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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Greek (1GK0)

Paper 3H

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## **Principal Examiner's Report 2022**

### **Specification 1GK0**

#### **Paper 3H: Reading and Understanding in Greek**

##### **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. These themes are listed below. For information on topics and sub-topics under each theme, please refer to page 9 of the specification:

Theme 1: Identity and culture

Theme 2: Local area, holiday and travel

Theme 3: School

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension

The total marks awarded for 3H is 50 and there are three sections, 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.

Assessment draws from a mark scheme that is paper specific each year. Indicative answers are presented in this mark scheme, but any answer that conveys the same message through different phrasing is acceptable as long as there is no ambiguity. For this year's indicative content, please see the published MS for Summer 2022. Question 10 is marked as a whole, according to specific assessment criteria which may be found in the MS and on page 158 of the SAMS.

##### **Paper Summary**

An unusually large number of candidates was entered for this examination. In general, it was evident that many candidates had been well prepared and achieved success, particularly in questions with English prompts which required the recall of familiar vocabulary. Many candidates were able to gain good marks in 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 weaker candidates. Some of the responses in Greek contained superfluous material copied directly from the source text without manipulation, which led to syntactical anomalies which obscured meaning. In general, answers which are copied from the source text without paying attention to the way the question is phrased lead to ambiguity and are marked down. If, for example, a question asks what films the narrator prefers (τι ταινίες αρέσουν στον δημοσιογράφο) and the answers copies a phrase from the source text which is in the first-person plural (κάτι για να γελάσουμε λίγο), this does not convey meaning unambiguously and it is therefore incorrect.

A few candidates left significant gaps in their answers or failed to respond to all the questions in this paper; this is especially the case for question 9, which required responses in Greek.

In conclusion, 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 (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 challenges to weaker candidates who were not able to identify correctly that, according to the text, the biggest challenge that people like 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. For example, the response to 1(b) was sometimes rendered with lack of clarity as 'she went to a team', as opposed to 'she joined an environmental group'.

Many candidates, though, found this question accessible and gained at least 2 marks.

### **Question 2 (Το χωριό της Ελπιδας)**

This question was common to 3F and 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 nice 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 in the past, 'there were children playing in the fields', in relation to now, 'there is nothing happening now/no events'.

### **Question 3 (A Greek mathematician in Cambridge)**

This question was linked to the topic of 'Study and Work/ Further Study' and was about a successful mathematician who talked about his career trajectory. 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 ambiguity in 3(b), when some candidates wrongly attributed the move to Athens to the desire to play (more) football, as opposed to the importance of getting away from it, in order to resume his studies.

### **Question 4 (Κοιτούσε τον ορίζοντα)**

This question was based on a literary text and tested comprehension through multiple choice questions which were in English. It was linked to the topic of 'socialising with friends' and it was worth 5 marks.

Most candidates performed very well and gained full marks. There was no discernible pattern of errors.

### **Question 5 (School competition)**

This question was linked to the topic of 'celebrating success' at school and was based on what four friends were saying about their participation in a research-based competition. 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 (e) challenging and failed to correctly identify the rule of 'no more than seven people in each team', writing instead '7 people in each team' or 'at least 7 people in each team'.

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

### **Question 6 (The forests of Cyprus)**

This question was linked to an environmental theme and the topic was 'access to natural resources'. It focused on the importance of looking after nature and singled out some careless behaviour by those who visit the mountain of Troodos.

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 (i) correctly. Several candidates failed to gain marks in 6 (ii), either because they did not answer at all or because they neglected to provide the correct detail, which was about 'lighting fires to cook in designated areas only', as opposed to 'lighting' or 'not lighting' fires at all.

## **SECTION B**

### **Question 7 (Διακοπές με αυτοκίνητο)**

This question was common to 3F and was linked 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 8 (Τι επαγγέλματα αναζητούν οι έφηβοι;)**

This question was common to 3F and related to the topic of 'careers and professions'. 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.

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 (Τα θερινά σινεμά)**

This question was linked to the theme of Identity and Culture and the topic was 'film'. It focused on a journalist's impressions about summer cinemas in Greece and how they have changed over the years. 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. Many candidates scored 4 out of the 5 available marks and some even gained 5 marks. Weaker candidates found question 9 challenging in general, and resorted to indiscriminate copying from the text, with all-inclusive phrases that did not single out the correct detail unambiguously expressed.

A common pattern of incomplete answers across all abilities related to 9(c) and 9 (d). In 9(c), only one detail was provided, regarding the availability of food, which was in fact an amenity that had always been there for the audience. The distinguishing detail between then and now was the existence of tables next to the seats.

In 9(d) the pattern of omission related to the fact that those who might choose to go to the summer cinema would do so because it was a brand-new experience and they had never done anything like this before.

### **Question 10**

This question required translation of a short passage from Greek into English and was linked to the theme of school. The topic was 'school trips'. Total marks awarded were 7.

This question drew from someone's account of the school trips they usually take and focused on a particular trip to Cyprus.

In most cases the meaning of the passage was mostly communicated, with some wrong use of vocabulary and inappropriate use of prepositions affecting the flow of the sentences. Particular challenges for weaker candidates related to the past tense of 'swim' and the translation of the word εξωτερικό, απόγευμα and αξιοθέατα.

### **Paper Summary**

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

- read all questions carefully, paying particular attention to the language that they must respond in, as some exercises require responses in English (for example question 1) and some require response in Greek (for example, question 9)
- 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 often preferable to convey meaning by not adhering to word-for-word literal translation. Try not to offer alternative translations. The examiner will only accept the first translation that is offered
- try to translate or paraphrase even the words you are not sure about. Rely on context and make some educated guesses
- copy a word/phrase from a bank of words to complete a sentence, without altering this word. Read the rubrics carefully
- when the question requires short answers in Greek, try not to copy whole phrases from the text. 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

- remember the importance of clear and legible handwriting
- use the space provided for your answers and try not to continue on extra paper
- read your answers again if you have time at the end.

Thank you for choosing to study this specification.