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**Examiners' Report**  
**Principal Examiner Feedback**

**Summer 2019**

**Pearson Edexcel GCSE**  
**In Greek (1GK0) Paper 1F: Listening and**  
**Understanding in Greek**

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## **Introduction**

This was the first year of the new specification and there were many changes in the content and the demand of the examination. This unit was worth 50 marks and was divided into two sections, A and B. The first 10 questions, section A, were set in English. The final two questions, Section B, were set in the target language. Students had 35 minutes in which to complete their answers; this included five minutes of general reading time at the start of the test.

The number of open-ended tasks in English has increased from one question worth 10 marks to four questions worth 15 marks for the Foundation tier. Multiple choice questions now also have four options rather than three. There are also two questions in the target language accounting for 10 marks, previously there were no questions in the target language. There are also new topic areas such as the global dimension and voluntary work.

In general, students were prepared for the new test types and topics but some of the new requirements proved challenging for some students and the open-ended questions, requiring answers in English, proved very challenging for weaker students. Most of the questions proved accessible to a considerable number of students. 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. It was more evident this year that students failed to score full marks due to poor English because there were more open-ended questions. Finally, there were some students who answered all the open-ended questions in Greek instead of English and as a result they did not score any marks for those questions.

## **Section A**

### **Question 1 (Lunch time)**

Students were asked to identify three types of food. Very good performance in this question. The topic proved accessible to most of the students.

### **Question 2 (My first part-time job)**

This was a multiple-choice question. Students were asked to complete statements about Andria's first part-time job. The most successful statements given were (ii) that she enjoys practicing foreign languages, (D). In (i) less successful students failed to recognise that Andria works on Fridays, (B) and in (ii) that she arrives at home at 10.30pm, (D).

### **Question 3 (Youth Camp For Peace)**

Students were asked to identify what three friends said about an international peace camp they took part in. Many students incorrectly chose the statement (A) 'I learn about the Olympic Games' (Fotini) instead of (D) 'I realise sport is important' possibly because 'η σημασία του αθλητισμού' was unfamiliar to some less successful students. There was some evidence of rubric infringements with students ticking more than the required three answers. This rubric infringement is penalised.

### **Question 4 (Improving our town)**

Students were asked to identify what three Greek students thought would improve their town. This question proved challenging to many students who incorrectly chose (D) 'Something has to be done about air pollution' (Efi) instead of (C) 'The area around the port needs cleaning up'. There was also evidence that some students ticked too many boxes in the grids.

### **Question 5 (School)**

This was an open-ended question where students were asked to answer three questions about Sophia's school in Cyprus. Most students performed well and managed to score full marks in the first two questions. Marks were lost mostly in (c) by less successful students who wrote that Sophia's favourite subject was Science instead of Physics.

### **Question 6 (Online activities)**

This question was answered well by most students and the topic of the internet was accessible. Students had to identify the speakers' favourite online activities. 'Play games' was a common incorrect answer.

### **Question 7 (Volunteers needed)**

Students were asked to identify three correct statements about a job advertisement asking for volunteers to work at the local hospital. The majority of students scored two out of three marks. Most successful answers were (D) 'support Doctors without borders' and (F) 'help unemployed people' whereas correct answer (B) was less often chosen, because the students failed to make the connection between the fact that the advertisement was looking for someone who is 'free some afternoons and on Saturday' and the statement 'work part-time' (B).

### **Question 8 (Weather)**

This was an open-ended question where students had to hear the weather report on Greek radio and were asked to answer three questions on how the weather would affect Easter celebrations in Corfu. Although most students performed well in question (b) 'it might rain', they were less successful in (a) where they omitted vital information and simply wrote 'they can go outside' instead of 'they can eat/roast lamb outdoors'. Almost all students failed to process information in question (c) and simply described the weather conditions, i.e. it will be windy/stormy and not how these weather conditions will affect people intending to travel by sea, i.e. they will not be able to travel.

### **Question 9 (A school exchange visit)**

Students were asked to identify the correct statements about a school exchange visit in Athens. This question was answered well overall and the subject theme (school) was accessible. Most successful answers were in (iv) where most students opted for the correct answer '(they) had a farewell party' (B) and also in (ii) where the students had to choose 'board games' (C). Errors were rather frequent in (i) possibly because some less successful students did not know the word 'έξοδα' and in (iii) because they did not pay attention to the detail 'γίναμε φίλοι' and assumed that the students from Edinburgh were taken on a tour of the school in Athens.

### **Question 10 (Looking for a job)**

This was an open-ended question and compared to the multiple choice questions previously the incline of difficulty was clear. Whilst some students performed fairly well in (a) and identified in (b) the first detail asked, i.e. that the job advert was for a waiter, very few students showed good processing skills and wrote that the job was part-time. Finally, some less successful students wrote the first thing they heard in (c) 'that he hopes they will like him' instead of the correct answer 'to continue working longer/after Christmas'.

### **Question 11 (Creative recycling)**

Students were asked to identify three correct statements after listening to a discussion about creative recycling. Just over half of the students managed to score two out of three marks with the most common incorrect one 's/he teaches recycling' (G). It seems that the students heard about a workshop being mentioned and they thought that Maria taught people how to recycle instead of attending a workshop 'παρακολούθησα μαθήματα'. There was also evidence that some students ticked too many boxes in the grids.

### **Question 12 (A special offer)**

Students had to listen to an advert on the radio about a special offer and answer four questions. This was another open-ended question which students found challenging especially question (a) which was often left blank due to mostly unfamiliar vocabulary ('ελεύθερη είσοδο'). The students are advised to listen carefully and look for key words and phrases which in this case was 'προσφέρουμε εισιτήρια' before answering. The most successful answer was (c) where most students recognised the types of I.D. in Greek ('ταυτότητα ή διαβατήριο'). Performances in (b) and (d) varied and were not handled well by less successful students who wrote that the offer was for a month (not a year) and that people were asked to visit the website to sign in (instead of 'give feedback').

## **Section B**

### **Question 13 (Διακοπές)**

This was the first question of section B which was in Greek. It was a 'fill-in-the-gap' type of question and students had to listen to Stella talking about her holiday plans and fill in the gaps with a word in Greek from the box. Overall, it proved to be a challenging question and one third of students managed to identify the right answers for each of the parts. Some students were not familiar with this type of questions and did not choose a word from the box but gave irrelevant answers sometimes in English. Most common errors occurred in (c) and (d) where quite a few students opted for the wrong answer 'μπάνιο' instead of 'ψάρεμα' because they did not pay attention to the detail ('νωρίς το πρωί') and in the case of part (d) many students chose 'μεζέδες' instead of the correct 'θαλασσινά' possibly because they were unfamiliar with the word.

### **Question 14 (Οι παλιοί μου συμμαθητές)**

This was the second question in Greek. Students had to listen to Fotis talking about his old classmates from High school and they had to select which of four adjectives in the rubric was best fitted for each classmate mentioned. Parts of the question were challenging for less successful students, especially part (b) and (e). The most successful part was (c) with most students recognising that Dimitris was funny.

For this paper, students need to

- carefully read the questions and think about the question title and the key words there
- have sound knowledge of core vocabulary
- listen to the whole rather than hone in on individual words
- identify cognates and familiar words in unfamiliar contexts
- recognise the use of tenses and time indicators
- pay attention to detail and don't tick too many boxes in the grids.

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