

Examiners' Report/
Principal Examiner Feedback

June 2011

GCSE Greek (5GK01) Paper 01

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Languages Advisor directly by sending an email to Alistair Drewery on
LanguagesSubjectAdvisor@EdexcelExperts.co.uk.

You can also telephone 0844 576 0035 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028467

All the material in this publication is copyright

© Edexcel Ltd 2011

Listening and Understanding

General comments on performance

In general, candidates' performance on this paper was of a high standard. Most of the questions proved accessible to a considerable number of candidates. However, there were some responses which relied on general descriptions and left out essential details.

Question 1

This question proved straightforward to all the candidates.

Question 2

This question was generally answered well, but 2b and 2c proved rightfully challenging for weaker candidates. Very few candidates lost marks because they answered the question in Greek instead of English.

Question 3

Excellent performance in this question. The topic proved accessible and the majority of candidates managed to score full marks.

Question 4

This question was handled very well by the majority of candidates, but proved rightfully challenging for weaker candidates. There was no pattern of miscomprehension.

Question 5

This question proved challenging for a number of candidates but on the whole it was answered well. Errors were rather frequent in question 5(iv), where a significant number of candidates failed to identify that on Thursdays the city centre was busy in the morning. Also, errors were made in question 5(v) where a number of candidates found the word "συναυλία" challenging.

Question 6

Excellent performance in this question. The topic proved accessible and incorrect responses were rare.

Question 7

This question was handled very well by the majority of candidates and the topic proved accessible to most of them. Errors were more frequent in question 7(ii) where a number of candidates were confused between "μακριά μαλλιά" and "κοντά μαλλιά" and in question 7(iv), many candidates found the word "υδραυλικός" challenging.

Question 8

Performance in this question was varied, as was expected at this level, but overall it was answered fairly well. Errors were rather frequent in question 8(iii), where a significant number of candidates failed to associate the fact that a speaker spent all her money on sale items and the statement "is interested in bargains".

Question 9

This question proved accessible to a significant number of candidates and it was generally answered well. Many candidates were able to extract some relevant information and identify the details that contributed to a full answer. Marks were lost where candidates' answers showed insufficient attention to the recorded text or detail of the question to be awarded marks at this level. Some responses were not inclusive enough and left out essential details, especially with regard to 9(e), where a significant number of candidates mentioned that the speaker was shy, but failed to identify that the hardest task she faced was selling over the phone. Other examples include:

9(a) This question proved challenging to a significant number of candidates who stated that the speaker works at an electronics shop instead of a computer software company or simply translated the word "φτιάχνει" and stated that the speaker works at a place where they fix computers.

9(b) This question proved challenging to a significant number of candidates who failed to give two reasons why the speaker decided to do that job, and mainly stated that she liked technology and computers.

9(c) and 9(d) required mostly factual information and was answered fairly well with the majority of candidates scoring full marks in these questions.

9(f) This question proved challenging for a significant number of candidates who failed to answer the question accurately and simply stated that the speaker will continue to work in September without mentioning that she is going to continue working some afternoons and during school holidays.

Grade Boundaries

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028467 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

