



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback
Summer 2022

Pearson Edexcel GCSE
In Greek (1GK0)
Paper 1H

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GCSE Greek 2022

Listening paper

1GK0/1H (Higher tier)

2022 Examiner's report

Introduction

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. Candidates had 40 minutes in which to complete their answers; this included five minutes of general reading time at the start of the test. This year there was a glossary with all non-MCV words.

There are three questions of open-ended tasks in English worth 20 marks. Multiple-choice questions have four options and there are two questions in the target language accounting for 10 marks.

In general, most candidates performed well and managed to show evidence of their understanding of standard spoken Greek. Most candidates were prepared for the examination's test types and topics but some of the requirements proved challenging for some candidates and the open-ended questions, requiring answers in English, proved very challenging for less successful candidates. Most of the questions proved accessible to a considerable number of candidates. There was evidence of good knowledge of vocabulary and of the ability to identify the information targeted by the questions. However, in many cases the level of English used in the candidates' answers was so poor that answers were ambiguous. They may have understood what they heard, but they could not convey this in English. Finally, there were some candidates 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 (Το όνειρο της αδερφής μου)

This was the first question of section A which was in Greek. It was a 'fill-in-the-gap' type of question and candidates had to listen to the speaker talking about her sister and fill in the gaps with a word in Greek from the box. Overall, candidates performed well, considerably better than the foundation candidates. Very few candidates 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 (b), as candidates heard "καλά" and did not pay attention to what came after "όχι όμως τέλεια" and simply wrote "τέλεια". Common error occurred in (e) where candidates wrote the opposite of what was said "στη Θεσσαλονίκη" – ignoring the negative in the statement "Τώρα δεν μένει ...".

Question 2 (Το πρόγραμμα ανταλλαγής)

This was the second question in Greek. Candidates had to listen to four students talking about an exchange programme their school was planning. They had to select who said what. Candidates performed better in Q2 than in Q1 and two thirds of them managed to score full marks.

Section B

Question 3 (Last summer)

This was a multiple-choice question. Candidates were asked to identify the correct statements about the speaker's decision to volunteer at a refugee camp. This question was answered very well overall.

Question 4 & 5

Both questions were answered very well overall. The topics proved very accessible and many candidates managed to score full marks.

Question 6 (Career advice)

This was an open-ended question where candidates were asked to hear a podcast on career advice and answer four questions. Most candidates found this question very challenging and the majority managed to score three out of 5 marks. In question (a) a large majority could not convey "σύμβουλος επαγγελματικού προσανατολισμού" in English and lost marks. In (b) a large number just put 'Learn what you like and what you're good at', worth 1 mark, whereas in (c) the majority of candidates simply wrote what they heard which did not make sense in English, i.e. "The test does not give you all answers". Finally, in (d) there were several ideas about how you could do your own research, not worth a mark.

Question 7 (Weather)

This was an open-ended question where candidates were asked to listen to a weather presenter and answer three questions about the weather in Cyprus. This question proved less challenging than question 6 even though the weather reports are usually more complex in terms of the vocabulary and syntax. More than two thirds managed to score four or five marks out of five. The least successful question was (b) where many got confused between what was happening in Nicosia and in other towns and as a result their answers wrongly referred to other towns and not Nicosia. In (a) some several candidates missed a mark when they wrote 'hot' and 'heatwave'. In (c) those who tried to use 'Beaufort' from the glossary encountered difficulties, unless they wrote 'wind strength of 4-5 Beaufort' or they paraphrased it was going to be 'windy'.

Question 8 (A website)

This was a multiple-choice question where candidates were asked to complete six statements after hearing a radio interview about a website. Most candidates performed well. Errors were more frequent in part (a) (i) and in part (b) (i). The most successful part was part (a) (iii) where most candidates identified that the website is updated weekly.

Question 9 (Save the environment)

This was an open-ended question where candidates were asked to hear a radio interview about an environmental organisation. 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 candidates. The highest percentages of students got 5-7 marks. High and full marks were only achieved by a minority of the students. In (a) (i) many candidates simply translated part of what they heard without getting into more depth, i.e. they wrote "this organisation was the only one that looks after the environment", which is very vague and does not answer the question. In (a) (ii) some heard parks and building mentioned, so they put 'collect rubbish' from parks and buildings, not 'συντηρουν' (maintain), even though that was glossed for them.

In (b) (i) several were successful identifying that teachers encouraged them to love the environment/volunteering. But although a lot of them wrote that they made an environmental group, not everyone mentioned that this group was at school. Question (b) (ii) had more varied answers: the candidates who didn't quite get the mark didn't actually make a link between the Estonian group and the Greek group.

Question 10 (Watching TV)

This question had two parts and candidates were asked to hear a podcast about a survey on TV viewing. Both parts were answered very well maybe because it was a familiar subject to most candidates.

For this paper, candidates 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.