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Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE
In Greek (5GK03_01) Paper 3
Reading & Understanding in Greek

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Subject report 2018

5GK03/01

UNIT 3: Reading and Understanding in Greek

GENERAL COMMENTS ON PERFORMANCE

Most candidates performed very well on all aspects of this paper. The majority of candidates demonstrated good comprehension skills and pinpointed correctly the non-verbal information required, especially in questions 1-7. Able students were successful in identifying detail, understanding process and drawing conclusions with regard to questions 8 and 9.

In general, rubric violations were very rare and we are all very appreciative of this improvement. The majority of candidates adhered to procedure, selected the correct number of responses and used the correct language, English, to answer question 9, although not always accurately, fully or as succinctly as required. At times, there was a large amount of unsolicited information provided which listed information extraneous to the text. This is not advisable. The rubric stipulates that answers should draw detail and fact from the source text and not from its margins. Full sentences are not necessary and the candidate does not need to restate the question when answering it, e.g. "Anna finds it difficult to write about this problem because her teachers read her blog". It would have been sufficient to write "Her teachers read her blog".

Detailed comments on question 9 are as follows:

A pattern of a weak or occasionally overambitious response related to the inclusion of more information than that required. Such "all inclusive" responses did not manage to score full marks, because the candidates did not identify precisely the correct detail, but left it to the examiner to choose from a host of often superfluous material. For example, there was a pattern of providing too many details in response to questions 9(a) and 9 (b).

9 (a): "Students study technology and write fewer exams". Even though the answer is partially correct, the inclusion of superfluous detail, which is not based in the source text, renders it incorrect.

9 (b): "Students play outside, they can read and be quiet". Again, the inclusion of information that is probably true (students do play outside) but incorrect (it is not mentioned in the text), renders this response partially correct, as only one item (they can read) is correct.

In general, when 2 details are required, candidates are advised against providing three or four and leave it to the examiner to select the correct ones. In such cases, only the first two items listed are read and marked. Some responses were unsuccessful in conveying the correct information due to poor English.

This was evident in the wrong use of preposition in question 9 (b). E.g. "Students study with the fresh air", instead of "in the fresh air".

Some incomplete responses or answers identifying the wrong detail were evident in questions 9 (d), 9(f) and 9 (g).

In 9 (d) students often provided two details instead of selecting "the most important area in need of improvement". When a question is worth one mark, it is often the case that students need to exercise judgment with regard to selecting the most appropriate information. The correct answer in 9 (d) identified "teaching", not the need for outdoor space, which was tackled earlier.

In 9 (f), often as a result of poor English, some answers offered a detail that was not appropriately or clearly phrased. Anna's recommendation is with regard to more dialogue (between teachers and students), not that "students must talk more with each other"

In 9 (g) some answers were incomplete as they neglected to mention two details, which were linked. For example, lessons could be improved if students studied about the world today, **in addition** to studying about the past. Some less able students argued along the wrong lines when they failed to notice that the question was in relation to "content" and offered details that had to do with "the open air", "more dialogue" etc.

Summary

To improve their performance, candidates should:

- Read each question carefully before attempting to answer it, to ensure clear understanding of what is expected or how many details ought to be provided
- Look for signals in the form of phrases and words that introduce content which is targeted in the question. If, for example, a sentence in the source text contains the phrase «...Η πιο σημαντική αλλαγή....», the answer to the question "Which area needs the most improvement?" is likely to be found there (9d)
- Familiarise themselves with the core vocabulary and the linguistic structures required for carrying tasks at this level.

Finally, as this was the last examination series in the legacy GCSE specification in Greek, we would like to thank all the teachers and students who worked with this specification. We hope to see you next summer, when the first examination series of the new specification will

