

# GCSE

## Edexcel GCSE

### Modern Greek (1776)

This Examiners' Report relates to Mark  
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Summer 2006

Examiners' Report

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## Contents

1.	Paper 1 Report	1
2.	Paper 2 Report	3
3.	Paper 3 Report	5
4.	Paper 4 Report	7
5.	Statistics	11



## Paper 1 - Listening and Responding

In general performance on this paper was of a high standard. The handling of inference questions, where a higher degree of linguistic maturity is required remained the most problematic area.

### QUESTIONS 1 - 3

These questions proved straightforward to the majority of candidates. However a significant number did not seem to know the words 'γήπεδο' and 'αγορά'.

### QUESTIONS 4 - 6

Once more these questions proved straightforward to the vast majority of candidates. There was some understandable confusion between the representations of 'διαμέρισμα' and 'πολυκατοικία' but this did not result in loss of marks..

### QUESTION 7

This question involving comprehension of numbers was answered very well almost without exception.

### QUESTION 8

Performance on this question was generally good but proved suitably challenging to weaker candidates. Most incorrect responses involved drawing incorrect inference from 'καλοκαιρινός' and from 'Αξιζε όμως γιατί είδαμε πολλά.'

### QUESTIONS 9 - 11

The majority of candidates answered this section very well, but incorrect answers were given due to lack of familiarity with the vocabulary for shops e.g. 'μανάβικο'.

### QUESTION 12

This question proved straightforward to the vast majority of candidates. Very occasionally candidates left 12 c unanswered because 'Μιχάλης' was used as an example.

### QUESTION 13 - 15

Most candidates dealt with these questions competently. Marks were lost only occasionally.

### QUESTION 16

This question proved challenging to a number of candidates but on the whole it was answered well. In many cases candidates were able to identify 'εύκολο' and 'δύσκολο' but found the rest of the question challenging.

### QUESTION 17

Performance on this question was varied as was expected at this level but was perhaps more successfully answered than similar questions in previous years. However the topic proved accessible to the majority of candidates who were able to extract some relevant information and correctly attribute at least some of the statements. No pattern of wrong answers emerged.

### QUESTION 18

This question proved straightforward to the vast majority of candidates. Errors were made very occasionally where candidates were not familiar with and were not able to recognise the word 'εσώρουχα'.

## QUESTION 19

This question was generally answered well. The most common mistake involved candidates ticking F instead of E in the second section by taking ‘μισή ώρα’ out of context.

## QUESTIONS 20 - 21

These questions, which targeted the higher grades, proved accessible to a large number of candidates.

Marks were lost where candidates’ answers showed insufficient attention to the wording of and/or detail in the question to be awarded marks at this level. Lengthy answers are usually unnecessary, but candidates should be prepared to expand adequately in order to be awarded one mark.

### Question 20

(a) The majority of candidates stated as the first reason the fact that Mario Frangoulis is a very talented musician and as the second reason that they were at school together. Inappropriate responses such as “he sung with the famous etc” were also common. Some candidates made the wrong assumption that the speaker and the musician were friends from school.

(b) Very few candidates recognised the varied aspect of the career described, although most recognised that it was very successful. Many candidates failed to describe his career at all and instead stated what he had done e.g. “sung with the famous in London”, “sung opera in Milan”, in other words they simply translated a part of the text.

(c) Most of the candidates were able to identify that the girl found it interesting that the speaker and Mario Frangoulis were at school together. Where marks were lost, it was usually due to lack of precision in the answer (e.g. they (who?) were at school together) or because they could not be awarded twice for giving the same response for (a) and (c)

### Question 21

(a) This question required mostly factual information and was generally answered well. Where marks were lost, it was due to a lack of precision in the answer. Some students mentioned “performances” but in a theatre and not in school.

(b) The majority of candidates were awarded one of the two marks for stating the singer’s popularity at school. However many gave two answers which had the same meaning (e.g. everybody liked him and everybody loved him). Inaccurate responses such as “wild”, and “they were not in the same class” were not rewarded.

(c) A large number of candidates simply tried to translate a section of the text rather than describe the musician’s personality as described by the speaker, and as a result their responses were not accurate. Others cited hypothetical aspects of his personality.

## Paper 2 Speaking

Continuing the trend of previous years, performance was again of a very high standard and the majority of candidates displayed a broad range of higher-level skills. This was most apparent when teacher-examiners applied a good examination technique, thus allowing candidates the opportunity to communicate to the best of their ability. Unfortunately, those who did not examine well put some candidates at a disadvantage.

Chosen topics were, on the whole, well-prepared and candidates who were encouraged by teacher-examiners to interact naturally rather than to recite a monologue were awarded the highest level marks. Second and third topics were usually of a high standard also, showing that candidates were well-prepared for the full range of topics.

As in previous years, some candidates communicated little or not at all in the future tense. Use of both the future and past tenses is an important criterion in assessment of performance, as most teacher-examiners were aware. Past tense events are almost always discussed, but the future is often neglected, to the candidate's disadvantage.

The expression and justification of attitudes and opinions was usually evident in higher-level performing candidates. However, even some of these most able candidates were unable to perform to the best of their ability when teacher-examiners did not ask questions designed to facilitate responses beyond the factual.

### Conduct

There were still a few teacher-examiners who conducted the examination using only the questions from the handbook, which are intended as guidance only. Strict adherence to both content and order of these questions does not allow for the flexibility required for natural conversation, whereas questions relevant to the candidate's previous language used allows for individual strengths to be demonstrated.

Some candidates were unable to give their best performance when teacher-examiners spent too long asking questions or making lengthy comments based on candidate's responses. Often weaker candidates were disadvantaged either by not being allowed time to reply before responses were completed for them or by being asked higher-level questions which were beyond their level of communicative competence.

The sequencing of topics across candidates was mostly adhered to and it should be stressed that candidates must NOT be aware of their allocated second and third topics before the examination takes place.

Equality of timing still remains a problem for some teacher-examiners, as does total length of time spent examining an individual candidate. Examiners are not required to listen to any one topic exceeding 4 minutes in length and often a long first topic has a tendency to be followed by two shorter ones. If a topic length is too brief or there is a lack of balance across the total 8-12 minutes required for all three topics, then the candidate will be at a disadvantage. The "3-4 minutes for each topic" rule should be applied.

## Administration

Most centres adhered to the administrative guidelines and examiners received the examined tapes within the timeframe allowed. Some teacher-examiners continue to mark the examination although this is no longer a requirement.



## Paper 3 - Reading and Responding

In general, candidates demonstrated good comprehension skills and produced accurate and confident responses. Evidence of misunderstanding and inaccuracies was restricted to questions requiring inference skills, not just factual information.

### QUESTIONS 1 - 2

These questions were handled well by the majority of candidates.

### QUESTION 3

As is often the case with language that relates to the media, this question posed a challenge to a small number of candidates. There was some understandable confusion with regard to the word «θεάματα» and few candidates did not seem to know the word «περιβάλλον», even though, due to its topicality, the environment has featured consistently in many different sections of the GCSE exam.

### QUESTION 4

This question was handled very well by most candidates. Rare violations of rubric occurred when more responses than needed were provided.

### QUESTION 5

Performance on this question was generally good but proved slightly challenging to weaker candidates. Most incorrect answers involved drawing incorrect inference from «Ήταν μια δουλειά στο ύπαιθρο» (associated with the summer job of «κηπουρός») and «Δεν μ' ενοχλούσε το ξενύχτι» (associated with the cashier's job at a restaurant and «βραδινό ωράριο»).

### QUESTION 6-7

Excellent performance in these questions. Incorrect responses were rare. The majority of candidates identified the relevant facts and drew appropriate inferences from the text in question 7.

### QUESTION 8

Performance on this question was varied as was expected at this level. Aspects of this question proved challenging to a number of candidates but, on the whole, candidates achieved good marks. Certain lexical items («άνεργοι», «μελέτη») proved a hurdle to weaker candidates and the necessary connections between the text of the questions and the sentences summing up the summer plans were not made. Some candidates who were not familiar with the word «υποχρεώσεις» and the wider context of Aiki's circumstances, linked «οικογενειακές υποχρεώσεις» to «γονείς», rather than «ξαδέλφια», and drew the wrong conclusion.

## QUESTION 9

The sub-questions, which targeted the higher grades, proved accessible to a large number of candidates, although a pattern of inaccurate responses did emerge, especially in relation to 9(d), 9 (c) and f (ii).

Some marks were lost when, even high ability candidates chose to translate chunks of the text instead of paying attention to the wording of the question and providing a pertinent and succinct answer. At times, candidates offered long, all-inclusive answers that contained the correct information, but also a lot of irrelevance and digression. Although no marks were lost in most of such cases, some answers were not rewarded because they contained mutually exclusive information. For example, in (a) I, some responses referred to girls being “successful in pursuing a fitness routine and not fulfilling their wish to exercise”. Lengthy answers can prove irrelevant and candidates ought to pay attention to the exact wording of the question in order to provide pertinent and coherent responses, expanding when necessary and when they are asked to justify or provide details.

Individual comments pertaining to performance in each sub-question are as follows.

(a) (i) The majority of candidates identified the correct information, that girls are not very successful in pursuing a fitness routine. Some responses that compared girls to boys, in terms of their preferences regarding exercising may have been factually true, (i.e. “girls, unlike boys, care for their appearance”) but not appropriate answers to the particular question. As a result, they were not rewarded.

(ii) Most of the candidates were able to identify that girls are too shy to exercise in public, especially in front of boys. Few candidates, understandably, offered “ashamed” instead of “shy”, but as this was not the appropriate wording, they did not gain any marks.

(b) Usually, no marks were lost in this question.

(c) Many candidates did not pay enough attention to the plural “forms” and answered by mentioning only one type of exercise. As no half marks are awarded, responses that mentioned only one type of exercise (e.g. “yoga”) failed to gain marks.

(d) This question required recognition of the phrase «οικονομικός παράγοντας» and was generally answered well by candidates with good language awareness. Some tried to translate and offered “exercising is not economical” which was not deemed satisfactory as a response.

(e) A large number of candidates identified the correct information. Some responses mentioned that “letting young people choose what they like” was a way of improving but this was too much of a departure from “finding appropriate forms of exercise for everyone” . As a result, such answers did not gain any marks.

(f)

(i) Most of the candidates identified the correct information. A large number of candidates simply tried to translate a section

(ii) Many candidates departed significantly from the content of the text and offered their own personal opinion, regarding the benefits of exercising. According to the information in the text, young people want to be healthy, but nowhere does it state that they want to be “slim” or that they want to “diet”.

## Paper 4 - Writing

In general, candidates demonstrated good writing skills and produced fairly accurate and pertinent responses. On certain occasions misunderstanding of the question and bullet points led to significant omissions and irrelevance.

### QUESTION 1

This was marked for comprehension only and consequently the vast majority of candidates performed very well. On rare occasions candidates reproduced in their answers the word mentioned in the example. Such answers were not rewarded. Candidates are reminded that the pictures are there to help them and under no circumstances do they constitute prescriptive advice. Also, the use of non Greek characters should be avoided as words that include non Greek characters do not merit any marks.

### QUESTIONS 2

This is a very directed exercise and answers to this question ought to be within the word limit prescribed and to the point. Unaccountable digression often leads to errors and is counter productive. Candidates ought to read the bullet points carefully and respond by writing the required information. A pattern of misunderstanding emerged when many responses failed to mention the “place to meet” and wrote about what they were going to do when they met. As a result, only answers which included the mention of a place gained marks (e.g. «Να πάμε στο σινεμά, στο κέντρο» as opposed to answers that mentioned an activity only. (e.g. «να παίξουμε μπάλλα αύριο»).

### QUESTION 3

The instructions for question 3 are given in English and as a result, candidates ought to concentrate on the bullet points given in English, in order to compose their answers. The Greek text is offered as an extra student-friendly stimulus and is not there to be copied verbatim. Candidates who wrote about their free time but not in direct response to the particular bullet points lost valuable marks as they failed to address all the required items. The most frequent omissions related to the last bullet point, where many omitted to describe the activities they would like to do, if they had more free time. In terms of grammar and vocabulary there was a pattern that related to the overuse of the verb «πηγαίνω» in its Present Tense form, which meant that there was not enough evidence of varied vocabulary and structures. Moreover, in this question, as is the case with question 4, also candidates ought to demonstrate their knowledge of various tenses, as well as their general grammar awareness, in order to achieve high marks. “Playing safe”, both in terms of vocabulary as well as structures, means that the response will not gain marks on the top tiers of the assessment criteria.

#### QUESTION 4

(a)

Performance on this question was generally good but proved slightly challenging to weaker candidates. Although many candidates wrote passionately about their preferred jobs and least liked professions (the teaching profession ranked high as the least favourite choice...), misunderstanding or careless reading of the rubric meant that some required information was omitted. This mainly related to the reason why choices were made or not made and to past work experience, which most candidates by-passed by mentioning that, they are only 13 and they don't work. The obvious immaturity of such candidates meant that the essay did not include any past tenses and was written entirely in the Present Tense. On the contrary, more mature candidates stated that, although they had never worked, they did earn some pocket money by helping their parents or family with chores and errands. Such answers were deemed acceptable and were suitably rewarded.

(b)

The majority of the answers addressed all or most of the questions mentioned in the letter. A good essay, and there were many good essays, listed the advantages and disadvantages of living in a certain neighbourhood and expanded on the neighbours and relationships with them. Some weaker candidates provided lists of nouns, indicating various shops and landmarks in the area, but did not integrate them into a purposeful description that addressed the pros and cons of the neighbourhood. A common pattern of digression related to 'pre-learned' answers being slotted in and constituting an unnecessarily large part of the essay. For example, although a good school is definitely something that could attract someone to a certain area, fully fledged descriptions of a school and the teachers there were not seen as entirely relevant to the requirements of the rubric, as they occurred at the expense of other required information as well as wordage.

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## Statistics

### Overall Subject Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	90	80	70	61	48	35	22	9	0

### Paper 1 Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 1 grade boundaries	50	42	38	34	30	24	19	14	9	0

### Paper 2 Speaking

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 2 grade boundaries	20	20	17	14	12	9	7	5	3	0

### Paper 3 Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 3 grade boundaries	50	44	39	34	29	23	18	13	8	0

### Paper 4 Writing

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 4 grade boundaries	55	50	45	40	36	28	21	14	7	0







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