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Examiners' Report

Principal Examiner Feedback

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Pearson Edexcel GCSE

In Greek (1GK0) Paper 4F: Writing

Foundation tier

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GCSE Greek Paper: 4F Writing in Greek

Principal Examiner's Report

Introduction

1GK0 4F is assessed by means of a 1 hour and 20 minutes examination. Candidates are assessed on their ability to communicate effectively through writing in Greek for different purposes and are required to produce responses of varying lengths and types to express ideas and opinions in Greek.

The instructions are in Greek. Word counts are specified for each question. Candidates must answer three open-response questions and complete one short translation into Greek. The total mark for this paper is 60. The use of dictionaries is not allowed.

Questions in this paper address a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are listed below. Please refer to page 9 of the [published specification](#) for information on the sub-topics under each theme.

- 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 length of each response required in 4F and the complexity of language increase across the paper. Recommended word counts are specified for each question, and candidates are advised to adhere to these recommendations, as overly long responses have been proven to contain irrelevance, digression and a certain imbalance regarding the coverage of the various bullet points.

All questions are marked against the assessment criteria as published in the current specification. The question specific indicative content for question 4 may be found in this year's mark scheme for this paper.

Paper Summary

This was the second iteration of the paper in post-pandemic conditions and with pre-pandemic grade boundaries in mind. In general, it was evident that many candidates had been very well prepared for the examination and achieved a satisfactory level of success in questions which required narration, description and opinion. Some candidates were less successful in questions which required more than basic information and structures, a formal register or the provision of details across various time frames.

A few candidates left gaps in their answers in section C and were challenged by certain words and structures.

There was a pattern of rubric infringements concerned answering a question in the space allocated to a different question; continuing the response to a question in the blank pages of the question paper; answering all questions, instead of selecting 2(a) or 2 (b) and 3(a) or (3b); writing unnecessarily long answers which invariably contained more errors and digression from the topic; writing in Greenglish.

In conclusion, a good number of candidates scored well throughout the paper. They demonstrated their ability to convey information, develop points using familiar vocabulary and use language with varying degrees of success. Comments on individual questions are below.

Question 1

Q1 assesses candidates on their ability to write to describe and to express opinions. It requires a short description of a photograph and opinion about a topic. This year's question was linked to the topic of mobile phones.

This question is worth 12 marks: 6 marks for Communication and Content for writing information relevant to the photograph and the required rubric, and 6 for Linguistic Knowledge and Accuracy, for accurate application of grammatical structures. Recommended wordage for this question is **20-30** words.

Performance in this question was often satisfactory with most candidates scoring at least 8 marks. They described the picture in a few words (e.g. *Είμαστε εδώ σε μία κατασκήνωση με τους φίλους μου, βλέπουμε βίντεο στα κινητά και γελάμε.*) and offered straightforward opinions about mobile phones (e.g. *τα κινητά τηλέφωνα είναι χρήσιμα, αλλά δεν πρέπει να τα χρησιμοποιούμε συνέχεια*). Few candidates possessed weak language skills, with inability to apply the conventions of writing in a legible, unambiguous way, often mixing English and Greek characters in their words. At times, the writing was almost illegible and very little relevant meaning emerged. Candidates are advised to at least familiarise themselves with the conventions of the Greek alphabet before entering for this examination.

Some misunderstood the rubric and simply described the photograph, as if it was unrelated to their own personal experience and often in a similar way to approaching a picture-based task in paper 2 (e.g. *Εδώ βλέπω κάτι παιδιά, δεν ξέρω πού είναι...*). This was not the correct approach, as, in fact, this was a picture that was drawn from their own experience of camp. A frequent omission related to expressing opinion about mobile phones.

Question 2

Q2 assesses candidates on their ability to convey key points in writing and is worth 16 marks: 8 for Communication and Content and 8 for Linguistic Knowledge and Accuracy.

Candidates must use the formal register. Recommended wordage in this question is **40-50** words.

Question 2(a)

This question was linked to the topic of accommodation. It invited a formal email to travel agent to book accommodation for a family trip to Crete.

There four bullet points listed were all compulsory and elicited information about the type of accommodation needed (e.g. Εγώ και η οικογένειά μου θα είμαστε την Κρήτη και θα θέλαμε να νοικιάσουμε ένα σπίτι με τρία υπνοδωμάτια και δύο μπάνια); the kind of area they prefer (e.g. Προτιμάμε μια ήσυχη γειτονιά, κοντά στην παραλία και στα μαγαζιά); when exactly they will arrive in Crete (e.g. Θα φτάσουμε στην Κρήτη στις 5 το απόγευμα στις 21 Ιουλίου); how long they will stay (e.g. Θα μείνουμε δύο εβδομάδες). The above responses are indicative of what is expected in terms of information and length.

2a was the most popular choice with satisfactory performance in bullet points 1, 2 and 4, whereas the 3d bullet point was often omitted.

There was a small number of candidates, whose 'own language' showed significant breakdown, when it departed from the memorised phrases or from copying whole phrases from the bullet points without manipulation, for example: *Εγώ ψάχνετε σπίτι.*

Common examples of good performance at this level included use of common, familiar vocabulary, repetition and predominance of high frequency verbs with some inaccurate inflections. In general, performance in this question was as expected at the higher levels of competence, with poor Greek being more evident in the essays of weaker candidates. Most candidates scored at least 9 marks.

Question 2(b)

This question was based on the topic of volunteering at a school in London for the summer. The question required from candidates to write a formal email to the head of a school to apply for a position in their volunteering programmes. They had to mention their personal details (e.g. Καλημέρα σας, ονομάζομαι Ιωάννα Ιωάννου και είμαι μια μαθήτριά 16 χρονών); specify the type of volunteering work they could do (e.g. Μου αρέσουν τα μαθηματικά και μπορώ να βοηθάω τα παιδιά που δυσκολεύονται); mention their preferred schedule (e.g. Είμαι ελεύθερη το απόγευμα για δύο ώρες, από τις 3 μέχρι τις 4, Δευτέρα και Τετάρτη); and state the type of work they are interested in doing in the future (e.g. Θέλω να σπουδάσω μαθηματικά και να γίνω δασκάλα).

Most candidates performed in a satisfactory manner, achieving at least 8 marks. A significant area of weakness was failure to construct references to future.

Question 3

Question 3 is common to 4H. It is worth 20 marks: 12 for Communication and Content, the ability to write **80-90** words with information relevant to the task, with effective adaptation of language to narrate, inform and give convincing personal opinions, and 8 marks for Linguistic Knowledge and Accuracy, which involves evidence of accurate language and structures, good linking of the piece as a whole and successful reference to past, present and future events.

Question 3(a)

This year, question 3 (a) was on the topic of a school trip. It required that candidates describe a recent school trip for the school website; explain what they liked the most; describe what they liked the least; suggest a place they would like to visit next.

3a was the popular choice and tone tackled successfully, since it is one of the most rehearsed topics in the specification. Most candidates achieved at least 12 marks out of the 20 available. Performance was mostly marked by communication of information relevant to the task at descriptive level and successful application of grammatical structures, in the Present and Future tense mostly, with only the most vigilant candidates using references to the past. There was either a misreading of the rubric or the candidates lacked the skill to respond ably and accurately to the request for information regarding "what they liked and did not like". Instead, many wrote in the present tense, about what they like in a certain city, leading to confusion and ambiguity.

Here, more than in any other question there were lengthy and irrelevant descriptions of holidays in Greece which took up almost two pages at the expense of expanding and showing ability to adapt language to address other bullet points. Often, the required opinion was expressed rather hastily in one sentence.

Candidates are advised to demonstrate a sense of balance when they respond to the various requests for information and opinion required by the essay questions.

Question 3(b)

Question 3(b) was on the topic of sport, under the theme of bringing the world together. It required that candidates write a social media post about having attended a sport event under the umbrella of bringing people from different cultures together. The question required that candidate describe the event (e.g Το περασμένο Σάββατο πήγα σ' έναν ποδοσφαιρικό αγώνα ανάμεσα στην Ελλάδα και την Τουρκία...); say who they went there with (e.g Πήγα με δύο φίλους μου από το σχολείο...); offer their opinion about it (Τα σπορ ενώνουν τους ανθρώπους. Νομίζω πως είναι σημαντικό να γίνονται αγώνες που φέρνουν τον κόσμο κοντά ...); say which sport event they would like to attend next (e.g. Τον επόμενο μήνα θέλω να πάω στον φιλικό αγώνα ανάμεσα σε Αγγλία-Γαλλία που θα γίνει στο στάδιο ...).

Very few candidates chose this question and, most of those who did, misunderstood the rubric writing about their passion for football and how they want to become professional footballers when they grow up.

Occasionally, points were made with no effective development and good linking of extended sentences, with often superficial reference and minimal expansion of the first and third bullet points.

Because of these omissions, there was not enough evidence of the ability to employ the full range of structures, tenses in particular, expected at this level of demand. An area of weakness, therefore, was in relation to omitting some of the required information and associated linguistic structures, in favour of rehearsed sentences about "my favourite sport", which was not what the question was about.

Question 4

This question related to the topic of school. It consisted of 5 discrete sentences, worth a total of 12 marks. The sentences in this question proceed in order of rising complexity and, towards the end, the translation elicits references to different time frames (e.g., 'I played').

Performance in this question was satisfactory at the higher end of competence, with some surprising examples of significant weaknesses in basic vocabulary like 'far', 'sister', and even common time references like 'on Saturday'.

In general, many candidates were able to achieve at least half of the available marks, which indicates that the meaning of the passage was communicated with degrees of success, from partial to full.

Conclusion

Based on their performance in this paper, candidates are asked to consider the following:

- read every question in the exam paper before they begin to write their answers. When a question offers a choice, e.g., questions 2 and 3, they ought to make sure that they write about a topic that interests them, that they have something to say about and whose time frames they are able to address
- look very carefully at the whole question, including the rubric, to make sure that they fully understand what they are being asked to do
- pay attention to key words in the bullet points, as these will help them to answer each of the bullet points correctly. Make sure to alter the pronouns and the person of the verbs in the bullet points, where appropriate (e.g., The prompt "Με ποιους πήγες" in the bullet point should become "Πήγα" in the candidate's response)
- answer each of the bullet points in the order that they appear, so that they do not end up omitting any. Use a new paragraph for each one
- leave enough time to check their work carefully at the end of the exam
- familiarise themselves with the assessment criteria, so that they are aware of the aspects involved in assessing performance. This is particularly important for questions that elicit the use of different time frames, a formal register or purpose
- be reminded of the importance of clear and legible writing and accurate, correctly spelled language to ensure an unambiguous response.

Thank you for choosing to study this specification.