



Pearson  
Edexcel

# Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE  
In Greek (9GK0)

Paper 01: Translation into English, reading  
comprehension and writing (research question)  
in Greek

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## 9GK0 Assessment Overview

The Pearson Edexcel A level in Greek comprises three externally-examined papers that assess reading, writing and listening skills. Summer 2023 marked the first full iteration of this qualification under post-pandemic conditions.

The three 9GK papers are as follows:

Paper 1: Translation into English, reading comprehension and writing (research question) in Greek

Paper 2: Translation into Greek and written response to works

Paper 3: Listening, reading and writing in Greek

All three papers draw their content from a list of themes, sub-themes and research areas which are identified below and serve as vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language in an articulate manner, effectively, accurately and pertinently.

Themes 1, 2 and 4 focus on aspects of the society, artistic culture, and politics of Greece only. Theme 3 focuses on society and culture in Cyprus.

- Theme 1: Αλλαγές στην ελληνική κοινωνία (Changes in Greek society, past and present)
- Theme 2: Τέχνη και πνευματικός πολιτισμός στην Ελλάδα (Artistic culture in Greece, past and present)
- Theme 3: Όψεις της Κύπρου (Perspectives on Cyprus, past and present)
- Theme 4: Νέες εξελίξεις στο πολιτικό και οικονομικό πεδίο (Developments in politics and the economy, past and present)

In general, many candidates who entered for this examination demonstrated good reading, writing and listening comprehension skills and the ability to present relevant ideas in connection to their research findings and their evaluation of the questions posed to them. An unwelcome pattern of overly lengthy responses was observed in papers 1 and 2.

### 9GK0/01

#### **Paper 1: Translation into English, reading comprehension and writing (research question) in Greek**

This paper is worth 80 marks and candidates have 2 hours 30 minutes to complete it. It is divided into three sections and on the front page of the question paper there are recommendations as to the amount of time one should devote to each section.

Performance on this paper was marked by very good to excellent translation skills in section A, often excellent comprehension skills in Section B, in the MCQ questions in particular, and often

very good evidence of research in Section C, with presence of critical analysis evident in the more concise responses, which adhered to the recommended wordage.

Recommended wordage for essays in section C is between 270-320 words. Many candidates wrote unnecessarily long answers, which contained the similarly worded information in an uncritical, list-like manner and all-inclusive responses that did not argue purposefully in relation to the question asked, nor did they show evidence of a developing individual response. This was particularly evident in question 9, which draws from the topic of the refugee crisis post 2015.

Illegible handwriting and disregard for the conventions of spelling and clear presentation were also a common occurrence.

Candidates who exceeded this word limit by far and continued on extra paper digressed from the topic and their performance contained irrelevance and loss of focus. As a result, excessively lengthy responses were deemed all-inclusive and failed to gain marks from the top bands of the mark grid, as, only occasionally, did they lead to straightforward and clear development of arguments linked to research findings and conclusive remarks.

### **A) Section A: Translation into English (20 marks)**

It is recommended that students spend 20 minutes on Section A, which requires the translation of a text from Greek into English. The translation into English question is marked using a points-based mark scheme (please see Sample Assessment Materials, page 23 and the MS for 2024). The translation is divided into 20 segments, and there is one mark available for the correct translation of each segment. The mark scheme gives indicative, acceptable answers for each part and variants will be accepted by the examiner if they convey the same intended meaning clearly.

This year content was drawn from Theme 4: New developments in politics/ the July 2015 referendum. A good number of candidates offered responses that showed complete understanding of the source text, its nuances and style.

Odd slips were mostly with regard to the translation of individual words, such as (surprisingly) *δημοψήφισμα*; *πολίτες* (often translated as “residents”, instead of the correct “citizens”); *Ευρωζώνη* (occasionally inaccurately rendered as “Eurobelt” or “European Union”); *πρωθυπουργός* (often translated as “president”, instead of the correct “prime minister”).

Grammatical slips were restricted to the specific structure *θα ενεργούσε διαφορετικά* which, as a counterfactual statement, requires a conditional perfect, “he would have acted differently”.

### **B) Section B: Reading (20 marks)**

It is recommended that students spend 45 minutes on Section B, which consists of four comprehension questions based on a variety of text types and genres. The questions in this section are marked using a points-based mark scheme (Please see Sample Assessment Materials, pages 27–29 and the MS for 2024).

Section B draws on vocabulary and structures across all sub-themes within the four themes and this year's content came from Perspectives on Cyprus/Tourism (question 2); Changes in Greek society/gender issues (question 3); Art and Culture in the Greek Speaking World/Cinema (question 4); Changes in Greek society/Relationships (question 5).

Performance in questions 2 and 3, which were based on MCQ in Greek, was very good and often excellent with many candidates earning full marks. There was evidence of good ability to identify the correct detail and understand the relationship between words in order to extract meaning. When it comes to topics of popular interest, such as tourism in Cyprus, candidates ought to remain focused on the information in the text and not allow their personal experience or outside knowledge influence their responses. In addition, they ought to consider words in context, as meaning often is altered through collocations. In question 2, this was evident when many candidates chose the wrong response in 2(iv), either influenced by the word *πάρκα* in the text or their own personal opinion: *Στο μέλλον, η Κύπρος πρέπει να φτιάξει περισσότερους πράσινους χώρους* instead of the correct *μεγαλύτερα λιμάνια*.

Performance in question 4, which was based on open responses in Greek, varied. Many candidates expressed themselves unambiguously and fully (which does not mean in full sentences, but with the required amount of detail). As is often the case with short answers in the target language, syntactical anomalies and verbatim copying from the source text result in lack of clarity and, often, obscured meaning. This was particularly the case with questions 4(a), 4(b) and 4(d). In 4(a), for example, the response *μια εσφαλμένη εντύπωση* was too vague (as well as directly copied from the text) and failed to capture the correct detail, which was about young people's views on Greek cinema. Indiscriminate copying from the source text led to partial responses that either did not convey confidence in the candidates' comprehension skills or their facility with writing in Greek to express meaning. For example, in 4(b), the question, *Πώς αντιμετωπίζουν οι ξένες εφημερίδες τον ελληνικό κινηματογράφο* was often answered in a syntactically inappropriate way that led to confusion. Responses such as *απολαμβάνουν συχνά θετικά σχόλια και κριτικές or αναγνωρίζονται* imply that, in the absence of a stated subject, the subject of the verbs is *οι ξένες εφημερίδες*- which is wrong.

Performance in question 5, which was based on open responses in Greek, was consistently good with occasional omissions in 5 (b) where the second required detail was often left out. In 5 (d), there was a tendency to answer the question ( *Τι δείχνει τη νοσταλγία του συγγραφέα για την οικογένειά του, όταν μεγάλωσε*) by repeating the sense of the question (*Νοσταλούσε/του έλειπε η οικογένειά του*).

These examples are aberrations in an otherwise, overall, successful performance in Section B.

### **C) Section C: Writing (research question) (40 marks)**

It is recommended that students spend 1 hour 25 minutes on Section C, which draws on a student's independent research of their chosen research subject, which is linked to one of the 4 themes. Students must read one unseen text in Greek and then answer a question, incorporating

information and ideas from both the unseen text and their research findings and citing their sources. The extent of citing varied but the majority of candidates who entered this paper were able to provide varying degrees of acceptable citations. For example, “In the 2019 book by Nikos Sideris with the title *Η Ιστορία του Ρεμπέτικου Τραγουδιού*, (Question 7); “In the 2016 documentary *Εκείνοι που επέζησαν...*” (Question 8).

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (via research) (AO4)
- Understand and respond to written language in writing (AO2)
- Accuracy and range of language (AO3)

In their response, students should demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language -AO2)

Many candidates showed extensive knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to the research aspects of questions 7 and 9 and occasionally on question 8. Answers to question 6 were not many and showed significant gaps in research and in the understanding of the question.

One noticeable pattern of inappropriate response to Assessment Objective 2 (AO2), which targets understanding and responding to written language in writing, was evident in Section C, in question 9, in particular. Students should refrain from the practice of recasting the stimulus in their own words, in rather long-winded descriptions, devoting more than half of the recommended words to an unrequired task. Instead, they ought to be trained to remain focused on responding to the given prompt (AO4) and demonstrate the ways in which their thesis may be supported or argue against the ideas or the information in the stimulus text (AO3).

#### Question 6

Very few candidates chose this question. Responses were mostly containing basic information, limited evidence of research and only partial or unsatisfactory focus on the prompt. Personalised narratives based on anecdotal experience, which cannot be conceived of as even rudimentary research, resulted in minimal connection to the subject or the question, as it relied on description, rather than evaluation. A common pattern of weak performance concerned the candidates’ response in the style of a discursive rather than a research-based essay. Many candidates simply wrote superficial views about the importance of studying Ancient Greek, without engaging with the source text appropriately or showing evidence of research.

## Question 7

Question 7 yielded some of the most comprehensive, well-articulated and properly researched and cited responses. The essays on question 7 contained some of the best responses in section C, showing that the candidates who chose this topic were very well prepared and had appropriate training in using information from the written stimulus to link to ideas in their research findings and make persuasive and insightful connections between their main thesis (in agreement or disagreement with the prompt). Even though the majority argued that Rebetiko is very much alive today through its reception by the *Λαϊκό τραγούδι* and its revival during the Crisis years, those who argued against this position wrote equally compelling essays about Rebetiko being a cultural product of specific socio-economic conditions and cannot be 'reproduced' in modern times.

## Question 8

Performance in this question varied from very good to satisfactory. Students performed well with regard to Assessment Objective 4 (AO4), that targets knowledge and understanding of the research subject and Assessment Objective 3 (AO3), that targets Accuracy and Range of language. Obviously, description and analysis tilted towards Makarios, rather than Lyssarides, but this was within the parameters of the prompt, which invited students to consider whether they are of equal importance. Occasionally, narrative that drew from the candidates' extensive knowledge of the subject was at the expense of analysis or a more consistently purposeful response to the question, resulting in loss of focus. Most candidates referred successfully to the sources they used for their research, which included the official, government issued history textbooks, various articles from the press, biographies of Makarios and Wikipedia pages.

## Question 9

Question 9 was the most popular question in this series, but, as in 2023, in certain of its aspects it was also the one that presented serious challenges. Most of the essays were rehearsed and unnecessarily lengthy, descriptive and all-inclusive, containing often list-like accounts of everything that the candidate knew. This type of response requires that the examiners extract pertinence from a wealth of often unrequired information. All responses cited references successfully, and these sources ranged from newspaper articles to public lectures, to documentaries, to websites of NGOs, the UNHCR in particular. However, the organisation of this, often impressive, display of knowledge was lacking focus as it was conveyed without linking it to the question asked.

It is in the candidates' interest to consider a different, more concise approach to this question, if they wish to score marks from the top tier of the assessment criteria.

## Conclusion

In the 2024 series we saw a high level of performance in Sections A and B and in some parts of Section C.

In general, candidates who study for this QP are advised to consider the following:

- Read each question carefully before answering
- Check answers if there is time at the end
- Keep in mind the importance of clear Greek and careful presentation in order to avoid ambiguous or illegible answers
- Where wordage is recommended, ensure that they adhere to the guidelines. Good responses are not accounts of everything one knows or everything that is true; rather they are rewarded for succinct, purposeful and fully developed arguments and consistent and precise focus on the statement/question.
  
- In section B
  - There is no requirement to respond in full sentences to open-response questions. Candidates are advised against incorporating the question in their answers. For example, the following pattern should be avoided:  
“ Ο συγγραφέας ένιωθε λιγότερη μοναξιά τα Χριστούγεννα γιατί...”  
And instead, the candidate should begin with the phrase that responds succinctly:  
“Γιατί...”
  - It is permitted to use words from the reading extract in their answer, but must not copy whole sections as this invariably leads to inaccurate and unclear, or all-inclusive responses
  - There are no marks for quality of language in this section, so spelling and grammar mistakes will be tolerated, as long as they do not introduce ambiguity or hamper clarity
  - For a one-mark answer, the first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, the same rule applies, i.e., the first two responses are taken as the given answer, even if they are incorrect and the correct information follows later.
  - Answers must be in Greek – correct answers in the wrong language will not be awarded marks.
  
- In Section C

In order to improve performance, it is important to consider that research-based questions in section C are designed around certain principles that require:

- a) good knowledge of the topic
- b) analysis of the statement posed, in relation to the research conducted
- c) citations or references to sources. Responses that refer to just one single research source cannot be awarded marks above the 13–18 markers
- d) engagement with the written stimulus in a critical not summative manner.

Thank you for choosing to study this specification.