



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

1GK0 Paper 4F

Foundation tier: Writing in Greek

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Principal Examiner's Report

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Specification: 1GK

Paper: 4F Writing in Greek

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

In general, it was evident that many candidates had been well prepared for the examination, with some pre-learnt material that enable them to sustain moderately accurate responses. Many achieved a satisfactory level of success in questions which required narration and description, whereas the expression and justification of opinion was occasionally successful. Some candidates were less able to perform 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 with regard to 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 sport.

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, διασκεδάζουμε και παίζουμε μπάλα*) and offered straightforward opinions about sport (e.g. *ο αθλητισμός είναι καλός για την υγεία*). 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 supposed to relate to *their own* experience of being in a summer camp, therefore the response should start as *είμαι εδώ σε μία κατασκήνωση και παίζω στην παραλία με φίλους...* A frequent omission related to expressing opinion about sport and relying on a detailed description of the photo instead.

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 a summer job and was the most popular of the two. It invited a formal email to apply for a position in Cyprus.

The four bullet points listed in this task were all compulsory and elicited information about the candidate profile (e.g. *Λέγομαι Α.Χ, είμαι 16 χρονών και ζω στο Λονδίνο*); the reason why they want to work in Cyprus (e.g. *Με ενδιαφέρει η δουλειά στην Κύπρο, γιατί θέλω να εξασκήσω τα ελληνικά και να δω τους συγγενείς μου*); the times and days they'd prefer to work (e.g. *Θα μπορώ να δουλεύω τρεις μέρες την εβδομάδα, Δευτέρα, Τετάρτη, Παρασκευή από τις 9 το πρωί μέχρι τις 5 το απόγευμα*) and when exactly they will be in Paphos (e.g. *Θα φτάσω στην Πάφο στις 25 Ιουνίου*). The above responses are indicative of what is expected in terms of information and length.

There was a small number of candidates, who relied heavily on vocabulary listed in the prompt and did not show enough evidence of being able to use their own vocabulary and structures. In fact, their ‘own language’ showed significant breakdown, when it departed from memorised phrases or from copying whole phrases from the bullet points without manipulation, for example: *Θέλεις να δουλέψεις στην Κύπρο γιατί...*

Common examples of good performance at this level included correct use of register, something as simple as *Περιμένω την απάντησή σας*, appropriate use of common, familiar vocabulary, repetition and predominance of high frequency verbs with mostly accurate 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 10 marks out of 16, which shows a good level of success.

Question 2(b)

This question was based on the topic of preparing for a visit to the museum. The question required that candidates write a formal email to the museum curator including information about the school (e.g. *Σας γράφω εκ μέρους του ελληνικού σχολείου στο ...*); the time and date of their visit (e.g. *Θέλουμε να επισκεφτούμε το μουσείο σας την Πέμπτη 4 Ιουνίου, στις 10 το πρωί*); the number and the age of people visiting (e.g. *Θα είμαστε 15 μαθητές και μαθήτριες, από 15-16 χρονών*) and the reason why they would like to visit (e.g. *Στο μάθημα της Ιστορίας μαθαίνουμε για τον αρχαίο ελληνικό πολιτισμό και μας ενδιαφέρει να δούμε από κοντά...*)

Most candidates performed in a satisfactory manner, achieving at least 8 marks. A significant area of weakness was failure to construct references to future and to provide a reason why the visit was happening.

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 learning Greek and proved the most popular out of the two. It required that candidates narrate about their Greek learning experience, when and why they started learning, how they used Greek up until then

and how they intend to use it in the future.

Most candidates achieved at least 11 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 “how they used their Greek up until then”, by providing even a simple sentence such as “μιλάω με τη γιαγιά μου στο τηλέφωνο”. It is understood that the way the prompt is constructed elicits responses in the present tense, as well as in the past. The main source of evidence for the candidates’ ability to refer to a past timeline was through the first prompt about when and why they started learning Greek.

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 providing information about the local area to the students at the partner school and offer details about how young people have fun and where the host school will take the students of the partner school, when they visit. The references to the past timeline were elicited through a prompt that asked the candidates to describe when they had last visited their favourite place in their city.

Very few candidates chose this question and, most of those who did, wrote mostly about their own entertainment habits, neglecting to offer a view of the way young people have fun in their city and often omitting to refer to the past, which is an integral requirement of question 3. 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 restaurant”, or “my favourite pastime”, which was not what the question was about.

Question 4

This question related to the topic of one's daily routine. 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., 'we spent').

Performance in this question was very good at the higher end of competence, with some surprising examples of significant weaknesses in basic vocabulary like 'cousin', 'holiday', 'island' and even common time references like 'last summer'.

In general, many candidates were able to achieve more than half of the available marks, which indicates that the meaning of the passage was communicated with a certain degree 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
- familiarise themselves with the principal parts of common and some not so common verbs that are useful in describing matters of personal experience as well as more abstract topics. For example verbs like: παίζω, γιορτάζω, βλέπω, συναντώ, etc should be accessible to all, in the future and in the past
- 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 "πότε 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 (to persuade, to explain etc)
- 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.