# Examiners' Report

# Principal Examiner Feedback

# Summer 2022

Pearson Edexcel GCSE

In Greek (1GK0)

Paper 2H

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## Introduction

The speaking examination for the Higher 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 Higher role plays and 10 Higher 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 Higher role play card usually the third prompt has an unpredictable question which refers to the past and the candidate is expected to use a past reference and usually the last two prompts require the candidate to ask two questions. 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 Higher speaking examination is 10-12 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 5 - 6 minutes for the Higher tier and teachers should not extend conversation times to reach the total time of the complete examination. Any response started after 6 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 examinations were conducted 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 an initial confusion. 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. Many candidates were successful with the unpredictable question and with the formation of a question for Q4 and Q5 of the role play. Some candidates were less successful in framing a question and lost marks due to poor pronunciation or by asking other questions from the prescribed ones.

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 the teacher does so and the candidate then gives a correct response, this is ignored.
- Teachers may repeat each question twice but may not rephrase any of the questions.

### HR2

Some candidates struggled with the phrase «χιονοδρομικά κέντρα» itself or failed to ask information regarding ski-resorts.

### HR4

Some candidates were not familiar with the word "κατοικίδια ζώα" and gave irrelevant answers.

### HR7

In part 3("Τι κάνατε μέχρι τώρα στην Ελλάδα;") some candidates gave an irrelevant to the scenario response not worth 2 marks. In part 4 some candidates simply asked the examiner how many foreign languages s/he speaks and not which languages, that they were supposed to ask.

### HR8

This was the most popular card and many candidates managed to score full marks. A considerable number of candidates failed to score full marks in Q3 "Πού μένετε εδώ" because they did not take into the consideration the RP's scenario, and just answered where they currently lived.

### HR9

Some candidates did not know the words «βραβεία» and «κανόνες» and as a result they failed to score any marks.

**HR10**

Some candidates failed to answer the opening question "Πώς μπορώ να σας βοηθήσω;" and stated irrelevant facts regarding festivals.

**Task 2: Picture-based**

The Higher tier candidates often offered detailed photo descriptions concentrating not only on the physical characteristics and the clothes of the people in the photos but on their feelings and their surroundings. They went further, explaining what they believed was happening in the photo and used expressions such as '(Μου) φαίνεται ότι ...', 'Πιστεύω ότι...', 'Θα έλεγα ότι δείχνουν...' to enhance the task. 'Φαίνονται/Δείχνουν χαρούμενοι, επειδή χαμογελούν στην κάμερα' was an indication where a candidate could use the picture to give an opinion or make a deduction.

At Higher tier, there was a wide range of marks awarded and this was because there was an uneven level of response across the task. Some candidates were able to give very good descriptions of the photo and offered very good opinions with some justification in question two but were less expansive in the response to questions three and four when dealing with events in the past and the future. The most successful candidates were able to relate past and future events with minimal prompting and there was little hesitancy within the responses. These questions proved to be good differentiators within the mark scheme. A significant number of candidates failed to use the past tense in Q3 and in some cases future references in Q4, either because they did not have the linguistic skills or in some cases because they did not pay sufficient attention to the way the questions were formed. Less confident candidates used mainly the present tense and some attempts to use past reference were unsuccessful and led to some ambiguity. Furthermore, some lost marks because they did not justify their opinion in what was discussed in Questions 2&5.

HP9 & HP10 were challenging to a number of candidates; the theme of Olympic games proved demanding to several candidates in terms of vocabulary and ideas, similar to the theme on air pollution and the environment in general.

In some cases candidates were allowed to 'ramble on' when an acceptable answer had been given and the extra information did not add anything to what had already been said. Examiners are looking for the quality of the response rather than the length. It is counter-productive to go through the supplementary prompts when a perfectly good response has been given. Indeed, the ensuing silence does not help the candidate and it often affects their performance towards the end of the task.

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.

### HP5

Some misunderstanding was evident on the topic of exams in schools, and more particularly whether the candidate found them easy or not. There were some candidates who concentrated mostly on the importance of exams and less on how easy they are, failing to score full marks.

### HP6

Some candidates struggled to answer the question on school exchange programmes, either because «προγράμματα ανταλλαγής» was an unknown phrase to them or because they did not have a view on the issue.

### HP8

In Q5 several candidates simply repeated what they said in Q4 (an ideal job in the future) when asked what is important to them in a job.

### HP9

Some low scoring candidates did not recognise the words "μόλυνση" and "περιβαλλοντικό πρόβλημα" and as a result they could not express an opinion.


### 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 Higher 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. 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. They also covered a variety of sub-topics within a theme, which resulted in a wider variety of language from the 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.

Marks were lost mainly when bad examining practice took place; monologues lasting over one minute, the first conversation containing only a monologue, the first conversation significantly longer than the second or both conversations together lasted less than 5 minutes.

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

• Higher Conversations should last for between 5 and 6 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 5 minutes for Higher 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.