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Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE
In Greek (5GK01_01) Paper 1
Listening & Understanding in Greek

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5GK01 – Unit 1 – Listening and Understanding in Greek (2018)

General comments on performance

In general, candidates' performance on this paper was of a high standard. Most of the questions proved accessible to a considerable number of candidates. There was evidence of satisfactory knowledge of vocabulary and of the ability to identify the information targeted by the questions. However, there were some responses which lacked precision and left out essential details. Also, some candidates failed to score full marks due to poor English. Evidence of misunderstanding and frequent inaccuracies was often related to questions requiring the use of English.

Occasionally, there was a large amount of unsolicited information provided in response to question 9. The correct details were often included in these lengthy responses but only after other irrelevant and often contradictory details were conveyed. When two details are required, candidates are advised against providing three or four and leaving it to the examiner to select the correct ones. In such cases, only the first two details given are read and marked.

Weaker candidates found parts of questions 2, 5, 7, 8 and 9 challenging and failed to score full marks.

Candidates 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.

Question 1 (Summer jobs)

Excellent performance in this question. The topic proved accessible to most of the candidates.

Question 2 (A festival)

This question was answered fairly well, although 2b proved challenging to almost half of the candidates, as they failed to specify the type of the participants and simply wrote the generic term "students" instead of specifying "students at schools" or "pupils" or "schoolchildren".

Question 2c was not handled very well by some candidates who failed to specify the right day of the week needed ("Wednesday") and instead wrote the name of another day of the week.

Finally, question 2d proved challenging to a number of candidates who simply wrote "island" instead of "(island) castle". Candidates who ignored the rubric and answered the question in Greek instead of English lost marks. The same happened to those who wrote the Greek words with Latin letters (for example "castro").

Question 3 (Apologies)

This question was handled very well by the majority of candidates and the topic proved accessible to most of them.

Question 4 (Lifestyle)

This question was handled very well by the majority of candidates, but proved challenging to some. For example, in question 4(iii) some candidates appeared to associate the statement: "Όλοι μου λένε πόσο κακό κάνει το τσιγάρο. Θα το κόψω! (Everyone tells me that cigarettes are bad for you. I will quit)" with "health problems" instead of "smoking". Errors were also frequent in question 4(v).

Question 5 (An announcement)

This question was answered well by the majority of candidates with the exception of 5(iv), as the word for blankets ("κουβέρτες") proved challenging. Errors were also frequent in question 5(i).

Question 6 (Pocket money)

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

Question 7 (Directions)

This question was handled very well by the majority of candidates and the topic proved accessible to most of them. Errors were rather frequent in question 7(i) where a number of weaker candidates did not pay sufficient attention to detail and wrote the first thing they heard ("shopping centre") without realising that the pharmacy used to be located in the shopping centre but at the time of the recording the pharmacy was located in the square. Also in question 7(ii) a number of candidates failed to pay attention to detail and chose answer B ("after the traffic lights") because they heard the word "φανάρια" (traffic lights) instead of the correct answer A ("at the crossroads") "στη διασταύρωση μετά τα φανάρια" (at the crossroads after the traffic lights).

Question 8 (A new market in town)

This question required good language and inference skills and was handled well by able candidates. Questions 8(i), 8(iii), 8(iii) and 8(iv) proved the most challenging subsections of the question and differentiated well between high and average performance. Vocabulary that seemed to pose difficulties included "εκτός", "ντόπιους" and "παραγωγούς". Almost a third of the candidates failed to answer question 8(iv) correctly, as they did not pay attention to the detail "το πιο σημαντικό μήνυμα που θέλουμε να

περάσουμε είναι αυτό: ο καταναλωτής πρέπει να παίρνει μόνο τα βασικά και αυτά που πραγματικά χρειάζεται” meaning that the organisers aimed at sending a message to the consumers to buy only the products they really needed, in other words they were trying to “change people’s habits” (C) but some candidates simply chose option B, i.e. “promote Cypriot food” because they heard the word “haloumi” later in the recording.

Question 9 (Schools)

Performance in this question was varied, as expected with questions targeted at a higher level. Many candidates were able to extract some relevant information and successfully identify the details that contributed to a full answer in some of the questions. The occurrence of spelling mistakes that make words unrecognisable and in general the use of very poor English is worrying, as it means that the response cannot be awarded a mark. Marks were also lost where candidates’ answers showed insufficient attention to the recorded text or to the detail of the question to be awarded marks at this level. Finally, the vocabulary proved challenging to a considerable number of candidates, resulting in the misunderstanding of the recorded text or incomplete responses which were not worthy of a mark. Some responses left out essential details, especially in 9(b) – see below.

9(a) provoked a good number of successful answers. However, a considerable number of candidates wrote the first thing they heard, i.e. “Not bad” without realising that that statement referred to the speaker’s recent feelings about school and not the ones he had in the past (i.e. “he was bored of school in the past”).

9(b) proved challenging to a considerable number of candidates who failed to pay attention to the wording of the question and simply stated that the speaker understood Maths and English and that he found the subjects interesting without specifying that he had a better understanding and that he found them more interesting in comparison to what happened in the past. Also many candidates referred to the speaker’s experience of joining the school basketball team as one of the reasons that made him change his mind about school without noticing that it was what he liked most, i.e. the highlight of his school year, therefore it was the answer to the following question 9(c).

9(c) provoked a good number of correct responses but still proved challenging to a number of candidates who did not pay attention to detail and simply gave vague answers such as the following: “he played basketball” or that “he played in a team” without mentioning that he played in the school basketball team.

In 9(d) (i) and 9(d) (ii) whilst a considerable number of candidates successfully recognised that the speaker was a hardworking student, many failed to identify that and simply wrote that she was “a tired student” because she had a long commute to and from school.

9(e) proved challenging to a considerable number of the candidates who simply stated that the school was half an hour away from her house by bus, instead of concluding that one of the disadvantages was that the school was far away from her house or that she had a long journey to school every day. Also, in other cases candidates missed a mark due to very poor English.

9(f) was answered well by a considerable number of candidates. There was a number of wrong responses from candidates who mentioned that the speaker found out about the school from a friend or from her parents when the correct answer was from a neighbour or a neighbour's daughter.

9(g) proved challenging to a number of candidates who did not offer full information. For example they stated that "the speaker will start next week" without mentioning that "she can start at a new school" or that "there are places available in this new school".

