Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE
In Greek (1GK0) Paper 3F: Reading and Understanding in Greek

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Introduction

1GK0 3F is assessed by means of a 50-minute examination. Students are assessed on their understanding of written Greek across a range of different genres and by responding to question types comprising multiple-response, short-answer, open response questions and one translation into English. This paper draws on vocabulary and structures across all themes and topics of the specification. The total marks awarded for 3F is 50.

There are three sections to this paper, A, B and C.

Section A has six questions and all instructions to students, comprehension questions and required responses are in English. The mark total for Section A is 28.

Section B has 3 questions and all instructions to students, comprehension questions and required responses are in Greek. The mark total for section B is 15.

Section C has one question, a short translation from Greek into English. The mark total for section C is 7.

This was the first examination of the new specification GCSE 2017 (9-1) Greek. There are some familiar test types, short-answers in English, multiple choice questions, but there are also some significant changes, which include translation, the testing of comprehension of literary texts and questions which require short answers in Greek. Although this is the first run of the new specification, it is noteworthy that students demonstrated good understanding of the rubrics and the new format

In general, it was evident that most students had been well prepared for the examination. Most entrants at this level achieved success on questions with English prompts which required the recall of familiar vocabulary and some students were able to gain at least good marks on the new translation into English task. Some students were less successful in questions which required cognitive skills such as processing or inferring meaning and although the literary texts and questions with rubrics in Greek proved accessible to many, they were a challenge for less able students. In addition, questions with rubrics in English proved a challenge for some overseas students who did not have the necessary competence to form short answers in English.

Few students left significant gaps in their answers or failed to respond to all the questions in this paper. In conclusion, though, a good number of students scored highly throughout the paper. They demonstrated a clear and precise understanding of content, vocabulary, grammar and skills of process and inference.

Question 1

This question related to the theme of "school" and required that students provide the correct name linked with each subject listed. The rubric required that students write these names in **English,** after they choose from a list provided. The question was worth 6 marks.

Most students found this question accessible as it contained very familiar vocabulary items, that have to do with their daily routine at school, e.g. αγαπημένα μαθήματα.

Question 2

This question related to the theme of "identity and culture" and required that students choose the correct English word from a word bank, in order to complete sentences. The question was worth 5 marks.

The level of success was mostly high. Occasional challenges related to the following:

2 (c): "Book fairs" instead of "plays"

5(e): "The municipality" instead of "website"

Question 3

This question related to the theme of "Local Area, Holiday and Travel" and required that students provide short answers in English. This question was worth 5 marks.

A good number of students received full marks and provided succinct and clear answers. A pattern of errors emerged in (ii) when students missed the key word "additional" and provided a similar answer to the one provided in (i): along the lines of "families can be together".

3 (b) (ii) proved challenging to some students as the word "ντόπιοι" seemed to elude some. This question proved to be a good discriminator of performance.

Question 4

This question related to the theme of "International and Global Dimension". It was based on an adapted literary text and tested comprehension through multiple choice questions. This question was worth 5 marks.

Many students performed well 4 (i) and (iii), whereas 4 (iv) was almost always correct.

 4(ii) and 4 (v) proved challenging to many students, who were not able to identify the words γήπεδο and the adverb of frequency πότε πότε, respectively.

Question 5

This question related to the theme of "Future Aspirations Study and Work" and focused on volunteering. It elicited short answers in English and it was worth 3 marks.

Many students performed well in 5 (a) and 5 (b) but 5 (c) posed some challenges to students who were not able to identify correctly the phrases and vocabulary items that were necessary for a clear and succinct response. The most common wrong answer in 5 (c) was "you must be 16", whereas the correct response was "16 and over".

Many students were successful in indicating duration, i.e. "ten years" in 5 (a). The majority was also able to provide the correct response in 5 (b), i.e. "teachers".

Question 6

This question related to the theme of "identity and culture" and focused on the narrator's memories from his school years. I was based on a literary text and elicited short responses in English. It was worth 4 marks.

Most students performed well in 6 (a) and identified the reason why the teacher kept her coat on (e.g. "it was cold").

There was some confusion in 6 (c), when students skirted around the correct response and attributed the act to the wrong person, e.g. "Every time Bozelis had a headache, the teacher gave him water". In fact, the correct answer was "Every time the teacher had a headache, she sent Bozelis to get her some water".

Many lost valuable marks because they could not spell the word "chalk" in an unambiguous way.

Question 7

This question related to the theme of "International and Global Dimension" and focused on environmental issues. It was worth 5 marks.

Students were asked to complete a sentence by choosing from a list of Greek words. This question proved challenging to some students and, with the exception of 7 (a), the success rate was not very high. Most students who scored 4 marks out of 5, found either 7 (c) or 7 (d) challenging. This question served as a good discriminator for distinguishing between various levels of achievement.

In 7 (c) many failed to link the phrase "η προστασία της άγριας ζωής στην Ελλάδα και στο εξωτερικό" with the fact that the organization Arktouros is interested in protecting animals "παντού".

In 7 (d) many were unsuccessful in linking the phrase "ζώα που χάνονται σιγά-σιγά" with the adjective "σπάνια".

Question 8

This question related to the theme of "School" and focused on "School Activities". It was worth 5 marks.

Students were asked to select the correct Greek word(s) in a multiple choice comprehension exercise. This proved to be the most challenging question in this paper and knowledge of certain key vocabulary items such as "όλων των ειδών", "θεατές" and "εκπαιδευτικοί" seemed to be insecure. There was some success in questions that relied on recall (e.g. 8 (ii)) but questions that required process (e.g. 8 (iii)) or inference (e.g. 8 (v)) posed difficulty.

Question (v) in particular yielded very few correct answers and not many were able to identify the fact that the message that the students got had to do with the importance of "trying", "να προσπαθείς".

More successful students were able to answer correctly at least the 4 of the five sub questions.

Question 9

This question related to the theme of "Local Area, Holiday and Travel" and focused on "weather". It was worth 5 marks.

Students were asked to select the correct Greek word(s), in order to complete a sentence that linked the weather and its impact on certain regions.

Students performed well in most sub questions. The main challenges were in (a), as some students did nor link the word "φθινοπωρινός" to "Οκτώβριο".

Question 10

This question related to the theme of "Future Aspirations, Study and Work" and focused on "Using languages beyond the classroom". It was worth 7 marks.

This was the first time that translation from Greek into English was used as a reading comprehension tool. Total marks awarded for this exercise were 7. Most students were able to achieve 4 and above, which indicates that the meaning of the passage was communicated with degrees of success: from partially to fully.

There were no particular patterns of lexical challenges that emerges from samples of student performance. Areas of weakness mostly related to referring to past and future time frames, e.g. τον είδα πέρσι, όταν επισκεφτώ τον παππού μου του χρόνου.

Paper Summary

Based on their performance in this paper, students are offered the following advice:

- Students should read all questions carefully, paying particular attention to the language that they must respond in.
- Students must remember that there is only ONE correct response in the multiple-choice questions. Often, the closest distractors, i.e. the incorrect options may contain some words from the text (or cognate words), precisely in order to "distract" and differentiate between levels of achievement.
- Students must ensure that their translation reads naturally in English. It is often preferable to convey meaning by not adhering to word-for-word literal translation.
- There will probably be unknown words in the translation. Students should not omit words and make educated guesses. Proper nouns ought to be transliterated, if they do not have an equivalent word in English: e.g. Agrinio, Athens etc

In exercises where students are asked to select a word/phrase from a bank of words to complete a sentence, the should do precisely that and not offer two alternatives for one sentence or a word/phrase that is not from the provided list..