Examiners' Report
Principal Examiner Feedback

Summer 2019

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

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Introduction

1GK0 3H is assessed by means of an 1hour and 5 minutes' 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 3H 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 is 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 of 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. Some of the responses in Greek contained superfluous material copied directly from the source text without manipulation.

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

The vast majority of students found this question accessible and there were no discernible error patterns.

Question 2

This was a crossover question and related to the theme of "identity and culture". It was based on a literary text and focused on memories from the narrator's school years. It required short answers in English and was worth 4 marks. The vast majority of students found this question accessible and there were not many discernible error patterns. Only a few students were not able to identify the reason why the teacher did not like the narrator. The fact that "the teacher liked Bozelis" was not the correct reason.

Question 3

This question related to the theme of "International and Global Dimension" and focused on "how to be green". It was worth 5 marks and required that students provide short answers in English.

A small number of students received full marks and provided succinct and clear answers. Most students were not successful in identifying the reasons why the narrator is unhappy with his friends' attitude to the environment, in 3 (a) (e.g. "they do nothing to help, even though they know how to"). This sub question was a good discriminator.

A pattern of errors emerged in (b) when students offered a host of details regarding damaging habits, even though the question asked for the "most damaging". Students are reminded that they often need to select the most important detail in order to answer a question and that questions that are worth one mark cannot be answered with 2 or more details. A cognitive operation that requires process and selection is usually associated with this type of questions that invite students to make a judgment call, based on information from the text.

Some confusion occasionally occurred in 3 (d). Occasionally the students' English was not at the level required to provide and unambiguous response. Other times, the students based their answers on their knowledge of the world and their experience and not on the text (e.g. what they do to help the environment). Such practice ought to be avoided as the students are not expected to demonstrate knowledge of the world or provide examples from their experience but show comprehension of the text.

Question 4

This was a crossover question, which related to the theme of "Local area, holiday and travel". It was based on an adapted literary text and tested comprehension through multiple choice questions. It was worth 5 marks.

Most students performed very well. 4(ii) and 4 (v) proved challenging to less able 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 "School" and focused on types of educational experiences and school rules. It required that students select a name from a list in order to match opinions with the correct person. The second part of this exercise required that students answer with short answers in English. This question was worth 6 marks.

Many students performed well in the first part of the exercise and attributed the correct opinion to the correct person.

Some students were not successful in identifying correctly that "freedom" was the thing that one missed the most, in their twelve years at school.

Question 6

This question related to the theme of "Future Aspirations Study and work". Its focus was on jobs and aspirations and it consisted of two parts, worth a total of 5 marks.

The first part asked students to select the 3 correct statements out of a list of 7.

Students generally performed well, with distractor E sometimes mistaken for a correct answer, as it included language that was contained in the source text. Students are reminded that distractors are often employing vocabulary that is in fact part of the source text and that this is a common pattern of "distraction".

Part (ii) was often treated successfully. Few students mistook the fact that "some students will not go to university" as the correct answer.

Question 7

This was a crossover question. It related to the theme of "School" and focused on "Events". Students were asked to select the correct Greek word(s) in a multiple choice comprehension exercise. The question was worth 5 marks.

This proved to be a challenging question for some 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. 7 (ii)) but questions that required

process (e.g. 8 (iii)) or inference (e.g. 8 (v)) posed difficulty. Question 7 (v) in particular yielded the fewest correct answers and not many were able to identify the link between the key verb "συμμετέχεις" from the text and the verb "προσπαθείς" from the MCQ. Therefore, the correct response, that the message that the students got had to do with the importance of "trying", proved elusive.

Question 8

This question related to the theme of "Local Area, Holiday and Travel" and focused on "weather". 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. This question was worth 5 marks. Students performed very well in most sub questions. No pattern of error emerged.

Question 9

This question related to the theme of "International and Global Dimension" and focused on good causes. It required that students answer short answers in Greek and the rubrics and questions were set in Greek also. This question was worth 5 marks.
Parts of this question were challenging and proved to be a good discriminator, especially 9 (c) and 9 (d), where only the very high end of the entry scored the three marks available for these questions. A pattern of errors emerged in relation to question 9 (d). A number of students copied the last paragraph of the text verbatim, without the necessary editing that allows for a clear answer to emerge, e.g. the change of the verb person from first person singular to third person singular and the elimination of superfluous details that make for an unambiguous response.

On the whole, questions 9 (a) and 9 (b) were answered well by most students.

Question 10

This question related to the theme of "Identity and culture" and focused on "Social Media and Technology".

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 good marks and the meaning of the passage was communicated with varied degrees of success.

Successful students inferred meaning and if they didn't fully understand the passage made informed guesses and paraphrased, when they did not know a particular word (e.g. αποφοιτήσω).

There were no particular patterns of lexical challenges that emerged from samples of student performance. Areas of weakness mostly related to the use of prepositions ("interested for" instead of the correct "interested in") and conveying the phrase "να ασχολούμαι με κάτι τέτοιο". Regarding the

latter, students who paraphrased and wrote "spend time on something like this," received marks.

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.
- 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.
- When the question requires short answers in Greek, students should not copy whole phrases from the text. They should take care to select the relevant details and edit them so that the syntax of the question is reflected in the syntax of the response and no ambiguity arises.