



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In Greek (4GK1)

Paper 02: Writing

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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 penalised 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 candidates to write a film review. They were expected to include a description of the film and its plot, discuss elements that enhanced or detracted from the viewing experience, and reflect on the significance of cinema. Candidates were also expected to follow the conventions of a film review, with an appropriate introduction and conclusion.

Many candidates successfully addressed the task by providing relevant information without unnecessary detail, scoring 13 marks and above out of 25. They typically included the film's title, a brief plot summary that avoided spoilers, and a balanced evaluation. The most successful reviews

effectively highlighted both strengths and weaknesses, often praising a well-written script, intelligent direction, daring stunts by the protagonist, the special effects, strong performances, and the broader role of cinema as a space for social interaction and shared enjoyment.

However, some candidates appeared unfamiliar with the conventions of the genre. Their responses often began with lengthy personal anecdotes—such as going to the cinema with friends—which were not clearly relevant to the task. While they made several valid points, these were not always clearly connected or well developed. In many cases, their arguments were weakened by recounting the entire plot, including the ending, without even naming the film. Some also included irrelevant criticisms, such as noisy audiences or unclean cinema facilities, which detracted from the focus of the review.

In terms of language, some candidates attempted to use complex structures with partial success, while others struggled with inaccurate word choices and incorrect collocations.

Question 2

Question 2 required candidates to deliver a speech to their classmates on the role of stereotypes in modern society. They were expected to identify key stereotypes, explain how these influence people's daily lives, and suggest ways to challenge or overcome them.

Many candidates produced coherent and relevant responses, scoring 14 marks out of 25 and above, with a certain number of candidates scoring 22 marks. They identified a variety of stereotypes, discussed their negative impact on everyday life, and proposed practical strategies for confronting them. Strong responses maintained a clear and consistent focus, effectively addressed the intended audience, and actively engaged listeners by presenting them as part of both the problem and the solution. These speeches communicated ideas clearly and cohesively, using a range of structural techniques to link points and maintain flow.

Less successful responses lacked a clear awareness of the audience, often failing to directly address or engage classmates. Some included vague or ambiguous points, while a few candidates misunderstood the task altogether, choosing instead to write about role models and the value of having them — topics unrelated to the prompt.

High-scoring responses demonstrated mature and thoughtful reasoning. They presented well-developed arguments, explained and justified ideas convincingly, and maintained an appropriate tone and level of formality. These speeches were well-organised, featured precise vocabulary and varied sentence structures, and reflected strong literacy and analytical skills.

Question 3

Question 3 required candidates to write a letter to the school's headmaster, highlighting the importance of after-school activities. Candidates were expected to suggest a specific activity, provide details about how the initiative could be organised, and explain the value of such activities for students.

Most candidates addressed the bullet points provided, scoring 14 marks and above out of 25 and some candidates scored 20 marks and above. As smaller number of candidates though, failed to fully develop the significance of after-school activities. Successful responses remained focused on the task, proposed a clear and relevant activity, and included practical details on how and when it could be implemented. These candidates effectively linked the proposed activity to its benefits for students' personal, social, or academic development. Their use of language was imaginative and varied, demonstrating a strong command of vocabulary and a good range of grammatical structures, with consistently accurate spelling.

Less successful responses either omitted the proposed activity or failed to provide sufficient organisational details. Some responses lacked clarity, included ambiguous statements, and did not communicate ideas effectively. In several cases, the level of language used was not appropriate for the task and attempts at more complex structures were unsuccessful or misused.

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 Q2).
- 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 (Q2 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).

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.

