



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE

In Greek (4GK1) Paper 01

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## Introduction

The Pearson Edexcel International GCSE in Greek (First Language) consists of two externally examined papers: Paper 1, 4GK1/1: Reading, Summary and Grammar, 60% of the qualification, and Paper 2, 4GK1/2: Writing, 40% of the qualification. There are ten topic areas tested across both papers and new test types have been introduced, in addition to extended writing responses, which test summary, comprehension and grammar skills.

Paper 4GK1/01, Reading, Summary and Grammar is externally assessed over a period of 2 hours and 15 minutes. Total marks for this paper are 75. The content of this unit is informed by the following topic areas:

- A. Youth matters
- B. Education
- C. Media
- D. Culture
- E. Sport and leisure
- F. Travel and tourism
- G. Business, work and employment
- H. Environment
- I. Health
- J. Technology

4GK01 Paper 1 consists of three parts.

In **Part 1: Reading** candidates are required to convey their understanding of written Greek through a series of reading tasks and in response to two texts found in a special extracts-booklet.

They have to answer four questions on each text and then compare the two texts, stylistically but also in terms of how they express their position in relation to a certain topic. Candidates must be able to demonstrate the following skills:

- Read and respond to material from a variety of sources
- Scan for specific information
- Interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas
- Understand and analyse how writers create effect
- Select and use relevant evidence from the text to support their answer
- Make comparisons between texts

In **Part 2: Summary**, candidates are required to demonstrate their ability to summarise a short text by writing four main points clearly and accurately.

**Part 3: Grammar** assesses the candidates' understanding of grammatical usage in a series of exercises. Candidates are expected to demonstrate their awareness of the rules of grammar and of the relationships between parts of speech in a text. They are also called to apply the conventions of grammar in order to produce and manipulate content pertinently and accurately.

## **Summary of performance**

In general, performance was good in questions that required short answers in Greek with substantiation from the source text. There were good responses in Section C, which was grammar-focused. Levels of accuracy in the application of language were generally good, as the candidates were familiar with the assessment requirements in this section and paid attention to spelling and grammar. Areas of weakness were often evident in questions 4, 8 and 9, particularly in relation to the organisation and linking of ideas, substantiation of claims, and the orderly presentation of writing. A big number of candidates wrote overtly and unnecessarily long responses in Parts 1 and 2. These responses often contained digression, repetition and marred the performance of otherwise able candidates. It cannot be stressed enough that a lengthy response, either in the discreet questions (i.e. 1-3 and 5-7) or in the more technical questions (i.e. 4, 8 and 9), loses its momentum, focus and purposefulness. It needs to be understood that a relevant response that is not applied consistently by the candidate by writing too much without maintaining focus, stops being relevant.

## **Comments on performance in individual sections**

### **Part One: Reading**

Candidates are advised to allocate approximately 1 hour and 15 minutes to Part One, which is worth a total of 49 marks. They must read two text extracts and answer all questions. The following objectives are assessed.

- Read and understand a range of texts, selecting and interpreting information, ideas and Opinions (AO1)
- Understand how the writer uses techniques to create effect (AO1)
- Compare and contrast information (AO1).

This year's candidates performed quite well in questions 1-3 and 5-7, whereas performance in questions 4, 8 and 9, which required extensive responses ranged in quality. However, as regards the discreet, short questions, candidates are reminded that adherence to the requirements of the rubric (με δικά σας λόγια) helps them to demonstrate that they understood the source text and are able to convey their understanding in accurate, clear language that is their own.

An additional caveat relates to the length of the answers. It was counterproductive on the part of certain candidates to answer with whole paragraphs of repetitive narrative, writing in additional sheets and often with no indication that their answers continue in additional sheets, stopping mid-sentence in the space provided. Supporting quotations should also be exact and succinct, maybe a phrase and certainly not whole paragraphs that leave it to the examiner to tease out the correct evidence. Such all-inclusive answers that lacked precision and clarity did not gain full marks.

### **Question 1**

This was worth 1 mark and was a rather straightforward recall question. The vast majority of candidates gained one mark. Those who did not, answered by writing simply Νέοι instead of explaining which category of young people in specific, Νέοι που αντιμετωπίζουν οικονομικά ή/και κοινωνικά προβλήματα, an example of a response that gained one mark.

### **Question 2**

This was worth 2 marks and required the processing of information in the candidate's own words, substantiated with a short quotation from the extract. The quotation ought to be indicated with the appropriate punctuation marks. Many candidates performed well by constructing responses in their own words and by providing appropriate substantiation from the source text that confirmed the validity of their response. Reference to ασχήμια instead of βρωμιά was also accepted, as long as this was justified accurately with the appropriate quotes.

### **Question 3**

This question was worth 4 marks. 3 (a) required that candidates scan the text to locate the correct information and relay it in their own words. Most candidates performed successfully and provided the correct details regarding the two reasons why people would accept to have graffiti on the external walls of the block of flats they are residents of. Some candidates though failed in locating the answer and mentioned only the monetary value attached to the building. Common patterns of errors in 3 (a) were in connection to responses that were based on direct quotations, rather than the candidates' own words, and were therefore deemed unsuccessful in gaining marks.

In 3 (b) candidates were asked to explain how the image of the city of Athens has changed due to graffiti and wall paintings. Unfortunately, some candidates answered by repeating the words of the text (έγινε διεθνές σημείο αναφοράς), while using the same as a supporting quote, which obviously could not be given 2 marks. Using the substantiation in order to answer the question cannot be accepted.

### **Questions 4 and 8**

Questions 4 and 8 invite candidates to identify and explain how the writers of the texts use discourse, persuasion modes and various techniques (linguistic or structural) to create effect.

This question usually starts with 'Explain how the writer presents...'' and requires that the candidates use evidence from the text to support their answer. Modes of persuasion may include establishing ethos, pathos and the authority and credibility of the speaker. Various linguistic and textual techniques include the use of a certain narrative tone and verb person, repetition,

rhetorical questions, cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, alliteration, extended metaphor, personification, simile, oxymoron etc. A good response in questions 4 and 8 and by extension question 9, selects four to five different modes of persuasion and techniques that are identified in the particular text and are evident in the selected quotations that serve as proof of the claim. A complete answer that is awarded a high mark should follow the pattern of Point / Evidence / Explanation and link. An answer that includes, let's say, a mode of persuasion and the relevant quote, but presents mechanically the explanation without showing any actual comprehension of how the mode of persuasion referred to works in the text and how it affects the reader, is not considered correct and cannot be awarded full marks. Moreover, an answer where the candidate provides a long list of different manifestations of the same mode of persuasion or technique is also not considered correct. In addition, an answer where the candidate provides all possible modes of persuasion and techniques that can be found in the text, with the result of resorting to extra pages, extending beyond the allocated space, is not correct and the examiner is negatively predisposed. The reason is that we want candidates to be able to write a concise, complete and coherent answer within the allocated space, thus revealing that they are able to perform well and effectively within the space provided, using only the necessary wordage. Excess wordage results in rumbling on and garrulousness, which is to be avoided in this exam.

In effect, the most common pattern of unsatisfactory performance related to precisely this: a list-like, overtly long piece that identified the use of certain techniques or modes of persuasion without explaining why or how such use provokes and gives rise to a strong engagement on the part of the reader. An observation such as 'η συγγραφέας χρησιμοποιεί Αόριστο για να δείξει ότι η πράξη έγινε και Ενεστώτα για να δείξει διαχρονικότητα' constitutes a rather basic claim that does not contribute very much to a clear explanation about how the writer of the first passage creates effect. Tenses are also used functionally, to convey a time line and sometimes a time line is simply that, it is not a technique.

Other instances of confusion related to verb persons or the identification of parts of speech. Accuracy and clarity are important aspects of good performance at this level of demand. Words were identified as συναισθηματικά or συγκινησιακά φορτωμένες instead of φορτισμένες, standard collocations such as ρητορική ερώτηση were conveyed as ρηματική ερώτηση. Moreover, it was very often the case that ρητορική ερώτηση was used on cases where the question posed was not a rhetorical question and indeed required an answer. Additionally, misidentification of verb person was an erroneous pattern observed in quite a few papers, in which case the substantiation used was incorrect and either it was not followed by an explanation of the effect its use creates upon the reader or there was uncertainty as to which verb person the candidate intended to refer.

In addition, it was often quite disheartening to see so many candidates write without concern or with indifference to the conventions of good spelling and effective organisation of ideas. Even though linguistic structures in themselves are not directly tested in this question, they contribute

to an impression of a clear and convincing explanation and as such they affect the assessment of the response.

In conclusion, a good number of candidates had secure knowledge in Greek as a first language and wrote a clear and detailed explanation of how the writers created effect and controlled discourse through linguistic and structural techniques in passages 1 and 2. They provided appropriate and appropriately cited evidence that fully supported the points being made. These candidates supported the identification of a linguistic technique with explanation of its effect and provided appropriate substantiation.

In conclusion, questions 4 and 8 carry 10 marks each and are marked according to specific criteria. A good response must be written in accurate Greek, with words properly spelled and accented and offer a perceptive and analytical explanation of how the writer uses linguistic and structural techniques to create effect. These claims must be consistently accompanied by evidence from the text that fully supports the point being made. The indicative responses in the MS offer examples of performance that could gain marks from the top band of the response mark grid.

#### **Question 5**

This question was worth 1 mark and was a rather straightforward recall question. The vast majority of candidates gained one mark. Those who did not, answered by using the exact words of the text or by using the wrong inflection of the verb θεωρώ in the passive voice. For example, some candidates wrote δεν θεωρήτο τέχνη instead of δεν το θεωρούσαν/δεν θεωρούνταν τέχνη.

#### **Question 6**

This was worth 2 marks and required the processing of information in the candidate's own words, substantiated with a short quotation from the extract. The quotation ought to be indicated with the appropriate punctuation marks.

An additional caveat relates to the length of the answers. Candidates are advised that it is counter-productive to answer in an all-inclusive way that contains irrelevant details alongside some relevant ones. Such answers did not gain full marks as it was not clear whether the candidate had understood the question correctly. In general, candidates are advised to think of what is the essence of the question, transfer it in their own words and then substantiate it using the text's words. Once more, candidates are NOT to use additional paper for their answers and are asked to offer only the relevant information, succinctly.

### Question 7

This question was worth 4 marks. 7 (a) required that candidates scan the text to locate the two defining characteristics of Christos' work. Most candidates performed successfully and provided the correct details. In 7 (b) candidates were asked to explain Christos' feelings about people's reaction to graffiti and street-art. The majority of candidates succeeded in answering correctly and using the correct quote to substantiate their answer.

### Question 9

In question 9 candidates are required to compare the two texts in the extracts-booklet in Part One. The question may start with an invitation to compare linguistic and textual techniques, for example, «Να συγκρίνετε τους τρόπους με τους οποίους τα δύο κείμενα χειρίζονται το θέμα των γκράφτι». The question also invites candidates to use evidence from the two texts to support their answer, «Να εντοπίσετε στα κείμενα λέξεις ή φράσεις που τεκμηριώνουν την απάντησή σας». A candidate cannot gain marks for making claims unless these are accompanied by 'evidence relevant to the points made'. The indicative responses in the MS illustrate the characteristics of a good response that could gain marks from the top bands of the response mark grid.

It has been observed as a very positive change that the great majority of candidates chose to compare the two texts point by point throughout, either in terms of the commonalities between the two writers or in terms of the differences, presenting four to five which is the desired approach. A good response provided a balanced account of the similarities and differences between the two texts, supported by apt analysis and appropriate evidence.

Performance in this question was generally satisfactory in terms of relevance of points and the comparative aspect. For example, 'και τα δύο κείμενα χρησιμοποιούν επίκληση στο συναίσθημα αλλά με διαφορετικούς τρόπους'. Some responses considered a range of comparisons between the texts, more often than not in relation to what was said, rather than how it was said and what it meant.

A pattern of incomplete answers treated comparisons as follows: "Αν και τα δύο κείμενα μιλούν για τα γκράφτι, το πρώτο παρουσιάζει μια πιο σφαιρική άποψη ενώ το δεύτερο έχει μια πιο υποκειμενική άποψη". Such statements, as true as they may be, they not consider the comparison in an informed way and do not attribute to it an explanation of how the writers create effect while they discuss the presence of graffiti in the modern world and its reception. In addition to the necessary critical framing, a comparison ought to pinpoint not what is said but how things are said to persuade or engage the audience.

In this question, just as in questions 4 and 8 earlier, a balanced and clear account necessitates good knowledge and application of language and writing with appropriate cohesive devices, good linking between ideas and unambiguous language.

## **Part Two: Summary**

### **Question 10**

The source text in this question is between 340-360 words and requires a summary of 100-150 words. The text may be taken from any source – journalistic prose or fiction – but it will contain clearly identifiable main points. It is expected that candidates will write four main points and be marked on their understanding of the text and on their ability to **write clearly**. Candidates are advised to allocate approximately 30 minutes to Part Two. There is a total of 6 marks for this section and candidates are required to use their own language to summarise.

Performance in this question was good and many candidates identified at least 3 points clearly and unambiguously. Please refer to the MS for the indicative content required, in order to achieve marks from the higher bands of the assessment criteria.

A pattern of unsatisfactory performance related to the following:

- Failure to summarise information without copying whole chunks of text
- Unsatisfactory use of linking and organisation skills, which rendered the identification of discrete main points obscure and ambiguous
- All-inclusive answers that conveyed too much information that may have been true but not relevant for the purposes of this question
- Summaries that were so long that could no longer be considered summaries
- Keyword type listing of main points without conveying the relevant information.

## **Part Three: Grammar**

This section includes two 10-mark questions, each assessing different grammar skills. In exercises 11 and 12 students are required to demonstrate their understanding of grammatical usage in a series of exercises. In particular, they are required to:

- show their awareness of the rules of grammar in order to demonstrate their understanding of textual features and the relationships between parts of speech in a text
- demonstrate understanding of content
- apply the conventions of grammar in order to produce and manipulate content pertinently and accurately.

Candidates are advised to allocate approximately 30 minutes to Part Three and are required to answer all questions.

### **Question 11**

In question 11 students read sentences that have been isolated from the texts in the extracts-booklet. Students are asked to transform and recast the sentence using the word(s) in brackets.

Please refer to the MS for indicative content.

Each sentence in question 11 has a prompt (in brackets) which must be used as cited. Students cannot change/adapt the prompt. Transformation exercises are a common feature in language testing as they invite learners to consciously manipulate language patterns, demonstrating their awareness of structures. Transformation exercises can focus on manipulating structures and/or producing new vocabulary that alters the syntax of the sentence. What is important is that the prompt must be used as is.

Performance in this question was generally good with many candidates scoring more than half of the marks available. Patterns of unsatisfactory responses related to the following:

- Absence of the position of the stress and wrong spelling that indicated weak grasp of the rules of grammatical inflections
- Changes in the prompt
- Absence of question mark when needed

### **Question 12**

In question 12 students were asked to read a whole text of 80-100 words and then put the words in the brackets in the appropriate form. The words contained a mixture of verbs and nouns. In the text, the missing words were replaced by (α) – (ι) and were listed underneath with an example that set the tone and time frame of the piece.

Performance in this section ranged from average to satisfactory. Unfortunately, many candidates did not possess the level required to perform at a high level of competence.

Patterns of unsatisfactory responses related to the following:

- Inflectional spelling that was inaccurate and showed poor knowledge of grammar.
- Changes in the voice in which the verb was given.
- Omitting the position of the stress

## **Conclusive remarks**

In general, performance in this examination series was satisfactory, with some excellent examples of performance that satisfied the demands of this level fully.

Teachers and candidates who embark on teaching and studying this qualification might benefit from the guidance below:

- Ensure that there are plenty of opportunities for the candidates to practise reading and responding to unseen passages under timed conditions.
- Be aware of the different assessment objectives to ensure that the content of the practice answers relates to the assessment criteria and the mark schemes.
- During practice, highlight the supporting evidence and relevant lines for answers to questions 2, 3b, 6 and 7b in the extracts-booklet and offer opinion in their own words in order to show interpretation of the information.
- Answer questions 1, 3a, 5 and 7a, as far as possible, in the candidates' own words
- Write succinctly and without continuing on extra paper in questions, 1-3, 5-7 and 10, in particular, and as far as possible.
- Consider the effects of linguistic and cohesive devices within the context of the given extract in questions 4 and 8, rather than offering generic explanations of the type, 'the present tense is employed to express current action.'
- Identify points of commonality or difference in question 9 and substantiate these with evidence from the two texts. Where possible, start with the point, rather than with the text. Points should be balanced across both texts and supported with relevant quotations or textual references.
- Substantiation from the source text ought to be indicated with punctuation marks when appropriate.
- Aim for structured, accurate, cohesive and well-developed pieces of writing in question 4, 8, 9 and 10.
- Allow time to proof-read responses in order to achieve the highest possible degree of accuracy and clarity.
- Read all instructions carefully.
- Attempt every question.
- Indicate the position of the stress, where needed; this is not optional.

*Thank you for choosing to teach and study this qualification.*

