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Examiners' Report
June 2011

GCSE Greek 5GK04 01

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Introduction

This year, many candidates demonstrated very good writing skills and produced accurate and pertinent responses, which addressed the required bullet points. There was evidence of ability to narrate and evaluate in response to the questions set and many candidates displayed high levels of accuracy. On certain occasions, misunderstanding of the question and hasty reading of the bullet points led to significant omissions and irrelevance, especially in the case of questions 2(a) and 2(d), in Section B.

A small number of candidates ignored the rules of the Greek alphabet and the conventions of the stress system; they either failed to indicate the position of the stress or used English characters ("t" and "u" in particular) instead of Greek ones. Candidates are reminded that the position of the stress ought to be indicated, where appropriate. Moreover, in a response which has wordage set at approximately 70 words, it is inappropriate to include English words, which take away from the pertinence and the cohesion of the response.

Candidates are also reminded that messy writing and carelessness regarding the presentation of their responses ultimately work to their disadvantage. In order to construct a good response, it is essential to respond to the questions within the framework of the bullet points mentioned **and the word limit imposed.**

Questions 1(a) and 1(c) proved by far the most popular. Responses stayed within the parameters of the prescribed framework, with occasional slips pertaining to lengthier than required essays and omissions, regarding some of the required information. Noticeable patterns regarding composition of content and application of language related to:

- the absence of indication of the position of stress
- occasional failure to attempt to link the piece into a whole, by adopting certain conventions, such as appropriate salutations to open and close a correspondence
- absence of paragraphs
- weak command of constructing time references, using appropriate case and prepositions (e.g. «από τις 8 Αυγούστου μέχρι / έως τις 15 Αυγούστου »)
- limited language skills regarding construction of a narrative that contains references to the past (e.g. «τις προάλλες αγόρασα έναν υπολογιστή και όταν πήγα στο σπίτι... »)
- short sentences written in isolation containing fairly conservative structures and a limited range of high frequency vocabulary.

In general, candidates scored fairly high marks in all the questions of Section A.

Questions 2(a) and 2 (d) were preferred by the majority of candidates and performance generally ranged from satisfactory to very good. A fair number addressed questions 2(b) and 2(c) and achieved very good marks, by supplying wholly relevant and well articulated responses that showed evidence of linguistic achievement and a certain sophistication of content.

Section B, just like Section A, contains prescriptive, directed exercises, therefore answers to the questions ought to stay **within the word limit prescribed** and **to the point**, as prescribed by the bullets. Unaccountable digression often leads to errors and is counterproductive. 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 respond to the prompt eliciting information about a **favourite school trip** or **what interests/hobbies you and your school friends have** and, instead, provided accounts of summer holidays in Greece or Cyprus, or accounts of personal interests only, containing a fair amount of unsolicited information.

At times, it was disappointing to see so many first person verbs in the Present Indicative end in an omicron instead of an omega and the verb εἶμαι rendered as εἶμε or even ἶμε.

On the other hand, good responses paid good attention to the rubric, respected the conventions of essay writing and expanded on the content, to include opinion and explanation.

Well prepared candidates demonstrated good skills in the application of language, included references to the past and the future and moved beyond the use of high frequency verbs such as πᾶω, κάνω and θέλω. Their responses contained breadth of vocabulary, a range of correctly constructed structures and accurately spelled words.

Question 1 (a)

A noticeable omission in 1(a) pertained to failure to justify or explain why a certain choice of meal was necessary.

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task:

(a)	(b)	(c)	(d)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Αξιότιμοι Κύριοι,

Σας γράφω αυτό το μήνυμα για να σας πω ότι θα ήθελα να κλείσω δωμάτια για την οικογένειά μου.

Θα πάμε στην Αθήνα στις δώδεκα Ιουλίου και θα φύγουμε στις δεκαέξι, δηλαδή έχω θα ήθελα να κλείσω δωμάτια για τρεις βραδιές. Είμαστε δεκατρία άτομα και θέλουμε δύο δίκλινα δωμάτια και τρία τρίκλινα δωμάτια.

Θα θέλουμε δύο γεμάτα πρωινό, έντεκα ευρωπαϊκά πρωινό και βραδινό. Τα παιδιά ^{δύο ανδρ} πεινάνε πολύ και θέλουν πολύ ζεστό για πρωινό και βραδινό αλλά τα μεγάλα και τα άλλα παιδιά θέλουν κάτι ελαφρύ για πρωινό. Θα ήθελα μεσημεριανό σε ένα εστιατόριο ή μια παμπ αλλά θέλουμε βραδινό.

Ελπίζουμε να μας ανατρίσσετε.

Με εκτίμηση



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This response for 1(a) was awarded 18 marks.

Question 1 (b)

In 1(b), there was a noticeable pattern of including an inordinate amount of English words and sometimes whole phrases in a short response.

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task:

(a)	(b)	(c)	(d)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

"Friends Friends!"

Γεια σας,
 Σας χρώω να σας εκφράσω τη γνώμη μου για
 το νέο ^{τηλεοπτικό} ~~πρόγραμμα~~ ^{πρωτότυπο} πρόγραμμα, ~~αυτό~~
~~πρόγραμμα~~ ^{το} πρόγραμμα ονομάζεται
 'FRIENDS' είναι ²⁵ μια Αμερικάνικη ~~σερ~~ σειρά,
 και έχει έξι χαρακτήρες που μένουν μαζί
 σ'ένα ⁴² σπίτι στο κέντρο της Νέας
 Υόρκης.
 Μου αρέσει πάρα πολύ αυτή την
 εκπομπή ~~αυτή~~ επειδή είναι ^{μια κωμωδία} ~~καταπληκτική~~ και
~~μια~~ ^{όταν το βλέπω} δένω πολύ. Ακόμη οι ηθοποιοί
 παίζουν το ρόλο τους ~~επί~~ πολύ καλά.
~~και με αρέσει το πρόγραμμα είναι~~
~~καταπληκτικό~~ ^{το} ~~πρόγραμμα~~ ^{παραπνο} που
 έχω είναι ότι, ~~θέλω~~ ^{θέλω} να δω το πρόγραμμα
 να έχει λιγότερες διαφημίσεις."



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This is an example of a 1(b) response, which was awarded 19 marks.

Question 1 (d)

The following is an exemplar of a very good 1(d) response.

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task:

(a)	(b)	(c)	(d)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Αγαπητή κυρία,
Απόφαση έλα ~~τη~~ υποχρεωτική από το γραπτό σας χτες και
δεν είμαι ικανοποιημένη. Ο υποχρεωτικός μου δεν με αφήνει να
κατεβάσω ερωτήσεις από την κάμερα μου και έτσι δεν μπορώ
να έχω απαντήσεις. Θα ήθελα ή να μου δώσετε τα γράμματα
μου πίσω ή να μου δώσετε κανονικό ~~υποχρεωτικό~~ υποχρεω-
τικό. Τι θα κάνω αν βγάλω ωριμές φωτογραφίες και δεν
έχω κανένα χρόνο στην κάμερα μου να βγάλω αυτές. Το πιο
μεγάλο ~~πρόβλημα~~ πρόβλημα είναι ότι αυτός ο υποχρεωτικός ήταν
για ~~την~~ ^{τον} ~~παιδί~~ αδελφό μου, για τα γενέθλια του. Παρακαλώ
~~να~~ να μου ~~γράψετε~~ γράψετε πίσω όσο το δυνατόν περισσότερο.



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This candidate achieved full marks.

Question 2 (a)

A good response in 2(a) ought to describe the range of school trips available, proceed to describe a favourite trip organised by the school and end

Question 2 (b)

The following is an example of a high performing response to 2(b).

Οι ειδήσεις είναι πολύ σημαντικές στην ζωή μου. Είναι πολύ σημαντικά για μένα, να ξέρω τι γίνεται στην χώρα που ζω, και στον υπόλοιπο κόσμο. Οι ειδήσεις μας πληροφορούν και μας χαριζόμαστε. Παρακολουθώ τις ειδήσεις στην τηλεόραση. ~~Μερικοί νέοι δεν τους παρακολουθούν τα νέα, και έτσι δεν ξέρουν τι γίνεται στον κόσμο, και εγώ νομίζω ότι αυτό είναι πολύ τους κάνει να είναι άμαθοι.~~ Όταν είμαι σπίτι με την οικογένεια μου, στο αυτοκίνητο με την μητέρα μου, και στον ~~α~~ υπολογιστή όταν είμαι στο δωμάτιό μου. Μερικοί νέοι δεν παρακολουθούν τα νέα, και έτσι δεν ξέρουν τι γίνεται στον κόσμο. ^{Αυτό} ~~Εγώ~~ τους κάνει να είναι άμαθοι και είναι κρίμα. ~~Αλλά~~, ^{τα νέα} δεν ~~παρακολουθούν~~ γιατί δεν τους νοιάζει, ^{και} ~~εγώ~~ νομίζω αυτό είναι πολύ ~~σημαντικό~~ εξαιρετικό. Τελευταία, ^{έμαθα} ~~πριν έδω~~ ^{βάθος} της οικονομικής κρίσης, ^{και} ~~μετά~~ ^{μετά} την Δευτέρα, όλα τα κανάλια της τηλεόρασης έδειξαν ότι η οικονομική κρίση κάνει ζημιά για σχεδόν όλο τον κόσμο. ~~Το οικογενειακό πρόβλημα~~ ~~επίσης~~ ~~να~~ ~~παρακολουθώ~~ ~~πένταμα~~, ~~γιατί~~ ~~είναι~~ θα κάνει μεγάλη διαφορά, ~~αλλά~~ για όλοι.



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This response scored 26 marks.

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