερ-μαρκετ και τρενα και
ταξί. Πιο κούτα στο σπίτι μου
ηπαρχει ένα παρκο που πηγαίνω με
των ~~αδερφω~~ αδερφω μου τον Σταυρό.



ResultsPlus Examiner Comments

The student makes some basic errors in grammar but uses structures with a measure of success, albeit without ever indicating the position of the stress. Moreover, the content bears relevance to the question, but in a way which is manipulated to suit the student's purpose; purpose not often aligned with the order that the question demands and with omissions with respect to essential information. The student is at ease with subordination and longer sentences, but fails to address part of the second bullet point and provides excessive, occasionally irrelevant, details on aspects that have been already dealt with.



ResultsPlus Examiner Tip

Even though the student has adequate language skill, frequent, basic errors in spelling take away valuable marks. It is important to match an existing oral fluency with the ability to write with accuracy.

Νομίζω ότι θα σου αρέσει πάρα πολύ και θα μείνεις
έκπληκτος.

* Περιμένω να έρθεις.

Τα λέμε Μιχάλη.



ResultsPlus Examiner Comments

The student wrote a well organised response, with excellent linking of all the constituent details into a whole, indication of paragraphs to signal the change in thematic content and relevant information, which was never excessive. Some minor errors, oddity and slips are in evidence, but the piece is clearly a good example of ability to narrate and expand, using a wide range of appropriate vocabulary and structures.



ResultsPlus Examiner Tip

The student made good use of space and organised ideas in a coherent manner, pleasant to read, indicating clearly the move from one piece of required information to the other. This is a good example of someone who read the question and what it entails very carefully.

Question 2 (c)

This was the most popular question. Many wrote fluent and appropriate accounts describing their school and teachers and offering convincing arguments about suggestions for improvement. It was clear that the majority of students received good training and practice with regard to this question and were taught the necessary structures and vocabulary to tackle questions on this topic. There were some isolated cases of responses writing about the daily routine at school rather than describing the school itself and the various classes.

This was an unsatisfactory answer that earned only 13 marks out of 30. Although some points are conveyed, the response contains much ambiguity, displaying weak language skills.

Τία σου χριστιανή,
Πώς είσαι; Πως και μ.
Μιζέρα σου; Και πως τται το
σχολείο σου?
Εγώ πέρνω καλά στο σχολείο μου.
Είναι μεγάλο και έχει με ένα
μικρό τάρκο με στυ μέσι
από το σχολείο για να τρέψουμε
στυ διάγραμμα.
Εγώ μου αρέσι από το μάθημα του
γιατί με ξεκουράζι. Το πιο καλύτερο
μαθηματικό εμένα είναι το ποτ και το
πόκ γιατί είναι εύκολο.
Μου αρέσι αρέσι ποτ μ θασκάζα
του μαθηματικά γιατί ποτ και είναι
ποτ ίσικος αλλά είναι γελοίο
και μας και να γελοίο με.
Πόρουμε να κάδουμε με ότους
στο δίδουμε κάθε μάθημα.
Κάποτες άμαν και ποτ ίμασι
κατ στο μάθημα μας ποτ φίνουμε
θα πάμε στα εξεργουικά ποτ

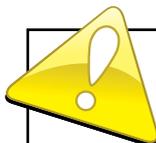
110

Παρά Τεχνική και Τόρουμε Θα Θα
 Τέζουμε Πας ότοι Θέζουμε.
 Άμαν Τόρω να γάζω ~~κα~~ Κάτι
 Θα ~~σαν~~ ίζαν x κα η σιμασιπρις φουδζου
 μου γιάτι τους αρόουν να φουδζου
 Τόζι. 1111 2222 3333 4444



ResultsPlus
 Examiner Comments

The response is not easy to read and involves some guessing on the part of the examiner, in order to extricate intended meaning. The student clearly possesses some skills that would have earned points in oral performance, but in writing they show limitations in the application of structures and the rules of orthography. Some of the required points are not entirely comprehensible or complete and there are many basic errors in the spelling of high frequency, essential vocabulary, such as articles and the verb "to be".



ResultsPlus
 Examiner Tip

Consistent practice in dictation would enable students with adequate oral skills earn more marks in the writing section of the exam.

A good response that earned 24 out of 30 marks.

Αγαπητέ μου Ισαάκ σου γράφω να σου πω για κάτι καταπληκτικά νέα, μόλις πριν 20 λεπτά έφτασα στο κέρπια 300,000 ευρώ. Γράφαμε να αναποτήσουμε πως τα κέρπια τα λεφτά αυτά, λοιπόν πριν ένα μήνα είχαμε έναν αγώνα αυτοκινήτων ~~για ενήλικους οδηγούς των σχολών μας~~ μαζί και αυτή που μου είδανε δεν ξέραμε πως είχαμε πρώτος και δεύτερος. Τους πήρε φέρεται έναν μήνα να αναποτήσουμε όλα τα καταγέλασε ζελικά και έχω ημούν ο νηκούς. Έβρα που έχω τα λεφτά αυτά σκεφτομαι να έρθω Ελλάδα και να παρή λίγο χρόνο στο την δουλειά μου. Είτε μπορώ να σε δω, εμένα και την οικογένειά μου και να περάσουμε το καλοκαίρι όλα μαζί στην ξίρα η και ζέτορα ζέλος ~~και~~ πάντων. Το σχολείο έκανε αυτόν των αγώνα για να ~~και~~ η προσερίκα την μάχη εναντίον καρτίνο και ησέλα και έχω να λάβω μέρος. Πως ήξερα πως θα νίκησα? Δεν μπορώ να περιμένω να σε δω και ανουρημάς, α τα Μουίς ούντομα, με αγάπη, Βικίρας.



ResultsPlus

Examiner Comments

The student answered the question with enough relevant detail, even though, in parts, the information and the way it was organised lacked clarity. This was clearly the case of a student with excellent oral skills who employed fluency without full attention to the linking and cohesion of the information. There were some isolated errors in grammar and the spelling was not faultless, but there is evidence of good variety and structures and ability to manipulate language with a fair measure of success.



ResultsPlus

Examiner Tip

This piece would have earned higher marks, if the student had organised the response in a better way, paying more attention to punctuation and the arrangement of important detail into paragraphs. This would have turned this, otherwise efficient, response, into a piece resembling a written, rather than an oral, account.

Paper Summary

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

A small but significant number of students 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. Students 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 inappropriate to include English words, which take away from the pertinence and the cohesion of the response.

To improve their performance, students should:

- Read each question carefully before attempting to answer it, to ensure clear understanding of what is expected;
- Respond to the questions within the framework of the bullet points, in order to construct a good response;
- Ensure that they employ good variety of appropriate vocabulary and structures;
- Observe the rules of orthography and indicate the position of the stress, when appropriate;
- 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 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;
- Avoid using generic pre-learned material, which may often be irrelevant to the content of a good response;
- Remember that writing more than the prescribed number of words is a rubric infringement. They must not go beyond the maximum word limit, as content produced beyond the prescribed word count will not contribute to the overall marks.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE