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Principal Examiner Feedback

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In Greek (1GK0) Paper 3H: Reading

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## **GCSE Greek Paper 3H: Reading and Understanding in Greek**

### **Principal Examiner's Report**

#### **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 2024**. Question 10 is marked as a whole, according to specific assessment criteria which may be found in the 2024 Mark Scheme and on page 158 of the SAMS.

#### **Paper Summary**

Many of the candidates who entered for this year's examination performed excellently. In general, it was evident that many had been well prepared in processing meaning, identifying details and recognizing inference. Successful performance was particularly evident in questions with English and Greek prompts, which required the recall of familiar vocabulary or the processing of complex Greek structures, in order to identify information. A fair number of candidates was able to gain full marks in the translation into English, in section C.

Some candidates were less successful in questions which required comprehension skills that relied on knowledge of less familiar vocabulary and on inferring meaning or drawing conclusions, as for example in questions 5 (e), 5 (f), 7 (iv), 9 (b) and 9 (d).

Some of the responses that required short answers in Greek or in English, for example questions 3 and 9, were answered in too many words and contained superfluous material, often copied directly from the source text without manipulation. This, in turn, led to syntactical anomalies, which 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.

For example, question 9 (a) asks *Πώς ξεχώρισε η Λεμεσός και φέτος;* the response should be about Limassol not about "we"; not *κερδίσαμε τον τίτλο...* but *κέρδισε τον τίτλο*.

Copying from the text verbatim results in semantic disconnect and may be a result of guesswork, rather than purposeful identification of the correct detail, which ought to be unambiguously articulated in the candidate's own words.

A few candidates answered in the wrong language or mixed English and Greek characters in the sentences. This resulted in loss of marks.

In conclusion, the performance of the majority of candidates ranged from very 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. 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 good to excellent.

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. Weak knowledge of English resulted in sentences such as 'they watch lessons' or 'they do lessons', which were deemed ambiguous or incomplete and did not gain any marks.

### **Question 2**

This was an adapted literary text and a crossover question with 3F. It 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 very well across all questions. Occasional errors included the wrong detail in 2 (b): 'friends from primary school' instead of 'friends from high school/secondary school'; in 2 (c): 'she will get a driver's license' instead of 'she will buy her own car'.

In (a) some 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 3**

This question was linked to the topic of volunteering and was about Yannis' experience with voluntary work. It was worth 5 marks and required that candidates provide short answers in English.

The majority of candidates performed very well. 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.

Weak English was often an obstacle in conveying information clearly, across some questions, 3 (c) in particular. Literal translations such as 'he does not count the time' did not earn any marks nor did answers which instead of interpreting, simply recalled the information in the text. Candidates were asked to interpret the phrase in the text *Δεν μετρώ τις ώρες...* in order to draw the conclusion that 'Yannis feels this is a worthy cause', so 'he does not mind the time he spends there'.

### **Question 4**

This question was based on a literary text about a young girl's experience in a new school in Germany. It tested comprehension through multiple choice questions which were in English. It was worth 5 marks.

There was evidence of high level of achievement across all sub questions, with no discernible error pattern.

### **Question 5**

This question was linked to the topic of winter holidays in Greece. It required that candidates select a name from a list in order to match a statement to the person it applies to. The second part of this exercise required that candidates answer with short answers in English. This question was worth 6 marks.

Most candidates performed very well in the first part of the exercise and attributed the correct statement to the correct name, with many earning full marks. A very small number of candidates answered in the wrong language, by transliterating the names in Greek. These responses were marked as wrong. 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.

Most candidates found 5 (e) and (f) moderately or, occasionally, very challenging and failed to correctly identify the reason that Greece is attractive as a winter destination. Many answered from experience ('winters are mild') and failed to take the next step and identify the impact of mild weather on living expenses, according to the text, i.e. 'cheaper heating bills'. Only the very able candidates managed to respond to 5 (f) correctly, as the phrase *αν έχουμε τις απαραίτητες υπηρεσίες, αν υπάρχουν καταλύματα για αυτό το νέο είδος τουρίστα* seemed to challenge many, not so much in terms of understanding, but in terms of conveying their understanding in English.

### **Question 6**

This question was linked to the theme of school, and it was about a school trip.

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 'they took a long time' or 'they were sitting down'.

## **SECTION B**

### **Question 7**

This was a crossover question with 3F and it focused on Marios' experience with a 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. Performance ranged from very good to excellent in all but one sub question and showed that most candidates were familiar with vocabulary pertaining to this theme. Even able candidates seemed to be challenged by 7 (iv). The phrase in the text *με πληρώνει πολύ λιγότερα από αυτά που περίμενα* was not often linked with option (c) *Ο Μάριος έμεινε έκπληκτος*.

### **Question 8**

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 excellent, with most candidates achieving 4 marks or higher. There was a rare 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**, neither translated nor transliterated.

## Question 9

This question was linked to the topic of environmental awareness. 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 a good number 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 occasionally 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 related mostly to 9(a) because of copying verbatim from the text and using a subject that was at odds with the subject implied in the question: *Πώς ξεχώρισε η Λεμεσός και φέτος*. An answer such as 'Κερδίσαμε το βραβείο της πράσινης πόλης' is not correct as it is not about Limassol. A response such as 'οι κάτοικοι σέβονται το περιβάλλον' may be true, but not correct as it indicates a staple fact not how Limassol stood out this year.

Question 9 (b) was answered partially by most students who failed to include a second detail, regarding the source of Marios' new awareness that he harms the environment with some of his habits.

Question 9 (d) also posed a challenge to some candidates who did not identify the precise detail required at this level and responded with a generalisation that echoed the meaning of the question, without adding anything new. For example, the question, *Τι προσπάθεια θα κάνει η οικογένεια του Μάριου για ένα πράσινο περιβάλλον* cannot be answered with generalisations that state that 'they will try harder' or that 'they will try to improve'- this is already implied by the question. A response should provide a detail that is not already included or implied by the question. The correct response therefore should convey a meaning similar to: 'θα παράγουν λιγότερα σκουπίδια'.

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

Some candidates answered in English and did not gain any marks.

## Question 10

This question required translation of a short passage from Greek into English and was linked to the topic of cinema. Total marks awarded were 7. Most candidates achieved at least 5 marks.

In many 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:

- προόστια: often rendered as 'far away' or 'outside' instead of 'suburbs' or 'outskirts'
- εμπορικά κέντρα: often rendered as 'business centres' instead of 'shopping centres'
- θερινό σινεμά: often rendered as 'new' or 'local' cinema instead of 'outdoor' or even 'summer'.

A small number of candidates did not recognise the word *κινηματογράφος*.

### **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. Please consider 7(v) as an example of the fact that a word included in both the source text and the MCQ (ρούχα) is not always the correct answer
- 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.