



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE
In Greek (4GK1) Paper 02

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Introduction

This paper consists of an externally assessed written examination lasting 1 hour and 30 minutes. Candidates are required to select and complete two extended-response writing tasks, each worth 25 marks. They are advised to write between 300 and 350 words for each task and to allocate their time equally between the two. The word count is approximate; candidates will not be penalized for writing more or fewer words than suggested, as long as their responses are relevant, purposeful, and within the scope of the question. Overly lengthy responses may lead to digression, irrelevance, and lack of focus.

The forms of writing may include: a discursive essay, a narrative or descriptive account for a school assignment, a letter to a friend, a response to a newspaper article, an article for a school magazine, an email, a blog, a speech, or an informational leaflet. To gain marks, candidates must demonstrate accuracy in language use, good organization of ideas, relevance to the task, and focus on the purpose and intended audience. Responses lacking a clear purpose and appropriateness for the intended audience will not be satisfactory. Each question addresses one or more of the following writing purposes: to argue, narrate, describe, persuade, inform, or explain.

In general, candidates must demonstrate the following skills:

- Communicate meaning effectively in written language in a variety of forms, genres and styles.
- Focus writing on a particular purpose and audience.
- Write imaginatively, using a variety of techniques.
- Use a wide range of suitable vocabulary and accurate spelling.
- Employ a variety of sentence structures for effect and structure work effectively.
- Use complex structures.
- Use the rules of grammar and the conventions of writing to create effect, variety and interest.

Question 1

Question 1 required writing a formal letter to a travel agency manager, complaining about a trip and requesting compensation; the candidates should adhere to the conventions of formal letter writing, with an appropriate introduction and closing. Candidates had the option to detail the trip, describe the problems encountered, and specify the desired compensation.

Many candidates successfully provided the necessary information without unnecessary details about the initial trip itinerary, highlighting the problems encountered and requesting either a refund or a discount on future trips. The most successful essays maintained a formal tone, gave a balanced account of the trip, and justified the compensation requested.

However, some candidates weakened their arguments by emphasizing positive aspects of the trip or citing problems for which the travel agency could not be responsible, such as bad weather, flight

delays, lost luggage, or polluted beaches. Additionally, some requests for compensation were framed as polite requests rather than demands based on consumer rights.

Question 2

Question 2 required an article for the school newspaper discussing the pros and cons of distance learning. The intended audience included pupils, teachers, and parents. The article was expected to explain distance learning's impact on students, and to engage the public interest by advocating specific views.

Many candidates wrote coherent and relevant responses, drawing on their experiences of distance learning during the Covid era, presenting ideas logically without digressing from the topic. Successful essays addressed the positive and negative aspects of distance learning in the context of current educational needs, using various structural techniques to link the piece effectively. Less successful essays failed to see the relevance of distance learning today, focusing instead on personal experiences and using mostly past tense. A few candidates misunderstood the term, discussing access to TV, documentaries, videos, and online information outside the scope of remote learning.

High-scoring responses presented sophisticated, thoughtful arguments, showing mature thinking, the ability to explain and justify, and appropriate application of register. These essays were well-organized, used sophisticated vocabulary and structures, and demonstrated the writers' literacy skills and analytical thinking.

Question 3

Question 3 required a speech to the school audience about local environmental dangers. Candidates needed to draw attention to specific local environmental issues, convince the audience of their impact on health and life, and suggest possible solutions.

Most candidates wrote motivational speeches that posed questions to the audience and addressed local environmental issues effectively. Successful essays used first-person or second-person plural and included questions to engage the audience. However, some candidates deviated from local issues, discussing global problems and suggesting solutions for big companies or the government, making their speeches less relevant to the specific audience.

Paper Summary

Most candidates performed well in this examination, communicating a range of relevant points. Those at a higher level demonstrated clear focus on the task and the intended reader, scoring highly in Communication and Content (15 marks) and Accuracy and Application of Language (10

marks). Questions 2 and 3 were the most popular. Candidates should read the advice on the front of the paper carefully. Instances of discrepancy between the chosen question and the answer provided, as well as responses to two different questions in the same answer space, were noted. Candidates should also ensure their writing is legible and avoid mixing Greek and English characters or excessive crossing out.

Paper Summary

The majority of candidates who sat this examination performed well. They were able to communicate a range of relevant points and those at a higher level of competence demonstrated clear focus on the task and the intended reader. Many were able to score highly from the top bands of the response criteria for Communication and Content (15 marks total) and Accuracy and Application of Language (10 marks total).

Questions 2 and 3 proved to be the most popular. Candidates should take care to read the advice listed on the front of the paper. There were instances of discrepancy between the question chosen and the answer provided and responses to two different questions being written in the same answer space. Candidates must also take care with their presentation. Illegible writing that mixes Greek and English characters and contains an inordinate amount of crossing out of words and sentences goes contrary to expectations for a legible and clear response.

The following are areas of strength identified in responses to all three questions:

- Absence of ambiguity and good communicative competence.
- Consistent evidence of relevance with content that was mostly on topic.
- Appropriate application of grammar, including a mixture of basic and complex structures.
- Employment of vocabulary that was impressive in range, although not always appropriate to the task or the purpose of writing.

The following are areas that need improvement:

- Lengthy responses that provided detail that was detrimental to the narration/argument and often veered into irrelevance (Q1 and Q3).
- Insufficient engagement of the purpose of writing and the profile of the intended reader, often resulting in inappropriate use of register and loss of focus (Q1 and Q3).
- Undeveloped discussion of concepts, in favour of empirical narration that avoided a more neutral position and exposition of an issue; explanations/analysis that focused mostly on the 'self' rather than the relevance of an issue to the wider community (Q2).
- Insufficient subtlety and creativity with regard to rendering convincingly an aspect of the question that was essential for a full explanation (e.g. the concept of the 'problem' in Q1).

To conclude please consider the following:

- Ensure that there are plenty of opportunities to practise writing for specific purposes and audience under timed conditions. Familiarisation with the conventions of writing, for example, composing a letter to the editor of a media outlet or speech to inform and persuade one's fellow students about a certain issue, ensures that the writing task stands more chances of being securely focused on the purpose and intended reader.
- Cultivate familiarisation with the assessment criteria, so that requirements are clear.
- Choose questions carefully so that writing takes place from an informed position (when writing discursively) or from a position of experience and creative imagination that the candidate is at ease with.
- When writing with the purpose of analysis and persuasion, it is advisable to consider different positions in an argument whilst always making it clear where one stands in relation to an issue. A clear introduction and conclusive remarks that link clearly to and are justified by preceding arguments are essential components of this genre.
- When writing with the purpose of narration in order to interest/entertain, it is important to consider that there is enough variety, subtlety and creativity in the piece to fulfil the expectations that a reader has of such pieces.
- Write succinctly but comprehensively and use the recommended wordage and bullet points as yardsticks of successful performance; avoid lengthy essays that spill over to an extra booklet as these contain digression and often a breakdown of cohesion and accuracy.
- Use language imaginatively, persuasively, to interest or to inform and describe, without neglecting to also use a range of complex structures accurately.
- Allow time to proof-read writing responses in order to achieve the highest possible degree of accuracy.
- Indicate the position of the stress, where needed; this is not optional. Take care to spell inflections correctly, as inaccurate spelling in high frequency vocabulary and grammatical endings often hinder clarity and detract from the effectiveness of the piece as a whole.
- Apply the conventions of register consistently and appropriately.
- Be reminded of the importance of clear Greek and careful presentation.

Thank you for choosing to teach and study this qualification.

