

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE Greek (5GK03)
Paper 1 Reading and Understanding in
Greek

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Publications Code UG036462

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GCSE Greek
Unit 3 Reading and Understanding in Greek
Examiner Report

General Comments

A high number of students demonstrated good comprehension skills and produced accurate and confident responses. There was evidence of satisfactory vocabulary awareness and an ability to identify the information targeted by the questions. Rubric violations were very rare and examiners were very appreciative of this improvement. The majority of students adhered to procedure, selected the correct number of responses and used the correct language to answer question 9, although not always as succinctly as required. Occasionally, there was a large amount of unsolicited information provided. Correct details were often contained in lengthy responses but alongside other irrelevant and often contradictory information. Such "all inclusive" responses did not manage to score full marks, as students did not identify precisely the correct information and instead examiners had to choose from a host of superfluous details. When 2 details are required, students are advised against providing three or four pieces of information as in such cases, only the first two items listed will be credited.

Weaker students found certain aspects of questions 7, 8 and 9 challenging. With regard to question 9, some responses were unsuccessful in conveying the correct information due to poor English.

Q1 and Q2

These questions were handled well by the majority of students, with the grand majority of responses getting full marks.

Q3

There was very good performance overall, with few students failing to identify the words «συγκοινωνία» and «ψυχαγωγία και διασκέδαση» in Q3(iii) and Q3(iv).

Q4 and Q5

These questions proved accessible to most students. A small number of students failed to recognise the options provided in Q4(iv).

Q6

Regarding question 6, performance was generally satisfactory with lapses occurring in Q6(i) and Q6(v). A number of students failed to link the word «διαγώνισμα» to "School" and «παράσταση» to "Theatre".

Q7

More than half of the students scored full marks in this question. A pattern of erroneous response emerged in relation to Q7(j), which was often chosen as a correct answer. The word «ορεινό» proved challenging for many students who were not able to identify the prospective students' willingness to "stay in the mountains".

Q8

This question required good language awareness and inference skills and was handled very well by able students. Q8(iv) and Q(v) proved the most accessible subsections of the question, whereas Q8(ii) proved the most challenging and differentiated well between high and average ability students. The fact that the celebrity's career span 40 years led many students to believe that the distracter containing the word "forty" was the correct answer; when in fact, the correct answer for Q8(ii) was A.

Q9

Levels of achievement varied in this part, as expected with questions targeted at higher tiers of ability. Sub-questions like Q9(a) and Q9(e) proved accessible to a good number of students, although a pattern of inaccurate responses did emerge, especially in relation to Q9(c) and Q9(g). Q9(b), Q9(d) and Q9(f) required two correct details and elicited mixed responses, with most students earning one mark for each of these questions. This is also where most students wrote answers that contained three, sometimes four, details, sometimes included in a five line paragraph, consisting of irrelevant and often contradictory material.

Q9(a) provoked a good number of successful answers, indicating that most students correctly identified the sentence «πήγα να δω τον αδελφό μου». Some students, however, added details that were incorrect (eg "who works in a café in London") and, as a result, lost the mark.

Q9(b) gave rise to a number of responses which were partially correct as many students identified some of the relevant information; usually the one pertaining to "University".

Q9(c) proved very challenging to most, except the A* students.

Q9(d) gave rise to a number of responses which were partially correct as many students identified some of the relevant information; usually the one pertaining to "reading". This is the part of the paper where accuracy of detail is of primary importance. Students who wrote that the café was full of people "accessing the internet" added a detail that was not mentioned in the text and did not earn a mark.

Q9(e) provoked a good number of successful answers, indicating that most students correctly identified the source of the blogger's information.

Q9(f) was the question that yielded rather lengthy responses, which contained a mixture of correct and incorrect information. There was a pattern of repeating information ("the café is full of people reading..."); this detail had been cited earlier in Q9(d). The sub sections in question 9 do not overlap by targeting the same information, so students are advised against repetition. Some students identified the correct information succinctly, i.e. "the speaker finds it's better to work in the café because he can chat with people/seek help".

Q9(g) proved very challenging to a number of students who were unable to convey the required detail with the phrase "A friend's home".

To improve their performance, students should:

- Read each question carefully before attempting to answer it, to ensure clear understanding of what is expected or how many details they ought to provide
- Answer the last question **in English** and pay attention to spelling and grammar. Full sentences are not required
- Look for signals in the form of phrases and words that introduce content which is targeted in the question. If, for example, a sentence in the source text for Q9 contains the phrase «...έμεινα έκπληκτη. », the answer to the question "Why was the blogger surprised" is likely to be found there
- Bear in mind that the order of the questions in Q9 follows the way information is ordered in the source text, to the extent that this is possible
- Familiarise themselves with the minimum core vocabulary and past papers
- Practice recognising the questions/distracters that may mislead them into thinking that an answer is correct, simply because it contains a word mentioned in the source text. For example, Q7(j) was incorrectly chosen as an applicable response because it contained the word "forest". In reality, "Camping in the forest" was not offered as an activity as the text only mentioned "trips to the forest", not "camping".

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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