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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Greek (1GK0) Paper 1H: 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 2 questions in section A were set in the target language and the remaining 8 questions were set in English. Students had 40 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 three questions worth 20 marks for the Higher 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 less successful students. Most of the questions proved accessible to a considerable number of students. There was evidence of good 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 (Διακοπές)

This was the first question of section A 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, students performed well, considerably better than the foundation students. Very few students were not familiar with this type of question and did not choose a word from the box but gave irrelevant answers. Most common errors occurred in (c) and (d) where some less successful 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 'θαλασσινά' which was the right answer possibly because they were unfamiliar with the word.

Question 2 (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. Most higher tier students scored full points. Most common errors occurred in (b) and (e). The most successful part was (c) with most students recognising that Dimitris was funny.

Section B

Question 3 (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 4 (Creative recycling)

Students were asked to identify three correct statements out of seven after listening to a discussion about creative recycling. Almost two thirds of the students managed to score three marks. Less successful students chose (G) 's/he teaches recycling' (G) possibly because they heard about a workshop being mentioned and they thought that Maria taught people how to recycle instead of attending a workshop 'παρακολουθήσα μαθήματα'. There was also evidence that some students ticked too many boxes in the grids.

Question 5 (My job)

This was a multiple-choice question. Students were asked to complete statements about Andreas's job. Excellent performance in this question. The topic proved very accessible and many students managed to score full marks.

Question 6 (Oneiroupoli)

This was an open-ended question where students were asked to answer four questions about an event in Northern Greece. Although (a) was handled very well and most students identified that Oneiroupoli was a Christmas festival the remaining questions were challenging. Only one fourth of the students managed to score full marks whereas the majority scored two out of five. A considerable number of students failed to score a mark especially in (b) ('How is Drama represented in Oneiroupoli?') because they did not pay attention to the detail 'να απολαύσουν ντόπια φαγητά και γλυκά' and make the connection between 'local' and the city of Drama. Most students wrote instead that the city of Drama was represented through the wooden Father Christmas houses. Also, most students failed to score two

marks in (c) due to incomplete or wrong answers, e.g. 'concerts/events', 'there is a lot of food and sweets'. Finally, many students identified that the correct answer in (d) was 'the volunteers' but some less successful students wrote 'the sponsors' possibly because they did not know the word 'εθελοντές'.

Question 7 (Travel news)

This was an open-ended question where students were asked to listen to the travel news on the radio and answer four questions about problems on the motorway and minor roads. Similar to question 6 this proved challenging to the majority of students possibly due to the nature of the extract and the complex language and syntax of news reports. The least successful question was (a) where the majority of students did not pay sufficient attention to the detail in the question and the recording and wrote that the problem on the motorway was the fire when in fact the problem was that the road was closed ('παραμένει κλειστή η Εθνική οδός Αθηνών Λαμίας'). The fire took place in a forest nearby. Although many students correctly stated that one of the reasons for the fire not being under control were the strong winds, only few wrote that planes could not fly. Instead they resorted to guesswork or obvious statements such as "the fire is dangerous". In (c) less successful students failed to be specific and either wrote that it was a big car or a van that caused the accident instead of a truck. Finally, in (d) a considerable number of students did not pay attention to the question and simply stated that there were no injuries without specifying whether it was a serious accident or not.

Question 8 (Digital age)

This was a multiple-choice question where students were asked to complete six statements after hearing a radio interview with a child psychologist on the topic of young people's internet use. Considering the complexity of the issue students performed well overall. In part (a) errors were more frequent in (ii) possibly due to the fact that a considerable number of students did not know the word 'anticipated'. The most successful question was in part (b) (i) where over 90% of students chose (D) ('Teenagers who call the helpline often suffer from sleep deprivation') possibly due to familiar vocabulary.

Question 9 (New transport in Limassol)

This was an open-ended question where students were asked to hear a radio interview about Nextbike, a new transport scheme in Limassol. There were 10 marks in total for this question and it was divided in two parts. As per the results, this question proved to be very challenging for most students. The highest percentages of students got 4-6 marks. High and full marks were only achieved by a minority of the students. In 9(a)(i) students missed vital detail and simply wrote "nextbike" or "bikes" on its own without explaining that the new transport scheme was bike sharing/renting. In Q9(a)(ii) students scored 1 out of 2 marks as they either mentioned that

there were discussions with environmental organisations or more often they wrote that they followed the example of other European cities. One of the most successful questions was (a) (iii) where most students managed to score one mark at least (either that it was cheap or that it was environmentally friendly. In 9(b)(i) less successful students simply wrote "adults and children and disabled people" on its own without explaining that this scheme offers bikes/caters for adults and children and disabled people. In 9(b)(ii) some students gave the wrong response for the first part of the question ("they can do it online" instead of "download the app") but usually gave the correct answer ("because it is faster") for the second part. In 9(b)(iii) wrong responses such as "it is cheaper" or "you can pay 10 euros to become a member" did not get any credit.

Question 10 (Working for the European Commission)

This question had two parts and students were asked to listen to Rena talking about her experience of working for the European Commission. The first part was about her internship at the European Commission and the second part was about her studies and work before the internship. Although this was a less familiar subject to most students, more than half of them managed to score one out of two marks for part one and part two.

For this paper, students need to:

- carefully read the questions
- have good knowledge of core vocabulary
- recognise the use of tenses and time indicators
- pay attention to detail, give full rather than partial answers
- express themselves clearly and unambiguously when writing in English and relate their answers to what is heard in the extract
- read over and correct their answers.