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Examiner's Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE

In Greek (1GK0)

Paper: 3H (Listening)

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Summer 2023

Publications Code 1GK0\_3H\_2306\_ER

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## **Principal Examiner's Report**

**Summer 2023**

**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 from Greek 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 2023. 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**

The candidates who entered for this year's examination performed very well. In general, it was evident that many had been well prepared in extracting meaning, identifying details and recognizing inference. Successful performance was particularly evident in questions with English prompts, which required the recall of

familiar vocabulary. Many candidates were able to gain full marks in the translation into English, in section C. Some candidates were less successful in questions which required cognitive skills such as processing or inferring meaning. Although the literary texts and questions with rubrics in Greek proved accessible to most candidates, they were a challenge for a small number of 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, in turn, 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, therefore, marked down. If, for example, a question asks what the person who has the correct passcode may do (question 10(c): Τι μπορεί να κάνει αυτός που έχει τον σωστό κωδικό;), the response `Μπορείτε να παρακολουθήσετε αυτές τις ταινίες από το σπίτι σας` contains a syntactical misalignment between the question and the answer, one that leads to ambiguity. The reference to `αυτές τις ταινίες` further hinders clarity as it assumes a prior mention of these films. In addition, the verbatim copying from the text may be a result of guesswork, rather than purposeful identification of the correct and unambiguously articulated information. A few candidates left significant gaps in their answers, answered in the wrong language or failed to respond to all the questions in this paper; this was especially the case for question 9, which required responses in Greek. In conclusion, the performance of the majority of candidates ranged from good to excellent throughout the paper. Many candidates demonstrated a clear and, often, precise understanding of content, vocabulary and grammar, as well as skills of process and inference.

## **SECTION A**

### **Question 1**

This was a crossover question with 3F and related to the topic of `school trips`. It was about a visit to the dance museum. It elicited short answers in English and it was worth 3 marks. Good to excellent performance was evident with occasional challenges evident in 1(b), where some candidates failed to provide the distinguishing detail (`by email`) and offered the incomplete response `communicate`.

### **Question 2**

This was a crossover question with 3F and drew its content from the topic of `everyday life and customs`. It was based on a literary text, focusing on a Cypriot

refugee's journal during the Christmas period and elicited short responses in English. It was worth 4 marks.

Performance was generally good, mostly in relation to (a) and (c). Weak candidates confused 'κάνω σχέδια' with 'draw pictures'. Candidates are advised to consider the context when attempting to identify the correct detail, instead of focusing on single words.

### **Question 3**

This question was linked to the topic of 'using languages outside the classroom/forming friendships' and was about a language exchange initiative. It was worth 5 marks and required that candidates provide short answers in English. As with most questions that required responses via short answers (in Greek or English) there was a noticeable pattern of illegible, unclear and messy writing that challenged the reader's understanding of what was being communicated.

Most responses achieved a moderate level of success. Weak English was often an obstacle in conveying information clearly, across all sub-questions. Even though candidates are not required to write in full sentences, single word responses or short phrases that do not include the subject of the verb hinder clarity and obscure meaning. Responses like 'English' and 'friendship', in 3 (b) and 3(d) respectively, were not deemed complete or unambiguous.

### **Question 4**

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 'Local Area/Travel' and it was worth 5 marks.

Most candidates performed very well and gained full marks in 4i and 4ii. Lexical challenges were evident in 4iii, 4iv and 4v, as key words and phrases like 'αίθουσες αναμονής εσωτερικού', 'Έλληνες μετανάστες' and 'φοιτητές' seemed to elude the weaker candidates. Some were misled by the mention of words like 'Αυστραλία' and 'δώρα' in the source text and chose the distractors that mentioned these words in the MCQ.

### **Question 5**

This question was linked to the topic of 'Bringing the world together/Good causes' and was focused on the particulars of a school exchange initiative. It required that candidates select a word from a list in order to match events with the correct day they are scheduled for. 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 day to the correct event, earning full marks. A very small number of candidates answered in the wrong language, in Greek, and these responses were marked wrong. A large number of candidates found 5 (e) and (f) moderately or, occasionally, very challenging and failed to correctly identify the purpose of the event. 5 (f) was not handled well, mostly on account of inability to identify 'υποχρεωτικό' and provide the English word "compulsory" or "obligatory".

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, neither translated nor, in the case of a Greek word, transliterated.

### **Question 6**

This question was linked to the theme of 'work/jobs'. It focused on changes in the workplace and the impact of working remotely from home.

The first part of the question 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), mostly because they did not answer with adequate precision, offering ambiguous or incomplete responses like 'he wishes technology was not a thing'.

## **SECTION B**

### **Question 7**

This was a crossover question with 3F and was linked to the topic of 'Local Area, holiday and Travel/ Places to see'. 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. Performance ranged from very good to excellent and showed that most candidates were familiar with vocabulary pertaining to this theme.

### **Question 8**

This was a crossover question with 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 certain perception or behaviour in relation to school rules. Performance was generally good, with an occasional pattern of misspelling the names from the given pool or transliterating them into English. This violated the rubric, as it often impacted the clarity of the response and caused loss of marks. Names should be copied as they are given.

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

This question was linked to the theme of Identity and Culture and the topic was a film festival for children and young audiences. 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 at least 3 marks and few gained 4 or 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. Answers were frequently illegible and unnecessarily lengthy. Often several details were provided, leaving it to the examiner to interpret the information. As is the norm in these cases and depending on whether the question is worth one or two marks, only the first or the first two details are considered as a response to be marked.

A common pattern of incomplete answers across all abilities related mostly to 9(a) where copying verbatim and the absence of a verb subject led to loss of marks for answers such as: θα διεξαγάγουμε εξ ολοκλήρου διαδικτυακά. A pattern of errors was also evident in 9(b), when careless reading of the rubric led to answers such as 'νέους 12-18', when in fact the correct answer involved a bigger age range as it included 'μαθητές από την Κύπρο'.

Weak, almost illegible, Greek and omissions were noticeable at the lower end of the competence range.

## Question 10

This question required translation of a short passage from Greek into English and was linked to the theme of 'Environmental issues' and the topic of 'Access to natural resources'. Total marks awarded were 7.

In most cases the meaning of the passage was almost fully communicated, with some wrong use of vocabulary, incorrect word order and inappropriate use of prepositions affecting the flow of the sentences. Particular challenges for weaker candidates related to individual words such as "I miss" and 'bridges'.

## 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. Consider that word order in English is an essential and non-negotiable aspect of clear meaning
- 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 manipulate them grammatically (adding a subject or the correct case), 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.