



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International A Level

In Greek (WGK01)

Unit 1: Understanding and Written Response

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Paper Introduction

This paper is a two-and-a-half-hour examination which is externally assessed and consists of three sections: Section A: Reading; Section B: Grammar; Section C: Writing. Total marks for this paper are 80 and its weighting is 50% of the total IAL marks. It is available every June.

The students who study for this specification are required to demonstrate skills in the comprehension of written Greek (Section A), in the manipulation of Greek language, grammar and lexis (Section B), as well as in the production of a Greek-language discursive essay (Section C).

There are no options: all questions must be answered.

Content in Sections A, B and C draws from a variety of contexts and in relation to the following general topic areas:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment

In general, the majority of students completed the paper successfully. They responded to the different sections of the paper showing good reading comprehension skills, good language usage skills and familiarity with the specification.

Section A: Reading

For this section, students are required to demonstrate their understanding of written Greek through a series of reading tasks. These involve retrieving and conveying information from a short series of different Greek-language texts. A maximum of 30 marks is available in accordance with an assessment-specific mark scheme.

This year, the theme for Section A came from the general topic areas of Lifestyle, health and fitness (Q01) and (Q02), Environment and travel (Q03) and Education and employment (Q04).

Performance in Questions 1, 2 and 3 was exceptionally good with many students earning full marks. There was evidence of good ability to identify the correct details and understand the relationship between words in order to extract meaning.

Questions 1 – 3

The majority of students demonstrated excellent comprehension skills and handled the questions successfully, thus achieving the maximum marks possible for this question.

Examiners' Tips

Read the text carefully and base your choice of the correct answer on information provided by the text. Use context clues to work out the meaning of a word or how parts of the sentence or ideas are linked in order to decide on the type of conjunction that is required.

Question 4

Many students produced responses that showed a high degree of reading comprehension skills and a good ability to convey the essential details. They scored 8 marks and above. They gave clear, concise and to the point answers, avoiding making general remarks where specific examples were required.

Question 4(a) was answered correctly by the majority of students. Question 4(b) posed more difficulty, as some students failed to identify that the Olympiad is aimed at students from around the world / who are interested in robotics. Question 4(c) was generally well answered, with most students correctly stating that Vassiliki would never forget the moment their win was announced. Question 4(d) was also answered correctly by the majority, who identified the teacher's specialisation and experience in similar competitions as the reason she was suitable for the role. Question 4(e) proved more challenging, as some students did not clearly identify the reasons behind the team's victory, instead offering vague responses such as "they worked hard," without elaboration. Most students answered question 4(f) correctly. The most challenging

question was Question 4(g), where many students incorrectly stated that the teacher hoped to see more awards in the future. The correct answer was that she expects society to support students in order to help them achieve similar success.

Examiner Tips

Read the question carefully and address it directly.

Read the source text closely and manipulate language sufficiently rather than lift whole phrases or sentences from the text so as to show comprehension of the text and also to suit the answer.

Avoid using direct quotations from the text in your responses.

Give short answers which are to the point and avoid irrelevant or superfluous information.

If the question asks why, answer with a reason.

If the question asks how, answer by giving the manner.

Section B: Grammar

For this section, students are assessed on their ability to understand and manipulate Greek language, grammar and lexis. They are required to manipulate sentences that appear in a previous exercise and reform them around a given word without changing the given word itself or the meaning of the sentence as well as manipulate a series of verbs so that each fits in a gap within the context of a short text. A maximum of 20 marks is available in accordance with an assessment-specific mark scheme.

This year, the theme for Section B came from the general topic areas of Education and employment (Q05) and Lifestyle, health and fitness (Q06).

Question 5

Overall, performance in Question 5 was good with many candidates scoring 7 marks and above. A great number of students produced responses that demonstrated a high degree of competence and an excellent ability to manipulate grammatical structures effectively, thus earning full marks.

A number of students found Questions 5(b), 5(d), 5(e), 5(h), 5(i) and 5(j) challenging.

In order to receive full marks, students must not change the word given in brackets. They should also avoid altering the meaning of the sentence by changing the verb tense, modifying the article, or adding a personal pronoun if one is not provided. Stress marks are mandatory, and spelling must be correct.

Question 6

Overall, performance in Question 6 was good with many students scoring 8 marks and above. This year, the grammatical structures that required to be placed in the correct form included verbs and nouns. Many students produced responses that demonstrated a high degree of competence and an excellent ability to manipulate these structures effectively, thus earning full marks.

Some students did not score full marks.

The most common grammatical error was the misspelling of verb or noun endings or of high frequency verbs, as in questions 6(a) καταναλώνουν, 6(d) περιορίστηκαί or ήταν περιοριζόμενι, 6(e) κάλυβε, 6(g) απαγορεύψουν and 6(h) καθιέροσαν.

Another common error was writing the verb in the wrong person, tense or voice such as in questions 6(d) περιοριζόταν, 6(e) καλύπτει, 6(g) απαγορευτεί, 6(h) καθιερώθηκε, 6(i) ασχολούνται, 6(j) τρώνε.

A less common grammatical error was the omission or wrong use of the stress mark or the use of English letters such as the t instead of the Greek τ, i instead of ι, which, according to the conventions of the Greek accentuation system, is not accepted grammatical practice.

Examiner Tips

Read the entire text before attempting to answer the question in order to understand the time frame in which it is set.

Look for key words in the text as an indication of which person to put the verb in.

Pay close attention to verb endings and the spelling of high frequency words.

Put the verb in the voice – active or passive – indicated by the word given.

Remember always to put stress marks clearly.

Section C: Writing

For this section, students are required to write a 240-280 word discursive essay in Greek, in response to a short Greek-language stimulus and related bullet points. Responses rely on careful reading of the bullet points in order to allow for a pertinent and comprehensive piece of continuous writing. The assessment rewards the effective and purposeful communication of relevant information, the logical sequencing of ideas as well as the quality of the Greek language produced. The question carries 15 marks for Content and Communication and 15 marks for Quality of Language. Total 30 marks.

This year, the theme for Section C came from the general topic area of Environment and travel and required critical engagement with the theme of Trips and Holidays.

Question 7

Overall, the majority of students performed well in this question, with many scoring 18 marks and above. A good number of students achieved marks from the top bands (levels 4 and 5) of the categories for 'Content and Communication' and 'Quality of Language'. They addressed all bullet points and provided both a short introduction and a conclusion. They gave relevant, convincing and well-developed answers with no digression or irrelevance. They supported their ideas by citing concrete examples drawn from their personal experience to illustrate the point. They put forth convincing arguments and justified their opinion by offering an explanation or by making a personal comment or evaluation.

They also used effectively and appropriately a varied range of vocabulary and complex grammatical structures, relevant to the discussion and with few lapses in basic grammatical control. It was also noted that there were successful attempts to link discussion of the bullet points in a logical and effective sequence.

There were instances, however, where students made general statements or expressed ideas that lacked individuality, without providing justification or drawing any conclusions. Several responses included opinions about travel or mentioned an ideal holiday destination without specifying what that destination was.

Some students expanded excessively on one bullet point, mainly point 3, or under-developed a bullet point, more so point 4, often repeating ideas that were discussed in previous bullet points or discussing the point in very general terms without using concrete examples, providing explanations or drawing logical conclusions. This resulted in an imbalanced essay with the inclusion of irrelevant and/or repetitive information and vocabulary.

Examiner Tips

Remember to develop all bullet points purposefully and to sequence ideas in a logical manner.

Read both the rubric and the bullet points carefully in order to avoid misunderstanding, which may lead to the discussion being off point.

Develop **all** bullet points equally. An over-developed response may result in digression, irrelevance or repetition of ideas and vocabulary. An underdeveloped response may result in omission or lack of convincing argumentation.

Express your ideas in a clear and precise manner. Avoid general answers and vague statements.

Justify your opinion or explain your preference by giving concrete examples or stating your reasons.

Support personal statements by providing convincing explanations or providing concrete examples.

Remember to follow the conventions of writing by including an introduction and a conclusion and using paragraphs appropriately.

