

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel GCSE
in Greek (5GK03/01)
Paper 3: Reading and Understanding
in Greek

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GCSE Greek

Unit 3 Reading and Understanding in Greek

Examiners' Report

General comments on performance

Candidates performed well across the paper as a whole and there was often evidence of excellent comprehension skills and ability to convey understanding of material in correct and comprehensible English (question 9). The majority of candidates were well prepared for the different test types and demonstrated their mastery of the minimum core vocabulary through their good performance in questions targeting G to C grades. Questions with a greater number of sub questions and choice of answers, as well as answers which required answers in English remain a challenge for less able candidates. Weaker candidates found questions 4, 5, 8, 9 challenging.

This year also there were no rubric violations regarding the number of boxes ticked in non-verbal response tasks and we are very appreciative of this practice. An issue of concern remains with regard to unsolicited information and over lengthy responses provided in question 9. Candidates provided answers in the form of 5-10 line paragraphs, instead of utilising the one or two-line space provided, in an organised and tidy manner. Many of these lengthy responses spilled over to the margins of the page or were jotted down in extra pieces of papers, with a considerable amount of crossing out, smudges and additional notes directing the examiner to a different page. These responses invariably contained irrelevant information, unnecessary repetition and incorrect details amidst some correct ones. Candidates who answered in this way lost marks and were rarely able to achieve perfect scores for a question that was worth two marks. It is the responsibility of the candidate to provide the correct information in a **succinct and clear** manner. The examiners will not select the correct detail among three other details on offer.

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. In question 9, the number of marks usually corresponds to the number of details required. Occasionally, in questions targeted at higher level and worth one mark, the candidate will be asked to provide opinion and justify it with an example. This example **cannot** be in Greek. The language of responding to question 9 is English.
- Pay attention to spelling and grammar when answering in English. Full sentences are **not** required. Candidates are reminded that the space provided for each response corresponds to the amount of information required and there is no reason for writing in the margins of the page or continuing on supplementary pages.

- Look for signals in the form of phrases and words in the source text that introduce content which is targeted in the question. If, for example, a sentence in the source text for question 8 contains the words «...εβδομάδες... », the correct choice in question 8 (ii) "The duration of the exchange may be..." is likely to be found in the phrase that contains the word "εβδομάδες".
- Bear in mind that there is 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 spelling so they can practice correct orthography and not give rise to misunderstanding when writing in English. It is also important to acquaint themselves with basic rules of English syntax that require that the subject always precede the verb in affirmative sentences.

Questions 1 and 2

Breakfast time/ A night out

These questions were targeted at G and E grades and handled very well by the majority of candidates, with most responses receiving full marks. It is often the case that performance is excellent in questions that target content familiar to the candidates, e.g. food or free time.

Question 3

Visitor information

Question 3 targeted grade D. There was very good performance overall, with few candidates failing to identify the correct answer in 3(ii). Some candidates were not able to make the connection between the word "countryside" and "δάσος".

Question 4

School exchange

Question 4 targeted grade C. Most sub questions proved accessible to the majority of candidates. A small number failed to identify the correct answer in 4(iii) and recognise the implications of the phrase "πρέπει να γράψουν οι ίδιοι στο **Λυκειάρχη** του **σχολείου μας**".

Question 5

News from friends

A good performance all round. This question asked students to identify the phrase that is apt to use in a card to a friend who has just shared some news. Most candidates scored full marks. A small number was unable to link a "family's move to a village" (F) to "the beginning of a new life" (iv).

Question 6

Special deals

The majority of candidates scored full marks in this question demonstrating excellent command of high frequency vocabulary.

Question 7

Work experience

This question about someone's Saturday job yielded excellent results. Performance was very good with the majority of candidates identifying information correctly. No error pattern was detected.

Question 8

Public transport

Question 8 was targeted at A* candidates as it involved understanding both the source text and the questions which are written in Greek. Question 8 differentiated well between A and A* candidates and required very good language awareness and inference skills. The question was handled very well by able candidates, with 8(ii) and (iii) proving the most challenging subsections. Vocabulary that seemed to pose difficulties included: αστική συγκοινωνία, κατάσταση, κοινό, αισιόδοξο, δυσάρεστο.

Question 9

Education

Levels of achievement varied in this question, as expected with questions targeted at higher tiers of ability. Sub-questions like 9(b), 9 (c) and 9 (d) proved accessible to a large number of candidates, although a pattern of inaccurate responses did emerge, especially in relation to 9 (a), (e) and (f). Questions 9(b), 9(e) and 9(g) required either two correct details or further explanation and often elicited mixed responses, with many candidates earning either no mark or one mark for each of these questions. 9 is also the question where some students wrote answers that contained superfluous or extraneous information to the text information, drawing from their own experience of discussing study choices with friends and family.

Almost half the candidates entered answered question 9 (a) correctly. A number of answers did not earn marks because the English was either ambiguous or obscure. A surprising number of candidates answered by saying that "Elena does not like the magazine because this is the first time she is writing to them". This was clearly the wrong answer. Some failed to provide complete answers, as required by the question, and simply wrote "she is reading it".

9 (b) gave rise to a fair number of correct responses with the majority of candidates scoring at least one mark. Some answered the question "How does Elena differ from her fellow students" with tautologies of the kind "she

is very different", "she is not like them", failing to provide the detail that demonstrated **how** she is different.

9(c) yielded mostly full marks, with the majority of candidates identifying the correct information regarding Elena's feelings towards her difference from her fellow students.

9 (d) was answered correctly by a fair number of students who identified correctly how the decision to study Economics was reached. A small number erroneously attributed the decision to friends' counselling.

9 (e) required two details and many identified the fact that Elena would take over the family business, not always recognising the second required detail, that this was expected of her as she is the only child. This is where candidates with poor English were unfortunately not able to express their understanding of the text very well and wrote "because she is a lonely child".

9 (f) was worth one mark but asked students to justify their answer. As this question is targeted at grade A, candidates need to provide explanation or justification for their views. Even though a large number of responses such as "sad", "uncertain", "confused" were deemed acceptable, they were awarded marks only when there was additional explanation as to why.

9 (g) 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. "Elena is an intelligent girl because she writes in a magazine"). A correct response identified the kind of daughter Elena is, not the kind of person she is. Therefore, correct answers (there was an acceptable variety of these) had to comment on Elena's relationship with her parents and their expectations. This question also posed a challenge to many candidates whose English was often not adequate to express opinion unambiguously, e.g. "Elena hears her parents".

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>