

Examiners' Report/ Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE
in Greek (5GK03/01)
Paper 1: Reading and Understanding
in Greek

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GCSE Greek
Unit 3 Reading and Understanding in Greek
Examiner Report

GENERAL COMMENTS ON PERFORMANCE

A high number of candidates demonstrated good comprehension skills and produced accurate and confident responses. There was evidence of satisfactory vocabulary awareness and ability to identify the information targeted by the questions. Rubric violations were very rare and we are again very appreciative of this improvement. The majority of candidates adhered to procedure, selected the correct number of responses and used the correct language to answer question 9, although not always fully or occasionally as succinctly as required. This year, there was a noticeable improvement regarding the amount of unsolicited information provided, usually concerning details which are product of guesswork.

Weaker candidates found certain aspects of questions 3, 6, 8 and 9 challenging.

With regard to question 9, some responses were unsuccessful in conveying the correct information due to poor English.

To improve their performance, candidates 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 question 9 contains the phrase «...δε με ενθουσίαζε... », the answer to the question “What was his impression of camping before he went?” is likely to be found in that paragraph
- Bear in mind that there’s correlation between the order of the questions in question 9 and the order that the information targeted appears in the source text, to the extent that this is possible
- Familiarise themselves with the minimum core vocabulary and past papers before taking this examination
- Practice recognising the questions/distractors that may mislead them into thinking that an answer is correct, simply because it contains a word mentioned in the source text. For example, 6(h) was an incorrect response chosen by some probably because it happened to include the word for “mother”, which was also mentioned in the stimulus.

In terms of procedure, candidates are reminded that the space provided for each response corresponds to the amount of information required and there’s no reason for writing in the margins of the page or **continuing on supplementary pages.**

Questions 1 and 2

These questions were handled well by the majority of candidates, with the grand majority of responses getting full marks. Some candidates ticked fewer boxes than required in question 1, losing valuable marks. A small number of candidates found it challenging to associate «Διαβάζω ένα τρίωρο καθημερινά» with "Spends a few hours studying each day", in question 2.

Question 3

There was very good performance overall, with few candidates failing to identify the correct answer in 3(v). The question, which was about a lost bag, invited candidates to interpret the information in the phrase «μου την έφεραν οι γονείς μου από ταξίδι μόλις χτες», and come to the conclusion that the bag was a recent gift. Many candidates mistakenly concluded that the word «ταξίδι» indicated a trip abroad and ticked C instead of A. There was no reference in the stimulus that the trip the parents had taken was abroad.

Question 4

Most sub questions proved accessible to the majority of candidates. A small number failed to recognize the word «πράσινο» in E and matched it with the phrase "You like the countryside".

Question 5

A good performance all round. This question asked students to identify the skills and attitude needed in order to make the most of a summer job. A small number of candidates did not make the connection between «οι καλοί τρόποι βοηθάνε πολύ» and 5 (ii), "It is important to be polite".

Question 6

Many candidates scored full marks in this question. A pattern of erroneous response emerged when candidates mistakenly ticked boxes that happened to contain words included in the stimulus. These, 6 (h) and 6(j) in particular, were in fact conveying inaccurate details in relation to chores that had to do with «μαμά» and «παπού».

Question 7

This question was about social networks and yielded excellent results. Performance was very good with the majority of candidates identifying information correctly. No error pattern was detected.

Question 8

This question required good language awareness and inference skills and was handled very well by able candidates. 8(ii) and (v) proved the most

challenging subsections of the question and differentiated well between A and A* candidates. Vocabulary that seemed to pose difficulties included: χρονιά, έτος and απεριόριστη.

Question 9

Levels of achievement varied in this part, as expected with questions targeted at higher tiers of ability. Sub-questions like 9(a), 9 (d) and 9(f) proved accessible to a good number of candidates, although a pattern of inaccurate responses did emerge, especially in relation to 9 (b), (c) and (e). Questions 9(b), 9(e) and 9(f) required either two correct details or further explanation and elicited mixed responses, with many candidates earning either no or one mark for each of these questions. 9 is also the question where some students wrote answers that contained superfluous or extraneous to the text information, drawing from their own experience of camping. Another pattern of inconsistent responses related to identifying the writer and main character in this text as alternatively a "he" and a "she", causing some inevitable confusion.

9 (a) provoked a good number of successful answers. Some responses were incomplete as they provided just "summer", instead of "last summer/the summer that just passed".

9 (b) gave rise to a small number of correct responses. Candidates identified the popularity of camping but failed to add the necessary detail to support their view.

9(c) yielded mixed results. A fair number of students identified the correct reason with correct English that left no room for misinterpretation. Some answers, however, translated the word «φασαρία» as "noise", which unfortunately was not correct in this context. Therefore answers like "he did it to avoid noise" were marked wrong.

9 (d) proved accessible to most students. Most responses identified the writer's dislike of camping and justified their view with apt details. There was evidence of awkward English in this response too, as a result of mistranslation (e.g. "He was pinched by flies").

9 (e) gave rise to a good number of responses, which identified the writer's personality as "dependent", "spoiled", "not adventurous" etc. Good supporting evidence was provided to justify the characterization and many candidates gained full marks.

9 (f) yielded mixed results, with many students failing to provide one of the two details needed for a full response. Some responses which relied on guesswork were also to be found here (e.g. "the candidate learned to cook his own food). A correct response identified the writer's realization of the importance of "good company/good friends" and the fact that this all that is needed or one does not need comforts to have a good time.

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