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Examiners' Report

Principal Examiner Feedback
Summer 2022

Pearson Edexcel GCSE
In Greek (1GK0)

Paper 3F

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Principal Examiner's Report 2022

Summer 2022

Specification 1GK0

Paper 3F: Reading and Understanding in Greek

Introduction

This was the second iteration of a summer examination series for this specification and the entry was rather small.

Candidates in this paper were 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.

Paper Summary

It was evident that many candidates 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 candidates were able to gain at least good marks on the new 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 many, they were a challenge for weaker candidates. In addition, questions with rubrics in English proved a challenge for some overseas candidates who did not have the necessary competence to form short answers in English unambiguously.

Few candidates left significant gaps in their answers or failed to respond fully to all the questions in this paper, in particular questions 5, 6 and 7. In conclusion, though, a satisfactory 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.

Question 1 (What I like to eat)

This question related to the topic of 'food' and required that candidates provide the correct name linked with each food preference. The rubric required that candidates write these names in **English**, which they choose from a list provided. The question was worth 6 marks.

Most candidates found this question accessible as it contained very familiar vocabulary items, such as ταβέρνες, γλυκά, χορτοφάγος etc.

Question 2 (Our school)

This question related to the topic of 'school' and required that candidates 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 2(b) which required knowledge of the word ανακύκλωση 'recycling' and 2(d) which required ability to link the words ανοιχτούς χώρους with the word 'outdoors'.

Question 3 (Working for peace)

This question related to the topic of volunteering for a good cause. It required that candidates provided short answers in English. This question was worth 5 marks. A good number of candidates received full marks and provided succinct and clear answers. A pattern of errors emerged in 3 (b) (i), which proved challenging to some candidates. They were not able to identify with precision that the situation improved not because there are 'more people' on the island but because there are 'more volunteers', πολὺς κόσμος που δίνει τον χρόνο και τις γνώσεις του. This question proved to be a good discriminator of performance.

Question 4 (To πιάνο)

This question related to the topic of 'everyday life'. It was based on an adapted literary text and tested comprehension through multiple choice questions. This question was worth 5 marks.

Most candidates performed well with no discernible patterns of errors.

Question 5 (Fridays for Future)

This question related to the topic of 'Campaigns and Good causes' and focused on Ariadne's environmental activity and commitment to volunteering. It elicited short answers in English and it was worth 3 marks.

Many candidates performed well in 5 (a) and 5 (b). 5 (c) posed some challenges to candidates who were not able to identify correctly that, according to the text, the biggest challenge that people **like her** (Ariadne) face in Greece, is that people do not believe them when they talk about the magnitude of the threat of climate change. In other words, the challenge is people's ignorance not climate change itself (which is a challenge for everyone, not just Ariadne).

There was evidence of some poor English that prevented some candidates from answering correctly.

Question 6 (Το χωριό της Ελπίδας)

This question related to the topic of 'places to see' and focused on the narrator's childhood memories, as she was taking a trip back to her home village. It was based on a literary text and elicited short responses in English. It was worth 4 marks.

Most candidates performed well in 6 (a) and identified the reason why the train journey was enjoyable, i.e., because of the view. There was some guesswork here and people listed several words ('because there was a nice lake and a river'). When this happens only the first word offered is taken as an answer. Such responses that may have included 'river' and 'beautiful mountain', but not in the correct order, after an inaccurate piece of information (i.e., 'lake') did not earn any marks. Insecure language skills in both Greek and English marred performance for weaker candidates, especially in relation to (b), which required two details. Some lost valuable marks because they were not able to provide a clear comparison between how things were 'then' in relation to 'now'.

Question 7 (Ένας μήνας στην Κύπρο)

This question related to the topic of 'School and School Exchanges' and focused on Zoe's account about spending a school year in Cyprus. It was worth 5 marks. Candidates were asked to complete a sentence by choosing from a list of Greek words. This question proved challenging for some students. There was a noticeable pattern of misspelling, to the point of unrecognizability, a word that was supposed to have been copied from the given pool. Common errors included responses to 7(a) (συγγενείς instead of τον καιρό) and 7(c) (φασαρία instead of φίλους). These questions served as a good discriminator for distinguishing between various levels of achievement.

Question 8 (Διακοπές με αυτοκίνητο)

This question related to the topic of 'holidays'. It was worth 5 marks. Candidates were asked to select the correct Greek word(s) in a multiple-choice comprehension exercise that was in Greek. There was no discernible pattern of errors in this exercise and most candidates proved familiar with vocabulary pertaining to this theme.

Question 9 (Τι επαγγέλματα αναζητούν οι έφηβοι;)

This question related to the topic of 'careers and professions' and it was worth 5 marks.

Candidates were asked to select the correct Greek name, in order to complete a sentence that linked the name to a career preference. There was good performance in this question, with an occasional pattern of misspelling the names from the given pool or transliterating them into English, often impacting their clarity and therefore causing the loss of marks. Names should be copied as they are given.

Question 10

This question related to the topic of 'Music events' and involved the translation of a short passage from Greek into English. Total marks awarded for this exercise were 7. Most candidates 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 emerged from samples of candidate performance. Translations were satisfactory and occasionally very good, with the meaning of the passage mostly, and in rare case, fully communicated. Occasional challenges were evident in the rendering of γίνεταί, συναντιούνται, περνάνε and ακούγοντας μουσική, which affected the flow of the translation

Conclusion

Based on their performance in this paper, candidates are asked to consider the following:

- read all questions carefully, paying particular attention to the language that they must respond in (English not Greek, unless a word needs to be copied from a pool)
- 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
- ensure that their translation reads naturally in English. It is sometimes 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 they should try to make educated guesses. Proper nouns ought to be transliterated, if they do not have an equivalent word in English. It is acceptable to simply transliterate proper nouns instead of translating them (e.g., render Θεσσαλονίκη as Thessaloniki and Γιάννης as Yannis)
- remember the importance of clear presentation and legible writing
- write in the space provided and try not to continue in additional paper. Lengthy answers give rise to ambiguity and inaccuracies
- check your answers if you have time at the end.

Thank you for choosing to study this specification