



# Examiners' Report

## Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

1GK0 Paper 3H

Higher tier: Reading and understanding in Greek

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## Principal Examiner's Report

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### 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 2025**. Question 10 is marked as a whole, according to specific assessment criteria which may be found in the 2025 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 very 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 and more abstract vocabulary or the processing of basic and complex Greek structures, in order to

identify and infer 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 3, 4iii, 5e, 5f, 6ii and 6iii and 7v.

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, when question 9 (a) asks *Γιατί το χωριό δεν έχει πολλούς κατοίκους;* the response should be about the village not about “we” and a copied answer like *δεχόμαστε πολλή κακοκαιρία* is not acceptable. 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 was about the importance of water and water shortages in Greek islands. It elicited short answers in English, and it was worth 3 marks. Performance in this question was consistently very good or excellent and many candidates earned full marks.

Weak knowledge of English resulted in sentences such as “their water cuts” in 1c, which was deemed ambiguous or incomplete, as it did not identify the key word “shower”.

### Question 2

This was an adapted literary text and a crossover question with 3F. It focused on an elderly man’s daily routine and his relationship with his dog. The question was worth 4 marks and the majority of the candidates secured at least three. There were many successful answers that earned full marks, as they were able to identify the man’s daily routines, which were “he went to a café” and “he read”, the dog’s personality (quiet) and the fact that the dog would get bored

and wander off. Few candidates misunderstood the focus of the question in 2(a) and instead of talking about what the man did, they described, in painstaking detail, the café.

Insecure language skills in English were largely responsible for the rare areas of challenge that related to 6(ii). In response to what the dog was like, few wrote “quite” or “like a sheep”, which did not render meaning clearly.

### **Question 3**

This question was linked to the topic of culture and focused on a well-known Greek TV programme about books. It was worth 5 marks and required that candidates provide short answers in English.

The majority of candidates performed very well and secured at least three out of the available five marks. As with most questions that required responses via short answers (in Greek or English) there was an occasional 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 (a) and in 3 (d). Literal translations such as ‘5 years of their life’ did not earn any marks on account of lack of clarity (3a) whereas some guesswork was evident in answers such as “they translate for the programme” (3d). Most candidates were able to answer 3b and 3c correctly.

### **Question 4**

This question was based on a literary text and was about a man’s literary aspirations. 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 four sub questions, with one exception, 4iii, which some candidates found moderately challenging as they were not able to link the word “suit” with the word *κοστούμι*.

### **Question 5**

This question was linked to the topic of schoolwork and included the thoughts of various young people about their study habits and how they cope with exam stress. It required that candidates select a name from a list in order to match a statement to the person it applied 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 excellently 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 writing 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, transliterated.

Most candidates found 5 (e) and (f) moderately or, occasionally, challenging, but they all secured at least one mark. One of the challenges related to weak English and poorly

articulated sentences like “home work was like a toy”, “homework was a game” (5f). Candidates are reminded that literary translation of sentences, especially set expressions and collocations, do not always work and lead to ambiguity. The correct interpretation of the Greek phrase *οι εργασίες είναι παιχνίδι* is “assignments are easy”

### Question 6

This question was linked to the theme of sport, and it was about extreme sport and some misconceptions about it.

The first part of the question asked candidates to select the 3 correct statements out of a list of 7. Candidates performed excellently in this part, often gaining full marks.

The second part of the question invited short answers in Greek. Most candidates identified information in 6(ii) correctly. Several candidates failed to gain marks in 6 (iii), mostly because they did not answer with adequate precision, offering general or incomplete responses like “we need information”, whereas the text had made it clear that there is abundant information; what we need, instead, is “better information” or “better awareness”.

## SECTION B

### Question 7

This was a crossover question with 3F, and it focused on Efi’s school trip. 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 was mostly excellent in 7i-7iii. Some candidates found 7(v) challenging, as it was based on inference, and were not able to associate the phrase in the text *κυρίες που μας συνόδεψαν* with the correct option, which was option (c) *Στην εκδρομή συμμετείχαν καθηγήτριες*.

### Question 8

This question was on the topic of volunteerism. It required that candidates match a statement with the correct name, and it was worth 5 marks.

Performance was excellent, with many candidates earning full marks. 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/words in a cloud or list **should be copied as they are given**.

### Question 9

This question was linked to the topic of village life. 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. For example, some were unable to use the correct pronoun and in 9b they replied “με τους γονείς του”, which was ambiguous and unclear. Others copied sentences from the text indiscriminately and in 9c they wrote “κάποιος που έγραψε ένα βιβλίο για το χωριό”, which does not make sense, or “πρόκειται για μία από τις πιο παλιές στην Ελλάδα”, which does not identify the fact that we are talking about a taverna. 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. For example, the response to 9c “γιατί κάποιος έγραψε ένα βιβλίο και γιατί έχουν μια από τις πιο παλιές ταβέρνες στην Ελλάδα» cites two details in a question that merits one mark. The first detail is true, but it is incorrect. The second detail is correct, but as it comes after an incorrect detail it is not considered. The text clearly says that people visit the village because of the old taverna.

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 an unforgettable holiday. Total marks awarded were 7. Most candidates achieved at least 6 marks. Performance was excellent and showed superior skills of translation at this level.

In most cases the meaning of the passage was 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:

- Λιμάνι: sometimes rendered as ‘lake’ instead of ‘harbour/port’
- Αξέχαστες: sometimes rendered as ‘perfect’ instead of ‘unforgettable’
- ζωντανή: sometimes rendered as ‘living’ or ‘lively’ instead of ‘live’

A small number of candidates translated the phrase *έκλεισα... εκεί* as “I closed there”, which was incorrect.

## 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 just because a word like διευθυντή is included in the text, it does not mean that the option that contains the word (είχαν μαζί τους τον διευθυντή) is 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 aligns with 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.