



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCE
In Greek (9GK0 01)

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Examiner's report, 9GK0/01

9GK Assessment Overview

The Pearson Edexcel A level in Greek comprises three externally-examined papers that assess reading, writing and listening skills. Summer 2022 marked the first full iteration of this qualification.

The three 9GK papers are as follows:

Paper 1: Translation into English, reading comprehension and writing (research question) in Greek

Paper 2: Translation into Greek and written response to works

Paper 3: Listening, reading and writing in Greek

All three papers draw their content from a list of themes, sub-themes and research areas which are identified below and serve as vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language in an articulate manner, effectively, accurately and pertinently.

Themes 1, 2 and 4 focus on aspects of the society, artistic culture, and politics of Greece only. Theme 3 focuses on society and culture in Cyprus.

- Theme 1: Αλλαγές στην ελληνική κοινωνία (Changes in Greek society, past and present)
- Theme 2: Τέχνη και πνευματικός πολιτισμός στην Ελλάδα (Artistic culture in Greece, past and present)
- Theme 3: Όψεις της Κύπρου (Perspectives on Cyprus, past and present)
- Theme 4: Νέες εξελίξεις στο πολιτικό και οικονομικό πεδίο (Developments in politics and the economy, past and present)

In general, many candidates who entered for this examination demonstrated good reading, writing and listening comprehension skills and the ability to present relevant ideas in connection to their research findings and their evaluation of the questions posed to them.

9GK0/01

Paper 1: Translation into English, reading comprehension and writing (research question) in Greek

This paper is worth 80 marks and candidates have 2 hours 30 minutes to complete it. It is divided into three sections and on the front page of the question paper there are recommendations as to the amount of time one should devote to each section.

Performance on this paper was marked by satisfactory translation skills in section A, often excellent comprehension skills in Section B, and acceptable evidence of research in Section C, with occasional presence of critical analysis. An unfortunate pattern of overly long answers that often lost focus of the particular question and tended to veer towards all-inclusiveness was observed in Section C.

A) Section A: Translation into English (20 marks)

It is recommended that students spend 20 minutes on Section A, which requires the translation of a text from Greek into English. The translation into English question is marked using a points-based mark scheme (please see Sample Assessment Materials, page 23 and the MS for 2022). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk. The mark scheme gives indicative, acceptable answers for each chunk and variants will be accepted by the examiner if they convey the same intended meaning clearly.

This year content was drawn from theme 4 and the subtheme was the Economy post 2009. It was a pleasure to see that a good number of candidates offered responses that showed good understanding of the source text and satisfactory translation skills. Often enough, there was evidence of sound knowledge of structures and vocabulary and many translations flowed well, with errors that did not significantly hinder clarity and did not obscure meaning.

Some candidates performed in a satisfactory manner, conveying intended meaning well, albeit with occasional slips in spelling, word order and the use of prepositions. Observed challenges pertained to the following:

- lexical challenges such as: κάνουν κριτική, σκληρή πραγματικότητα, η τέχνη του δρόμου, ανασφάλεια, φτώχεια
- the rendering of certain phrases and relative clauses: όσον αφορά, που χαρακτηρίζονται, στην οποία ζουν οι άνεργοι

Occasionally, poor English prevented candidates from transferring meaning clearly, in a syntactically accurate manner and with the correct amount of specificity. A common example was the penultimate sentence which was sometimes rendered as: *the cruel truth in which live people who don't have a house.*

B) Section B: Reading (20 marks)

It is recommended that students spend 45 minutes on Section B, which consists of four comprehension questions based on a variety of text types and genres. The questions in this section are marked using a points-based mark scheme (Please see Sample Assessment Materials, pages 27–29 and the MS for 2022).

Section B draws on vocabulary and structures across all sub-themes within the four themes and this year's content came from Art and Culture in the Greek speaking world/Old forms of entertainment (question 2); Perspectives on Cyprus/ Tourism (question 3); Changes in Greek society/The world of work (question 4); Changes in Greek society/Relationships and family (question 5).

Performance in questions 2 and 3, which were based on MCQ in Greek, was very good with many candidates earning full marks. There was evidence of good ability to identify the correct detail and understand the relationship between words in order to extract meaning.

Performance in question 4, which was based on open responses in Greek, varied. Many candidates expressed themselves unambiguously and fully (which does not mean in full sentences, but with the required amount of detail). This was particularly evident in questions 4(a) and 4(b). As is often the case with short answers in the target language, syntactical anomalies and verbatim copying from the source text result in lack of clarity and, often, obscured meaning. This was particularly the case with questions 4(c) and 4(d), which required two details. Indiscriminate copying from the source text led to partial responses that did not convey confidence in the candidates' comprehension skills. For example, the response, *Σήμερα στην κορυφή των καλύτερων επαγγελματιών στην Ελλάδα διακρίνουμε πρώτα την πληροφορική και μετά την διαιτολογία* is a true statement but it is not the correct answer to the question, as it does not answer unambiguously the question regarding the error in the survey's results. Similarly, in question 4 (d) many responses skirted the precise detail, that Greeks seek advice with regard to **nutrition**, and not their anxiety or angst. A response along the lines of *για να δίνει λύσεις στα προβλήματα μιας αγχωτικής καθημερινότητας* is too general and imprecise for this level of demand.

Performance in question 5, which was based on open responses in Greek, was consistently good and occasionally excellent. There was sufficient clarity and detail in most responses, with many candidates expressing themselves in appropriate and individual language in 5(e), which required the interpretation of the phrase *μαζεύονται γύρω της*, in context.

C) Section C: Writing (research question) (40 marks)

It is recommended that students spend 1 hour 25 minutes on Section C, which draws on a student's independent research of their chosen research subject, which

is linked to one of the 4 themes. Students must read one unseen text in Greek and then answer a question, incorporating information and ideas from both the unseen text and their research findings.

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (via research) (AO4)
- Understand and respond to written language in writing (AO2)
- Accuracy and range of language (AO3).

In their response, students should demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language -AO2)

This year, the four research questions came from the following sub topics:

Question 6: Changes in Greek society/ Education in Greece

Question 7: The history of Rebetika/ Famous musicians

Question 8: History of Cyprus 1974-1983/ important personalities of the period

Question 9: Political culture past and present/refugees in Greece from 2015 onward

Many candidates showed extensive knowledge and understanding of society and culture by providing relevant ideas, information, references and examples related to the research aspects of questions 7, and often in questions 8 and 9. Answers to question 6 were not many and showed significant gaps in research and in the understanding of the question. One noticeable pattern of inappropriate response to Assessment Objective 2 (AO2), which targets understanding and responding to written language in writing, was evident across all questions 6-9, in Section C. Students are not expected to, neither should they try to, summarise the information in the source text. Often, more than one page (roughly in excess of 200 words) was devoted to students recasting the content of the source text in the own words or summing it up with minimal paraphrasing and in absence of any engagement with a development of an argument in response to the question asked. Candidates should avoid such practice in the future and focus instead on engaging with the information in the source text, either to support a claim of their own or to state an opposition to it.

Question 6

Very few candidates chose this question. Responses were mostly containing basic information, limited evidence of research and only partial or unsatisfactory focus on the prompt. Personalised narratives based on anecdotal experience, which cannot be conceived of as even rudimentary research, resulted in minimal connection to the subject or the question, as it relied on description, rather than evaluation. It was a rare occasion to witness an informed approach to the topic of educational requirements for being accepted to institutions of Higher Education in Greece, or recent debates about changes to the public examination system and the phenomenon of studying outside Greece.

Question 7

The small number of candidates who chose this question was very well prepared and wrote mostly relevant and perceptive accounts, drawing from established and authoritative sources that were cited with some precision (η μονογραφία του Ηλία Πετρόπουλου *Ρεμπέτικα Τραγούδια* ή η *Αυτοβιογραφία* του Μάρκου Βαμβακάρη). Those who responded to the demands of this question well demonstrated an in-depth understanding of the research subject and made persuasive and insightful connections between their main thesis and the claims of the source text, by either agreeing or disagreeing with these claims. For example, the candidates who conceded to the greatness of Markos Vamvakaris as the most representative composer/performer of Rebetiko justified their argument with good examples, drawing convincing conclusions. Those candidates who thought of Markos as second to Vasilis Tsitsanis or Stratos Pagioumtzis were equally adept at building a well-developed response that linked to the ideas presented in the source text, in order to argue against them.

Question 8

Performance in this question varied. Students performed well with regard to Assessment Objective 4 (AO4), that targets knowledge and understanding of the research subject and Assessment Objective 3 (AO3), that targets Accuracy and Range of language. Occasionally, narrative that drew from the candidates' extensive knowledge of the subject was at the expense of analysis or a more consistently purposeful response to the question, resulting in loss of focus. Even though it was undeniable that students had studied in depth the history of Cyprus within the specified time frame, the response would often veer to an uncritical report of the history of the Cyprus issue, without engagement with the ideas in the stimulus or a developed evaluation of the prompt.

Question 9

Responses to question 9 were particularly well-informed but also uniquely all-inclusive, often rambling, accounts of everything that the candidate knew- as opposed to what was relevant to the prompt and the ideas in the stimulus text. It was interesting to see that the students had studied the subject in depth and cited sources with varying degrees of success: a claim based on an article in an unnamed newspaper or a post on a website in an unspecified time period does not constitute citing of sources, but a claim based on a 2017 article by the president of the NGO METAdrasi, which appeared in Kathimerini, does.

Even responses that confirmed the candidates' extensive and well-grounded research exceeded by far recommended length and contained unnecessary information that was often irrelevant to the issue under examination, which was the claim that the Greek islands, Lesbos in particular, bore the brunt of the migrant crisis. In Question 9, in particular, the practice of devoting pages to summing up the information in the stimulus text was observed, adding a layer of irrelevance and ineffective organisation and development to the responses.

Conclusion

This was the first full iteration of the 9GK specification and it was welcome to see such a high level of performance in a relatively new test design, particularly in Sections A and B. It was understandable that many candidates were unsure as to how to respond to the requirements of a new feature, the research-based essay in Section C. Research-based questions work in similar ways to the research-based questions in the old specification, that were based on topics and texts: one is expected to show good knowledge of the topic and analyse by focusing on a particular question, all along demonstrating skills of organisation and development and knowledge and application of language. The added dimension of AO2, understanding and responding to the stimulus text, is the new aspect in this type of essay and the one that requires particular attention. Therefore, familiarisation with the new assessment criteria is important as this would allow students to know confidently what exactly the level of demand is in this section.

In general, candidates who study for this QP are advised to consider the following:

- Read each question carefully before answering
- Check answers if there is time at the end
- Keep in mind the importance of clear Greek and careful presentation in order to avoid ambiguous or illegible answers
- Where wordage is recommended, ensure that they adhere to the guidelines. Good responses are not accounts of everything one knows or everything that is true; rather they are marked by succinct, purposeful and fully developed arguments, consistent focus on the question and precision.

- In section B
 - There is no requirement to respond in full sentences to open-response questions
 - It is permitted to use words from the reading extract in their answer, but must not copy whole sections as this invariably leads to inaccurate and unclear, or all-inclusive responses
 - There are no marks for quality of language in this section, so spelling and grammar mistakes will be tolerated, as long as they do not introduce ambiguity or hamper clarity
 - For a one-mark answer, the first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, the same rule applies, i.e., the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
 - Answers must be in Greek – correct answers in the wrong language will not be awarded marks.

- In Section C
 - Select information from a range of authentic sources and refer to at least two research sources in their response. Responses that refer to just one single research source cannot be awarded marks above the band 13–18
 - Refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text and achieving AO2)

Thank you for choosing to study this specification.