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Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel GCSE

In Greek (1GK0) Paper 3F: Reading and
Understanding

Foundation tier

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GCSE Greek Paper 3F: Reading and Understanding in Greek

Principal Examiner's Report

Introduction

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

Performance across all questions in this paper demonstrated that most candidates had been very well prepared for the examination. Many entrants at this level achieved good or even full marks on questions with English prompts which required the recall of familiar vocabulary or short answers in English. The translation question proved accessible in varying degrees to all ranges of ability, and some were able to transfer meaning with impressive accuracy and fluency.

A small number of candidates were less successful in questions which required answers in Greek or where cognitive skills such as processing or inferring meaning were at play. The literary texts and the questions with rubrics in Greek proved accessible to many able candidates, but they proved a challenge for weaker candidates who struggled to convey their understanding in an intelligible way. In addition, questions with rubrics in English proved a challenge for some overseas candidates who did not have the necessary competence to construct short answers in English without ambiguities caused by spelling and limited knowledge of vocabulary and structures, therefore obstructing meaning.

Question 1

This question required that candidates provide the correct name in relation to a statement about Cyprus. The rubric invited candidates to write these names in **English**, which they had to choose from a list provided. The question was worth 6 marks.

Most candidates found this question accessible as it contained very familiar vocabulary items. There were no evident patterns of errors. Bad spelling or changing the word from English into Greek (even though it was supposed to have been copied **verbatim from a word pool**) was a regular feature of many weak responses. Filling in the gaps with names in Greek constituted a rubric violation. This practice should be avoided at all costs.

Question 2

This question was about a new park and required that candidates choose the correct English word from a word cloud, in order to complete sentences. The question was worth 5 marks.

Performance was very good with no evident patterns of errors. Some were unable to associate the phrase 'μπορείτε να φάτε κάτω από τα δέντρα' with *you can eat outside* (2b).

Bad spelling and illegible writing (even though the word was supposed to have been copied) was a regular feature of weaker responses.

Question 3

This question related to the topic of school. It required that candidates provide short answers in English. This question was worth 5 marks and most candidates achieved at least 3.

There was generally good performance with some patterns of errors and weak performance evident in 3 b (ii) – where candidates failed to link the phrase 'γνωστή συγγραφέας' in the text with the answer to (ii): *What is special about her literature teacher?*

Question 4

This was based on an adapted literary text and tested comprehension through multiple choice questions. This question was worth 5 marks and was computer marked. There was evidence of high level of achievement in the majority of responses.

Question 5

This question related to the topic of summer camps, and it was about an opportunity for Greek children of the diaspora. It elicited short answers in English, and it was worth 3 marks.

Performance in this question ranged from average to good. All-inclusive responses that provided more details than required made it impossible to discern the correct detail and extract it from a host of others: For example, in 5 (c) *What is the added bonus of this experience for the children?* an indicative candidate response was 'they visit places, they meet children from all over the world and they have a holiday'. The inclusion of three details prevented the "added bonus" from emerging clearly and the correct detail ('...meet children from all over the world') was listed second, after a superfluous detail that may have been true, but was, nevertheless, incorrect. For one mark, only one detail (with accompanying explanation, when appropriate) should be provided.

Insecure language skills in both Greek and English marred performance for weaker candidates, especially in relation to (a) and (b). In (a) many incorrect answers restricted themselves to repeating information already conveyed to the candidate in the question prompt ('Read the extract from an article about a summer camp for children of Greek origin'). Therefore, answers such as 'they must be of Greek origin' were deemed incorrect as they did not offer any new information.

Question 6

This question was an adapted literary text and focused on a young girl's memories before she turned 18 years old. It elicited short responses in English and was worth 4 marks. Candidates performed with moderate success. Insecure language skills in both Greek and English marred performance for weaker candidates, especially in relation to (b), which required the word 'high school'/ 'secondary school'. In (a) many candidates repeated the essence of the question in their responses, therefore failing to provide new information. For example:

6(a): Why does Leoni feel happy in her room?

Typical incorrect response: Because she feels happy there.

Question 7

This is the first question from Section B and was based on a campaign about water. It was worth 5 marks.

Candidates were asked to complete a sentence by choosing from a list of Greek words in a word cloud. This question proved moderately challenging for some students. There was a noticeable pattern of misspelling, to the point of unrecognisability, even though the word was supposed to have been copied from the given pool.

As is often the case with topics that are drawn from concepts, rather than the personal experience of a 16-year-old, challenges related to syntax and vocabulary were responsible for some incorrect answers. When candidates are not familiar with a certain word, they ought to try to use their knowledge of syntax to complete a sentence. For example, question (c) is missing an object. Therefore, the answer would have to be a noun in the accusative.

Question 8

This question was about Marios and his Saturday job. 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 a pattern of frequent errors in (iv), as many candidates failed to identify the phrase 'με πληρώνει πολύ λιγότερα από αυτά που περίμενα!' with the correct reaction which was option (c) 'Ο Μάριος έμεινε έκπληκτος'.

Question 9

This question was on the topic of a weekend away in the Greek town of Kavala. It required that candidates match a statement with the correct name, and it was worth 5 marks.

Performance was generally good, with most candidates achieving 3 marks or higher.

There was an occasional pattern of misspelling the names from the given pool or transliterating them into English. This violated the rubric, it often impacted the clarity of the response and caused loss of marks. Names **should be copied as they are given**.

Question 10

This question related to the topic of school events and focused on how students help organise a celebration. It involved the translation of a short passage from Greek into English and total marks awarded for this exercise were 7.

Most candidates were able to achieve 3 marks and above, which indicates that the meaning of the passage was communicated with degrees of success: from partially to fully.

There were some patterns of lexical challenges that emerged in certain responses, which impacted meaning or affected the flow of the translation. Examples include:

- Rendering *δουλεύουμε* as 'worked' instead of the correct 'work'
- Moderate or little success in the translation of *εγώ έφτιαξα τις αφίσες*.
- Occasional failure to identify high frequency time references and adverbs such as *τις Παρασκευές, φέτος, πέρσι*.

Candidates are reminded that in these short translations, transitions in time frames or the aspect of time are often signaled with adverbs of time or frequency, including days of the week.

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, which is mostly 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.
- 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 their answers if they have time at the end.

Thank you for choosing to study this specification.