

# Examiners' Report Summer 2007

GCSE

## GCSE Modern Greek (1776)

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## Paper 1 - Listening and Responding

In general candidates' performance on this paper was of a high standard. Most of the inference questions proved accessible to a considerable number of candidates, although there were candidates who did not go beyond the literal interpretation of the text, and as a result did not perform well at some inference questions.

### Questions 1 - 4

Performance on these questions was excellent. Incorrect responses were rare.

### Questions 5 - 8

This question proved straightforward to the vast majority of candidates. There were a few incorrect responses for Question 6 due to the lack of familiarity with the relevant vocabulary “Έχω μια παντρεμένη αδελφή”.

### Question 9

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

### Question 10

This question was generally answered well, but proved rightfully challenging to weaker candidates. A significant number of candidates lost marks because they were unable to spell basic words adequately or possibly because they did not consider spelling important. Some errors in spelling were tolerated but it was disappointing when candidates could not spell simple Greek words such as ‘Πέμπτη’, ‘αυτοκίνητο’ and ‘μέτρο’.

### Question 11

Performance on this question was varied as was expected at this level. Almost half of the candidates did not manage to score successfully on Q11(a) and Q11(b), but were more successful in answering the rest of the question.

### Questions 12-15

This question proved straightforward to the vast majority of candidates. Errors were made only occasionally.

### Question 16

The vast majority of candidates dealt with this question competently. There were very few mistakes.

## Questions 17-20

This question proved challenging for a number of weaker candidates who were not familiar with the relevant vocabulary and especially with the word “γενναιόδωροι” in Question 18. A considerable number of candidates failed to identify the link between the statements “Όταν τα πάω καλά στο σχολείο, δεν είναι αυστηροί μαζί μου” and “Πιστεύουν στην παιδεία” on Question 20 either due to lack of vocabulary or due to lack of the more advanced linguistic skills expected in order to answer this type of question.

## Question 21

Performance in this question was varied as was expected at this level. 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. The majority of candidates failed to recognise the inference statement that required emotions “Η Δέσποινα έμεινε έκπληκτη με αυτά που έμαθε”.

## Question 22

This question proved straightforward to the vast majority of candidates. Errors were made very occasionally where candidates did not pay sufficient attention to the wording of the question and chose the picture indicating when the party had finished as opposed to when it began.

## Questions 23-24

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 or detail of the question. Lengthy answers are usually unnecessary, but candidates should be prepared to expand adequately in order to be awarded one mark.

## Question 23(a)

Q23(a) proved challenging for a significant number of candidates who failed to recognise that the speaker's position at the bank (she is the manager) showed that she was experienced in job interviews, therefore she was qualified to give advice on this topic.

## Question 23(b)

On Q23(b) many candidates restricted themselves to suggesting that many people wanted to learn how to do well in a job interview and did not refer specifically to the fact that many listeners requested this topic, which demonstrated a lack of understanding.

## Question 23(c)

Q23(c) was answered competently by a considerable amount of candidates. Most of them scored at least one mark for each question, but a significant number of candidates managed to get full marks.

#### Question 23(d)

On Q23(d) performance was varied. A large number of candidates managed to score at least one mark, but lost the second mark either because they could not make the distinction between “looking happy” and “smiling” in Greek, or because they gave the same response (“to be on time”) to both Q23(c) and Q23(d). Finally, personal opinion or even guesswork dominated some answers. The answer “You have to be confident” or “You have to know what you are talking about” may be true but does not draw on information from the text.

#### Question 24(a)

Q24(a) was generally answered well. Marks were lost where candidates stated “Why did he leave his first job” instead of “Why did he leave his previous/last/past job(s)”.

#### Question 24(b)

On Q24(b) many candidates identified the correct information. Marks were lost where candidates made assumptions that were not drawn from the text (e.g. “One must say that one is ready for another job”).

#### Question 24(c)

On Q24(c) a large number of candidates managed to identify at least one item of information, most commonly that “he found his previous job(s) boring”, but many successfully drew inference from the text and also stated that “he did not like his previous job”.



## Paper 2 - Speaking

### Candidate Performance

As was the trend in previous years, performance was again of a high standard with many candidates displaying a wide range of higher-level skills. Those teacher-examiners who employed a good examination technique gave candidates the opportunity to perform to the best of their ability. Unfortunately, those who did not conduct the exam well disadvantaged their candidates.

Chosen topics were mostly well-prepared and teacher-examiners who enabled candidates to interact naturally facilitated the award of higher level marks. Second and third topics were also, on the whole, of a high standard illustrating candidates' familiarity with the full range of topic areas.

Use of both the future and past tenses is an important criterion in assessment of performance. Most teacher-examiners in this year's examination series were aware of this and asked relevant questions to facilitate answers which were not simply descriptions of present tense activities.

Both the expression of opinions and justification of attitudes were apparent in the performance of the majority of higher-level candidates. However, as in previous years, even the most able could not perform to the best of their ability where teacher-examiners failed to ask questions which encouraged more than factual responses.

### Conduct

A few teacher-examiners continue to conduct the oral examination using only questions from the handbook. These are intended as guidance only and strict adherence to both the order and content of these questions does not allow for natural conversation. Those teacher-examiners who ask questions based on the candidate's actual responses facilitate the demonstration of individual communicative competence.

Teacher-examiners allowing a lengthy monologue to occur - usually as part of (or sometimes in place of) the chosen topic - caused candidates to be penalised for lack of response. Also some candidates were unable to give their best performance where teacher-examiners asked long, complicated questions or made lengthy comments based on candidate's responses. Weaker candidates were often disadvantaged either by being given little time to reply before responses were completed for them or by being asked higher-level questions which were above their level of understanding.

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. Please ensure that each topic lasts 3-4 minutes.

### Administration

Administrative guidelines were followed by the majority of centres and examiners received the examined tapes within the timeframe allowed.

The downloading of electronic LT3s (a new centre requirement for this examination series) was not carried out by some centres and this caused time-consuming extra work for the examination team. Please send one LT3 form per candidate.

Some teacher-examiners still continue to mark the examination. Please note that this is no longer a requirement of the Specification.

## Paper 3 - Reading and Responding

### General Comments

Many candidates demonstrated good comprehension skills and produced accurate and confident responses. Evidence of misunderstanding and inaccuracies related mainly to questions requiring inference skills, not just factual information.

Weaker candidates found certain aspects of Q4, 7 and 9 challenging.

### Questions 1 - 2

These questions were handled very well by the majority of candidates. Very few candidates were not familiar with the words “αφίσα”, in exercise 1, and “παγοδρομίες”, in exercise 2.

### Question 3

This question invited the candidates to tick the 5 correct sentences, which related to information on the island of Folegandros. Few candidates ticked superfluous boxes but most responses identified Q3(f) and Q3(g) correctly.

### Question 4

This question was handled very well by most candidates. The majority found Q4(c), Q4(e) and Q4(f) more accessible than Q4(a), Q4(b) and Q4(d). Some candidates erroneously offered the name mentioned in the example (“Παύλος”), as a response.

### Question 5

Performance on this question generally ranged from very good to excellent. The majority of candidates identified the various ailments correctly. A small number was unfamiliar with the word “μέση”.

### Question 6

Performance was very good in this question, also. Incorrect responses were very few. The majority of candidates identified the relevant activities and placed them at the right time, by ticking the appropriate box.

### Question 7

Performance here varied, as was expected at this level. Aspects of this question proved challenging to a number of candidates but, on the whole, good marks were achieved, especially in Q7(c) and (e). Some responses indicated that students were not familiar with the words “αγγελίες” and “συνέντευξη”.

### Question 8

The question elicited an excellent level of performance from the majority of candidates.

## 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 Q9(a), Q9 (d) and Q9(f ).

- With regard to Q9(a), most responses were incomplete, as they correctly identified “concerts” but not “outdoor” or “open air” concerts, which would have been the correct answer.
- Q9(b) and (c) elicited mostly correct answers. Students identified the reasons behind the narrator’s dislike of “weekends with friends”, providing the necessary details. With regard to music differences, many responses pointed out that the narrator and his friends do not like the same type of music and also that Christos does not listen to music very often.
- Q9(d) proved challenging to weaker candidates. Very few identified the correct response “one may relax in nature”.
- With regard to Q9(e), many candidates identified the writer’s dislike of the weekend he spent with friends and offered appropriate details as the reason for it, i.e. “he didn’t like the weather”, “the stage was too far” etc.
- Q9(f) elicited a variety of responses. More able candidates could identify Christos as someone “too serious for his age” and justified their description by offering valid examples, such as “he doesn’t know how to have fun”, “he is not in touch with youth culture” etc. Weaker candidates, usually, failed to provide an example, in order to justify their opinion or quoted chunks from the text, in Greek, which was not deemed an acceptable response.

## Paper 4 - Writing

### General Comments

In general, candidates demonstrated good writing skills and produced fairly accurate and pertinent responses. There was evidence of ability to narrate and evaluate in response to the questions set and many candidates displayed high level of accuracy. On certain occasions misunderstanding of the question and hasty reading of the bullet points led to significant omissions and irrelevance.

A small number of candidates ignored the rules of the Greek alphabet and the conventions of the stress system. Consequently, they were penalized. Candidates are reminded that the position of the stress ought to be indicated, where necessary.

Candidates are also reminded that sloppiness, messy writing and carelessness regarding the presentation of their responses ultimately work to their disadvantage.

### Question 1

This was marked for communication 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, i.e. the word “χρήματα”. 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.

Some responses indicated that the candidates were not quite prepared and ready for this examination. The answers they offered included Latin characters and the spelling mistakes, even in high frequency straight forward words, often prevented comprehension.

One error that became a pattern in many candidates' responses was the word “ποδόσφαιρο”, which means “football” as in “football game”. The correct response would have been “μπάλλα” or “μπάλλα ποδοσφαίρου”.

### Question 2

This is a directed exercise and answers to this question ought to stay 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 “how one gets to work” and “what one does at work”. For example, a typical answer would often mention “δουλεύω σ'ένα μαγαζί”, but would not expand to address what it is they do there or how they get to work. Sometimes, the frequency of spelling and grammatical mistakes seriously impaired comprehension of the response.

### Question 3

The instructions for Q3 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 pocket money 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 neglected to mention whether they would like more pocket money and why. In terms of grammar and vocabulary there was a pattern that related to the overuse of the verbs «αγοράζω» or «πιάνω» in their 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 Q4 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. Moreover, a substantial number of candidates overused non-Greek words in their accounts. In a narrative which ought to contain 70 words, overuse of non Greek words is an unwelcome intrusion.

### Question 4

Q4(a) was by far the candidates' preferred response. Performance was generally good but the question proved slightly challenging to weaker candidates. There was a significant amount of pre-learned essays, which focused on the description of a city but did not address the particular bullet points.

Although many candidates wrote passionately about the city where they live, misunderstanding or careless reading of the rubric meant that some required information was omitted. This mainly related to the activities available and the sites that Marina could visit, while on holiday. Moreover, some candidates did not expand with regard to the last bullet point that invited them to evaluate the school year using the Past Tense, and lost valuable marks, both in terms of content as well as in terms of application of language.

Not many candidates chose Q4(b). There were some excellent essays expanding on the characteristics of a good friend, providing pertinent and interesting details, in carefully constructed sentences. Some candidates who opted for this question misunderstood the bullet point asking them to describe the qualities that a good friend should have and wrote instead about their friend being “ψηλός, ξανθός με μαύρα μάτια”. A similar pattern with regard to misunderstanding occurred when the students had to mention something they did for a friend and wrote instead about something they did with a friend.

A common pattern of digression related to ‘pre-learned’ answers, which were slotted in, constituting an unnecessarily large part of the essay. For example, students would often offer a list of foods they ate on a night out with a friend. These lists would extend to a whole paragraph and 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.

In terms of morphology, the most frequent errors related to erroneous formation of tenses, the wrong use of the third person impersonal verb «πρέπει» in the first person singular or plural (as “πρέπω” and “πρέπουμε”) and inaccurate spellings. Examples of spelling mistakes often included the nominative plural of masculine nouns, e.g. “οι φίλη”; the feminine definite article in the accusative plural, e.g. “της” instead of “τις”; and the third person singular of the Present Indicative, which was often written with “η” instead of “ει”, e.g. “πηγαίνη”.



# Statistics

## Overall Subject Grade Boundaries 1776

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	89	79	69	60	48	37	26	15	0

## Paper 1 Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Paper 1 grade boundaries	50	43	38	33	29	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	43	38	33	28	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	48	44	40	37	29	21	14	7	0





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