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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Greek (1GK0)

Paper 2F

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GCSE Greek
Speaking paper
1GK0/2F (Foundation tier)
2022 Examiner's report

Introduction

The speaking examination for the Foundation tier consists of three parts: a role play with 5 prompts and a maximum of 10 marks, a picture-based task with five prompts and a maximum of 24 marks and a conversation of two topic areas and a maximum of 36 marks. There are 10 Foundation role plays and 10 Foundation picture-based cards. There is also a sequencing grid that centres are asked to follow when deciding which candidate receives which role play, which picture-based card and the theme for the second conversation. Following the sequencing grid is very important, as it ensures that the candidate is tested in four out of five themes of the specification and it avoids duplication. The candidates have 12 minutes preparation time to read through the role play and the picture-based card. In the Foundation role play card usually the third prompt has an unpredictable question and the last prompt requires the candidate to ask a question. The first task for each picture-based card is a description of the photo, the third task requires a response within a past time frame and the fourth task requires a future time frame. For the Foundation and Higher role plays and picture-based tasks teachers are not allowed to rephrase questions. The questions may be repeated, but no more than twice, so overall the candidates may hear each question up to three times. In the picture-based tasks prompts 'Τίποτ' άλλο;' and/or 'Γιατί;' have been provided to enable candidates to develop their answers. Only these prompts may be used and there must be no other supplementary questions by the teacher.

The timing for the Foundation speaking examination is 7-9 minutes. This is only a guideline for the role play and picture-based tasks and it does not mean that the three tasks cannot be completed successfully in a shorter time. However, timings for the conversation tasks are prescribed and should be 3½ -5½ minutes for the Foundation tier and teachers should not extend conversation times to reach the total time of the complete examination. Any response started after 4½ min will not be given credit. An equal amount of time should be allocated to both parts of the conversation. If the first conversation is a monologue without questions and answers the mark for Interaction and Spontaneity is capped at 6.

Overview

Even though this was the first time the speaking examination took place after a two-year gap due to the pandemic, the examination team was pleased to report that there were some very good performances and that most candidates were well prepared and achieved marks in the upper band.

Task 1: Role play

It is worth mentioning that the role play task is marked for communication only, unlike the picture-based task and the conversation. Answers should be brief and to the point to avoid confusion and ambiguity. It is very important that candidates read the scenario carefully during the preparation time in order to understand where the role play is situated and what is expected of them. Crucially the teacher conducting the test should read out the small introduction in Greek before asking the questions. A few teachers failed to do so and that created initial confusion, especially when the first question they had to answer was an open question "Πώς μπορώ να σας βοηθήσω;". Also, there were some teachers who omitted one of the questions or rephrased one of the questions and as a result they disadvantaged the

candidates. The teachers are reminded that any supplementary questions do not get any credit and often confuse the candidates affecting their performance. Many candidates were successful with the unpredictable question and with the formation of a question for Q5 of the role play. Some candidates were less successful in framing a question and lost marks due to poor pronunciation and intonation.

Finally, it is worth remembering the Marking Principles agreed across all modern languages:

• If a teacher changes a question or inserts a supplementary question, there can be no credit for a response made by the candidate.

• Where a candidate has offered an incorrect response to a question, the teacher may not repeat the question. If s/he does so and the candidate then gives a correct response, this is ignored.

• Teacher/examiners may repeat each question twice but may not re-phrase any of the questions.

FR1

Some candidates struggled to answer the question «Πού μένετε στη Νάξο», because they were not familiar with the Role play scenario.

FR2

Some candidates did not know the word «θέση», so they gave irrelevant responses.

FR8

Some candidates did not know the word «εκπτώσεις».

Task 2: Picture-based

The Foundation tier candidates often offered short photo descriptions concentrating on the physical characteristics and the clothes of the people in the photos. Some went further and described what they believed was happening in the photo. In questions 2 and 5 some candidates gave straightforward predictable opinions with little or no justification and this prevented them from accessing the higher mark bands of 9-12 or above. Responses from these candidates were often quite brief and some questions required considerable prompting by the teacher using the prompts given within the task or were unanswered. Questions 3 and 4 proved to be good differentiators within the mark scheme. The most able candidates were able to use different time frames appropriately throughout the whole of their response. Less confident candidates could often use the appropriate time frame within the first part of any response but when following up with opinions and justification there were often errors in the formation of tenses and this led to some ambiguity. Within both tiers there was a wide variation in the pronunciation and intonation of candidates.

Centres are reminded that the questions within the picture-based discussion are set and they should not be altered in any way. Unfortunately, there were instances where teachers reworded or reframed questions or added extra prompts which did not allow candidates to be credited for responses to these questions. There were also occasions where supplementary questions were added in the middle of the task. No credit could be given for these responses and the practice caused confusion for these candidates who had prepared responses to the five bullet points.

Finally, it is worth remembering the Marking Principles agreed across all modern languages:

- Candidates must refer to the visual image in response to the first question.
- Where a teacher changes a question or changes the prompts ('Γιατί (όχι);' and 'Τίποτ' άλλο;') or inserts a supplementary question which is not scripted, there can be no credit for a response made by the candidate.
- Teachers may repeat each question twice but may not rephrase any of the questions.

FP8

Some candidates struggled to answer the question on working abroad, possibly because they did not know the word «στο εξωτερικό».

Similarly, some candidates failed to recognise what "εξετάσεις" (FP5), "εκδρομές" (FP6) and "περιβάλλον" (FR10) mean in Greek and offered an irrelevant response. Marks were often lost when candidates failed to use the past tense or the future tense in Question 3&4 of the picture-based task respectively. Questions on international sport events and environmental issues (Theme 5), i.e. FP9 and FP10 were again this year the most challenging and some candidates lacked the vocabulary to describe the picture on the environment or the big sport events and answer to relevant questions.

Task 3: Conversations (conversation 1 on a chosen theme and conversation 2 on a theme prescribed by Pearson)

In general, the conversations were well conducted and the skilful and appropriate questioning from the teachers afforded candidates the opportunities to fulfil their potential in line with the criteria enabling candidates to achieve their best. Most popular choices for conversation 1 for the foundation tier were: 'Who am I?', 'My holidays' and 'My school'.

It is essential to be careful with the timings and avoid any imbalance between the two conversations or any shortfall or excess in timings. This year some candidates who could have scored full marks, lost some because the first conversation lasted far longer than the second.

Most teachers put their students at ease, using a friendly tone of voice and spoke clearly and slowly so that the students had little or no problems in understanding the questions. It must be reminded that theme 5 is only omitted from the role plays but this theme is best avoided across all tasks for less able Foundation candidates.

For the first Conversation, students should be encouraged to introduce the topic they have chosen for up to one minute prior to the interaction with the teacher. It is equally important to ensure that they are not allowed to go on beyond the 1 minute and teachers should interrupt with their first question if the candidate seems determined to continue with a monologue. Unsurprisingly, the first prepared conversation was often more successful than the second and it was noticeable how the less successful candidates frequently found it difficult to complete their sentences as they struggled to find the right vocabulary, grammatical structures or verb tenses in conversation 2. Some teachers had clearly not been listening carefully to what the students were saying and confused them by asking questions the answers to which had already been covered in the initial presentation. The conversations should be allowed to develop naturally and the teachers should listen carefully to what the candidate is saying and build the conversation accordingly.

Some candidates were disadvantaged because the teacher failed to ask any questions that required the use of a tense other than the present.

Finally, it is worth remembering the Marking Principles that have been agreed across all modern languages:

• Foundation Conversations should last for between 3½ and 4½ minutes

• Timings begin with the candidate's first utterance.

• Conversations that are too short are likely to be self-penalising.

• Conversations that are too long: once the 4½ minutes for Foundation tier candidates have passed, examiners stop listening and assessing at the end of the candidate's response to the current question.

• An equal amount of time must be allocated to each Conversation.

• Where the first Conversation is a monologue and has no interaction, students will be limited to a maximum score of 6 marks for Interaction and Spontaneity. The marks for Communication and Content and Linguistic Knowledge and Accuracy, however, are unaffected.

Administration

Administrative guidelines were followed by most centres and the relevant CS2 form was uploaded electronically. Some centres however failed to upload the relevant form and that resulted in delays in marking. Going forward centres are advised to fill in the Word version of the CS2 form adding all information, i.e. the Role play and the Picture task number along with the themes of the first and second conversation.

- Centres should follow the sequencing grid.

- It is very useful if teachers announce the role play card number and the picture card number at the start of the tasks, as well as the theme for each of the Conversations at the beginning of each one.

- Centres should upload separate CS2 form for each tier.

Finally, the examining team would like to thank the vast majority of centres and teachers for conducting the exam effectively and according to the instructions of the conduct of the examination, as well as for completing their administration efficiently.