Examiners' Report/
Principal Examiner Feedback

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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
Examiner Report

GENERAL COMMENTS ON PERFORMANCE

A high number of candidates demonstrated good comprehension skills and produced accurate and confident responses. There was evidence of satisfactory vocabulary awareness and ability to identify the information targeted by the questions. Rubric violations were very rare and we are again very appreciative of this improvement. The majority of candidates adhered to procedure, selected the correct number of responses and used the correct language to answer question 9, although not always fully or occasionally as succinctly as required.

At times, there was a large amount of unsolicited information provided which listed information extraneous to the text. The internet is a familiar and popular tool, so some candidates felt that their own experience with it could inform the content of their responses. This is not advisable. The rubric stipulates that answers should draw detail and fact from the source text and not from its margins.

A pattern of a weak or occasionally overambitious response was to include more information than required. Such "all inclusive" responses did not manage to score full marks, because the candidates did not identify precisely the correct detail, but left it to the examiner to choose from a host of often superfluous material. When 2 details are required, candidates are advised against providing three or four and leave it to the examiner to select the correct ones. In such cases, only the first two items listed are read and marked.

Weaker candidates found certain aspects of questions 7, 8 and 9 challenging.

With regard to question 9, some responses were unsuccessful in conveying the correct information due to poor English.

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
- Answer the last question **in English** and pay attention to spelling and grammar. Full sentences are not required
- Look for signals in the form of phrases and words that introduce content which is targeted in the question. If, for example, a sentence in the source text for question 9 contains the phrase «..ο πρώτος μου υπολογιστής… », the answer to the question "On what occasion did she get her first computer" is likely to be found there

- Bear in mind that the order of the questions in question 9 follows the way information is ordered 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 recognizing the questions/distractors that may mislead them into thinking that an answer is correct, simply because it contains a word mentioned in the source text. For example, in 8(iii), B was incorrectly chosen as an applicable response because it contained the word "ξυπνητήρι", which was also mentioned in the text. In reality, the character in the text does not put his alarm on Saturdays.

In terms of procedure, candidates are reminded that the space provided for each response corresponds to the amount of information required and there's no reason for writing in the margins of the page or continuing on supplementary pages.

Questions 1 and 2

These questions were handled well by the majority of candidates, with the grand majority of responses getting full marks. Some candidates found the word «υπόγειος», mentioned in question 2, challenging and were not able to associate it with the word "underground".

Question 3

There was very good performance overall, with few candidates failing to identify the correct answer in 3(iv). The question, which was about a youth festival, invited the candidates to interpret the information in the phrase «διάσημοι τραγουδιστές θα σας διασκεδάσουν», and come to the conclusion that there would be music concerts in this festival.

Question 4

Most sub questions proved accessible to candidates. A small number failed to recognize the word «λεξικό» and match it with the place where one would buy it, which is the "bookshop".

Question 5

A good performance all round. This question asked students to identify what various people did during a holiday. A small number of candidates did not make the connection between «νοικιάσαμε αυτοκίνητο και επισκεφτήκαμε τα γειτονικά χωριά» and 5 (iii), "exploring the area".

Question 6

Performance was very good with the majority of candidates identifying information correctly. No error pattern was detected.

Question 7

Many candidates scored full marks in this question. A pattern of erroneous response emerged in relation to 7(ii), as some candidates did not associate the comment «δεν έχει ένα συμπαθητικό μέρος να καθίσεις, αν πεινάσεις», with a complaint about the food court in the mall.

Question 8

This question required good language awareness and inference skills and was handled very well by able candidates. 8(i), (iii) and (v) proved the most challenging subsections of the question and differentiated well between high and average ability candidates. Vocabulary that seemed to pose difficulties included : επιμελής, δημοφιλής, κοινωνικός and τεμπέλης

Question 9

Levels of achievement varied in this part, as expected with questions targeted at higher tiers of ability. Sub-questions like 9(a) and 9(b) proved accessible to a good number of candidates, although a pattern of inaccurate responses did emerge, especially in relation to 9 (c), (d) and (e). Questions 9(c), 9(d) and 9(e) required two correct details and elicited mixed responses, with most candidates earning one mark for each of these questions. This is also where most students wrote answers that contained superfluous or extraneous to the text information, drawing from their own experience of the internet and social networking. Another pattern of inconsistent responses related to identifying the writer and main character in this text as alternatively a "he" and a "she", causing some inevitable confusion.

9 (a) provoked a good number of successful answers, indicating that most candidates correctly interpreted the sentence «δε θυμάμαι να μην είχαμε ποτέ διαδίκτυο» to mean that "internet had always been part of the writer's life". Some candidates confused "Internet" with "Computer" and provided the same response for both 9(a) and (b), confusing the time that the candidate got her first personal computer with the time that internet entered her life.

9 (b) gave rise to a good number of correct responses. A small number misidentified as «δωδέκατα» as "tenth".

In 9(c) many answers lacked the distinguishing, precise details that are necessary in this section of the paper, which is targeted at high levels of language competence. The parents' attitude towards the internet can be described in terms of "they think of it a rather useful", "the use it a lot". Answers such as "they like it" fail to capture the fact that they use it all the time. Some responses brought it personal evidence, such as "it is good for social networking" etc., which was not considered correct.

9 (d) proved very challenging to most, except the A* candidates. Very few provided the precise details, which identify "research" and "summer school opportunities", as the two particular benefits to the writer's studies.

9 (e) also gave rise to a number of responses which were partially correct as they contained omissions or ambiguous information. According to the text, her writer's friendships did benefit because she was able to reconnect with old friends that she lost touch with, after she and her family moved. Many answers indicated erroneously that the friends, and not the writer's family, had moved. Others offered the factually absent detail of finding old friends through Facebook; something which is not mentioned anywhere in the text.

9 (f) provoked a good number of successful answers, indicating that most candidates correctly identified the source of the writer's extra income.

9 (g) yielded a good number of correct responses, which identified "saving time" as the internet's biggest benefit.

Grade Boundaries

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