



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE

1GK0 Paper 4H

Higher tier: Writing in Greek

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1GK

Specification: 1GK

Paper: 4H Writing in Greek

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, when needed, 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. The native speakers who were entered for this examination did not perform very well because they far exceeded the requirements of the question with superfluous material.

Question 1(a)

Question 1 (a) is a cross-over question with paper 4F. This year, it was on the topic of learning Greek and proved the most popular out of the two options. 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 17 marks out of the 20 available, which qualifies as excellent performance. Essays were consistently marked by clarity of communication of information relevant to the task at descriptive level and successful application of grammatical structures, in the Present, the Past and the Future (it is a major component of the assessment criteria for the tasks in 4H to demonstrate facility with referring to the different timelines). If there was a weakness, this had mostly to do with overexplaining the minutiae of candidate's brush with Greek and going well beyond the requirements of the question, therefore failing to sustain interest and maintain relevance.

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 over privilege one bullet point over others. In this question, the last two bullet points (*Πώς σκοπεύεις να χρησιμοποιήσεις τα ελληνικά στο μέλλον* and *Τη γνώμη σου για τη σημασία του να μαθαίνεις ξένες γλώσσες*) were sometimes conveyed laconically, for example *Στο μέλλον θα ήθελα να σπουδάσω Ελληνικά στο πανεπιστήμιο* and *Είναι χρήσιμο να ξέρουμε ξένες γλώσσες*. This tendency does not adequately satisfy the criterion “expansion of key points and ideas” nor does it show enough evidence of the ability to form extended sentence, e.g. *Στο μέλλον θα ήθελα να σπουδάσω Ελληνικά στο πανεπιστήμιο, γιατί θα ήθελα να δουλέψω στην Ελλάδα ως δασκάλα...* and *Είναι χρήσιμο να ξέρουμε ξένες γλώσσες. όχι μόνο γιατί οι ξένες γλώσσες μας βοηθάνε να γνωρίσουμε διαφορετικές κουλτούρες αλλά και γιατί ... etc..*

Question 1(b)

Question 1(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.

The candidates who chose this question performed well, scoring at least 14 points out of the 20 available. Successful essays were focused on the prompts and did not digress to over narrate about personal preferences in entertainment at the expense of the other bullet points. Weaker candidates zoomed in on the prompt about their favourite place and when they were there last and often finished abruptly, responding to the last bullet point with a quick sentence like: *Όταν μας επισκεφτούν οι μαθητές του άλλου σχολείου θα τους πάω εκεί*. Because of this imbalance there was often not enough evidence of the ability to employ the full range of structures, the future tense in particular, expected at this level of demand. An area of weakness, therefore, was in relation to omitting or skimming over some of the required information and associated linguistic structures, in favour of narration of material of a personal nature, which is usually where our candidates excel.

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 “technology” and was to be a response to an online survey that sought readers’ opinions. The use of the formal register was expected and very often this took the form of employing personal pronouns (Σας στέλνω αυτό το μήνυμα...) and a style that is more appropriate for writing to someone in a more formal setting.

The question required one’s opinion of technology; explanation about whether they use their phone or their computer more; reference to the past by citing an example when technology was useful to them and references to the future through explaining how they will use social media this week.

2(a) was a popular choice and most candidates scored at least 20 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 explanation over opinion and devoted a lot of space describing how they use technology (as opposed to clarifying whether they use their phone or their computer and why). A small number turned this into a rehearsed essay about technology, talking about its pros and cons and skimming over the required prompts of the question. This approach was not considered as effective as staying on task and focusing on the specifics of the question.

Question 2 (b)

Question 2 (b) was on the theme of school life and required that candidates write a formal letter to the Head of School, in order to offer their opinion of the school by explaining what they like about it, narrating about a pleasant and an unpleasant experience and offering suggestions for improvement. This was clearly an essay close to the candidates' heart and world of experience, and this familiarity manifested itself in mostly excellent performance. Most candidates scored at least 21 marks out of the 28 available, which was consistent with last year's, also excellent, performance in 2b (on the theme of celebrations).

The majority of candidates expressed their views clearly and adhered to the conventions of the formal register, also going into some lengths to express their positive impression of the school and to offer courteously expressed suggestions. Candidates for this paper were clearly adept at narrating about their own experience and it was evident that had been trained in writing on similar topics. Their examples were varied and well-articulated and their suggestions for improvement showed an overwhelming predilection for longer school breaks. We hope someone is listening.

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 music and the writer's interest in it. Most candidates gained at least 8 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 case, for example in the phrases *with my friends* and *I like the atmosphere there*, which were sometimes rendered as ‘με οι φίλοι μου’ and μου αρέσει την ατμόσφαιρα. The latter is an intrusive and common error as students sometime forget that in Greek the verb *μου αρέσει* takes a subject and not an object and therefore requires a nominative.
- Some candidates were challenged by vocabulary such as “hobby”, “especially” and “famous band”.

- **Paper Summary**

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

- Write their responses on their chosen question in the space allocated to that question. The practice of continuing on other pages reserved for other answers must be discontinued. In the rare event of requiring extra pages, candidates should request these and **not** indicate via an asterisk that their answer continues to another page

- Respect the recommended wordage. Writing three times as much as suggested should not be happening, it leads to irrelevance and digression.
- 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 2nd 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.