



Pearson  
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE

In Greek (1GK0) Paper 4H: Writing

Higher tier

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2024

Publications Code 1GK0\_4H\_pef\_20240822

All the material in this publication is copyright

© Pearson Education Ltd 2024

## **GCSE Greek Paper: 4H Writing in Greek**

### **Principal Examiner's Report**

#### **Introduction**

1GK0 4H is assessed by means of a 1 hour and 25 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 narrate, describe, explain and express ideas and opinions in Greek. The instructions to candidates are all in Greek and word counts are specified for each question.

Paper 4H requires that candidates answer two open-response questions and one 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: identity and culture; local area, holiday and travel; school; future aspirations, study and work; and international and global dimension. For more information on the topics and sub-topics please consult the paper specification information on the [Pearson website](#).

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 according to the assessment criteria as published in the current specification.

In general, it was evident that candidates had been excellently prepared for the examination. They performed very well, attaining high marks in questions which required description narration, justification and opinion. Only a few candidates were less successful in questions which required a certain formal register, the provision of details across various time frames or the knowledge of vocabulary specific to a theme.

An unfortunate pattern of very long responses, illegible writing, often mixing English and Greek characters, was also observed. Candidates are advised to familiarise themselves with the conventions of the Greek alphabet before entering for this examination, avoid dotting the iota, not a Greek convention, and refrain from using, for example, *a, u, t, e, y* instead of *α, υ, τ, ε, γ*, in order not to lose marks. The indication of the correct position of the stress is required in order to gain marks from the top band of the assessment criteria.

In conclusion, a good number of candidates scored very well throughout the paper. They consistently demonstrated their ability to convey information, develop points using familiar vocabulary and use language with consistently high degree of success.

Comments on individual questions are below.

## Question 1

Q1 has two options from which candidates have to select one. This question assesses candidates on their ability to convey information, narrate, express opinions and interest, and convince the reader about a certain point. Candidates must use the informal register. This question is common to the Foundation tier.

Question 1 is worth 20 marks: 12 for Communication and Content, the ability to write 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. The recommended wordage for this question is **80-90** words and the most successful essays remained within or went reasonably above this limit, not surpassing 150 words.

### Question 1(a)

Question 1 (a) is a cross-over question with paper 4F and this year it 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.

1(a) was very popular with candidates, since it draws from their personal experience and is one of the most rehearsed topics in the specification. Most candidates achieved at least 16 marks out of the 20 available. Performance was consistently characterised by communication of information relevant to the task at both the descriptive and evaluative level, with most responses laying out convincing and interesting detail and realistic reasons why some things worked better than others during this trip.

Application of grammatical structures was correct and appropriate with references to the present, the future and past time frames.

Where candidates erred was on the issue of wordage. Unnecessarily long and over descriptive essays deprived candidates from achieving marks from the top boundaries of the mark grids for both Communication and Content (10-12) and Linguistic Knowledge and Accuracy (7-8).

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 and not overprivilege one bullet point over others. In this question, the last bullet point (*Πού θα ήθελες να πάτε εκδρομή στο μέλλον*) was often conveyed in a single sentence, (*Θα ήθελα να πάμε στη Γαλλία*). This kind of phrasing does not convey adequately "expansion of key points and ideas" nor does it show adequate subordination through an extended sentence (e.g. *Θα ήθελα να πάμε στη Γαλλία γιατί μαθαίνουμε γαλλικά στο σχολείο και θα ήταν καλό να μιλήσουμε και να δούμε τη χώρα από κοντά*).

### Question 1(b)

Question 1(b) is a crossover question with 4F and this year it 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 candidates describe the event

(e.g Το περασμένο Σάββατο πήγα σ' έναν φιλικό ποδοσφαιρικό αγώνα ανάμεσα στην Αγγλία και τη Γερμανία που έγινε στο στάδιο...); say who they went there with (e.g Πήγα με την αδερφή μου που ενδιαφέρεται και αυτή για το ποδόσφαιρο ...); offer their opinion about it (Οι αθλητικές εκδηλώσεις μεταξύ διαφορετικών χωρών μπορούν να γίνουν μηνύματα ειρήνης. Νομίζω πως είναι σημαντικό να γίνονται αγώνες που φέρνουν αθλητές και θεατές από διαφορετικές χώρες στον ίδιο χώρο ...); say which sport event they would like to attend next (e.g. Τον επόμενο μήνα θέλω να πάω στον φιλικό αγώνα ανάμεσα σε Ελλάδα-Τουρκία που θα γίνει στο γήπεδο ...).

Very few candidates chose this question and performance was hampered by irrelevance and omissions. This was a topic popular with candidates who are football enthusiasts, but their responses showed unaccountable digression into their own experience of sport or unnecessary descriptions of the friends they went to the stadium with. In general, there was a loss of focus on the requirements of the question, as exemplified by the bullet points and the assessment criteria.

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. The most notable area of weakness was in relation to omitting some of the required information, in favour of rehearsed sentences about "my favourite sport", which was not what the question was about.

## **Question 2**

Question 2 has two options from which students have to select one and write a response of approximately **130-150** words. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader, as well as use the formal register. This question is worth 28 marks: 16 for Communication and Content, which involves the ability to communicate relevant facts, expand, express individual thoughts and opinion, while maintaining appropriate use of register and style throughout, and 12 marks for Linguistic Knowledge and Accuracy, which invites accurate use of a variety of complex grammatical structures, cohesion and successful references to various time frames.

### **Question 2(a)**

Question 2(a) was on the topic of "the most beautiful place of Greece or Cyprus" and was to be a response to a magazine competition that sought readers' opinions about their favourite place.

The question required a description of this place; a persuasive argument as to what makes this place unique; explanation as to what makes this place unique; narration about the candidate's visit there; a recommendation as to what a visitor should not miss, while being there.

2(a) was a popular choice and most candidates scored at least 19 marks out of the available 28.

Performance was mostly very good and persuasive, and, on occasion, excellent, with examples of effective adaptation of language to narrate, inform and explain/interest. Errors, although present, rarely hindered clarity and the ability to develop points relevant to the task. There was a small number of candidates who favoured the description of the place over stating clearly what makes it unique and, as a result, it was left to the reader to glean from this description the qualities that make this place exceptional. This approach was not considered as effective as stating purposefully, and in its own distinct paragraph, why this chosen place is more beautiful than others. Candidates who chose a place outside Greece (e.g. the Maldives, Paris, etc.) committed a rubric infringement and did not gain any marks.

### **Question 2 (b)**

Question 2 (b) related to the theme of celebrations and required that candidates write to their host family to explain what celebrations are important to them; how they celebrated it last; how they would like to celebrate their birthday; why celebrations and festivals are important. This was also a popular choice and performance varied from very good to excellent, with most students scoring at least 21 marks out of the 28 available.

Most candidates expressed their views clearly and adhered to the conventions of the formal register, also going into some lengths to express gratitude to the host family for caring to know this information. Description of a favourite celebration invariably included long lists of food, which occasionally detracted from an effective response that contained adequate variety (for example, what the family did together other than just consume dishes in a long menu).

As is often the case with essays that require description, narration and justification, there was a tendency to skim over the part that explained the importance of holidays and privilege description over explanation. The candidates who wrote a lot more information that required about the way they celebrated a holiday or the details of their favourite celebration did not earn marks from the top bands of the assessment grid (12-16), as the details provided were not relevant to the requirements of the task

Patterns of unsatisfactory performance related to either too lengthy or too short descriptions of a specific bullet point, which detracted from the purpose of the piece and provided either superfluous information or not adequate expansion of a bullet point.

### **Question 3**

This question requires translation of a short passage from English into Greek. It is worth 12 marks and consists of 4 sentences ordered in rising degrees of complexity.

This year's question related to the topic of Greek language and culture and the writer's interest in it. Most candidates gained at least 9 marks out of the 12 available, which testifies to their excellent level of preparation and their solid grounding in transfer of meaning from English into Greek.

Occasionally incorrect use of language or less competent performance related to the following:

- Consistent omission of the position of the stress and mixing of English and Greek characters
- Incorrect use of the pronoun in the phrase *why I am learning it*, sometimes rendered as 'γιατί το μαθαίνω'. The use of the pronoun should agree with the rendering of *Greek language* as either 'η ελληνική γλώσσα' or 'τα ελληνικά'. Accordingly, the pronoun should be either 'τη μαθαίνω' or 'τα μαθαίνω'
- The use of the adjective 'ελληνικούς' instead of 'Έλληνες', in order to translate the phrase *Greek relatives*
- The literal translation of *I had a great time* as 'είχα μια καλή ώρα' instead of the correct 'πέρασα υπέροχα'
- A surprisingly large number of candidates retained the letter x in *Naxos*, when they rendered it into Greek, neglecting to use the Greek letter ξ.

### **Paper Summary**

Based on this year's performance, candidates are invited to consider the following:

- The prompts in the bullet points may give useful vocabulary but this needs to be adapted to suit the grammar and syntax of the candidates' own sentences
- Read every question on the exam paper before beginning to write their answers. Questions 1 and 2 offer a choice, so they ought to make sure they write about a topic that interests them and that they have something to say about.
- Look very carefully at the whole question, including the rubric, to make sure that they fully understand what they are being asked to do, noting, in particular, the register they must use. In Greek, the formal register is indicated with the 2<sup>nd</sup> person plural of the verb and pronoun
- Pay attention to key words in the bullet points, as these will help them answer each of the bullet points correctly. Answer each of the bullet points in the order that they appear, and, if appropriate, in different paragraphs, so that they do not end up omitting any
- Organise their essays using the conventions of essay writing, using paragraphs and the correct punctuation.
- 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 a formal register or purpose linked to persuasion, justification of opinion, interest etc.

Thank you for choosing to study this specification.