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Examiners' Report  
Principal Examiner Feedback

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

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## **Introduction**

1GK0 3H is assessed by means of an examination lasting 1 hour and 5 minutes. Candidates 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.

A small number of candidates was entered for this examination. In general, it was evident that most candidates had been well prepared and achieved success, particularly on questions with English prompts which required the recall of familiar vocabulary. Many candidates were able to gain good marks on the translation into English task. Some candidates 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 most candidates, they were a challenge for less able candidates. Some of the responses in Greek contained superfluous material copied directly from the source text without manipulation.

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

## **SECTION A**

### **Question 1**

This was a crossover question, an advertisement about a language school. It was worth 3 marks.

The vast majority of candidates found this question accessible and gained full marks. There were no discernible error patterns.

### **Question 2**

This was a crossover question which 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 candidates found this question accessible and scored 3 or 4 marks. Few candidates were not able to identify the

second detail in question 2 (b) correctly and wrote that it was the student who wanted to become a doctor who was ill in hospital, when in fact it had been someone else.

### **Question 3**

This question was about a hotel review. It was worth 5 marks and required that candidates provide short answers in English.

Most candidates received 4 or 5 marks. They provided succinct, clear and full answers. No discernible patterns of errors emerged, other than occasional omission of key details.

### **Question 4**

This was a crossover question, which was based on a literary text and tested comprehension through multiple choice questions. It was worth 5 marks.

Most candidates performed very well and gained full mark. A very small number failed to attribute the correct description to Elli (she was older than Katerina) in 4 (i).

### **Question 5**

This question was based on what four friends are saying about their experiences and the importance of working for a good cause. It required that candidates select a name from a list in order to match opinions with the correct name. The second part of this exercise required that candidates answer with short answers in English. This question was worth 6 marks.

Most candidates performed well in the first part of the exercise and attributed the correct opinion to the correct person, earning full marks. A very small number of candidates found 5 (c) challenging and failed to identify Michalis as the person who expressed the opinion.

Candidates are reminded that when they have to fill in a gap with a word they have selected from a list, the word needs to appear as is, not translated or transliterated.

Performance in 5 (e) and (f) was satisfactory. A pattern of errors in relation to 5 (e) had to do with answers such as: "you can buy them things" (which is in fact related to money); "you can spend Christmas with them" (which is not a complete answer). There was no discernible pattern of errors in 5 (f).

### **Question 6**

This question was an extract from an article about local festivals in Greece.

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

Candidates generally performed very well and most candidates scored full marks.

The second part of the question invited short answers in Greek. Most candidates identified information in 6 (ii) correctly. Few candidates failed to gain marks in 6 (i), either because the correct detail was buried in all-inclusive answers of superfluous or other inaccurate details (e.g. you learn about fun, tourism, history and **culture**) or because they provided a single, incorrect detail (e.g. you learn about recipes)

## **SECTION B**

### **Question 7**

This was a crossover question that focused on the things one can do in the city of Thessaloniki. Candidates were asked to select the correct Greek word(s) in a multiple choice comprehension exercise. The question was worth 5 marks. Candidates performed excellently in sub questions (ii), (iii) and (iv). A small number of candidates found (i) and (v) challenging and failed to identify the correct words, which were *διασκέδαση* and *για όσους δεν τρώνε κρέας*, respectively.

### **Question 8**

In question 8, four friends from school discuss their plans for the end of year celebrations. Candidates were asked to select the correct Greek name, in order to match it with the opinions and plans expressed. The majority of the candidates scored full marks. A small number of candidates found 8 (a) challenging and did not identify *Τασούλα* as the person who is interested in *κάτι που θέλει λίγη προετοιμασία*.

Candidates are reminded that when they have to fill in a gap with a word they have selected from a list, the word needs to appear as is, not translated or transliterated.

### **Question 9**

This question focused on the introduction of new rules and regulations in Greek schools. It required that candidates answer with 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 discriminated well between different levels of achievement. Almost 27% of the candidates gained full marks and 24% scored 4 out of the 5 available marks. Weaker candidates found 9 (d) particularly challenging and were not very successful in identifying two details that describe the journalist's opinion about one of the new rules. The answer *η απόφαση αυτή προκάλεσε αντιδράσεις* is not an opinion, it is a fact, in addition to being taken verbatim from the text. The correct response should express the journalist's disagreement and his recommendation (e.g. *νομίζει πως δεν είναι σωστός και πως θα έπρεπε να βοηθάμε τους μαθητές που δεν έχουν χρήματα για εκδρομές*)

A small number of candidates who failed to gain more than one or two marks copied whole sentences from the text verbatim, without the necessary editing that allows for a clear answer to emerge.

### **Question 10**

This question focused on water shortages in the summer and required that candidates translate a short paragraph from Greek into English. Total marks awarded for this exercise were 7. Most candidates were able to achieve good marks, scoring 5 and above. The meaning of the passage was generally communicated well, with only a small number of candidates relying on guesswork or lacking adequate language awareness to demonstrate good understanding of the text. It was impressive that almost all candidates were able to translate *κλιματική αλλαγή* correctly as *climate change*.

A pattern of lexical challenges that emerged from samples of candidate performance concerned words such as *έλλειψη*, *συνήθειες* and *ξοδεύουμε*. Many candidates managed to convey meaning by using periphrasis, e.g. *the problem of not having enough water*, *the things we usually do* etc.

### **Paper Summary**

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

Candidates should read all questions carefully, paying particular attention to the language that they must respond in.

Candidates 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.

Candidates 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. Candidates should not omit words and make educated guesses.

In exercises where candidates are asked to select a word/phrase from a bank of words to complete a sentence, they 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, candidates 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.

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