



Pearson

# **Examiners' Report**

## **Principal Examiner Feedback**

January 2020

Pearson Edexcel  
IAS Level

International Advanced Subsidiary  
Greek (WGK01 01)  
Paper 1: Understanding and Written Response

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2020

Publications Code WGK01\_01\_2001\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2020

## **General Remarks**

The majority of students completed the paper successfully. They responded to the different sections of the paper showing good language skills and familiarity with the specification. The duration of the exam is 2 hours 30 minutes. The paper carries 80 marks.

## **Section A: Reading**

Students are required to convey 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. Students are required to provide a mix of non-verbal and Greek-language responses. A maximum of 30 marks is available in accordance with an assessment-specific mark scheme.

## **Section B: Grammar**

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.

## **Section C: Writing**

Students are required to write a 240-280 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Greek language produced. The question carries 15 marks for Content and 15 marks for Language. Total 30 marks.

There are no options: all questions must be answered.

### Successful students:

- Gave clear, concise and to the point answers to question 4, avoiding making general remarks where specific examples were required.
- Handled Greek language well, showing a high degree of competence and awareness of lexis and grammatical structures in questions 5 and 6.
- Adhered to the word limit and **developed equally** and **purposefully** all four bullet points equally in question 7.

### Less successful students:

- Did not always pay proper attention to the wording of the questions in question 4 or read the source text closely, so they did not give direct and correct answers, nor did they adequately manipulate the language but rather copied whole phrases from the source text verbatim. This caused them to lose marks.
- Did not handle grammatical structures well in question 5 and changed the meaning of a sentence by changing the word given in brackets, or by changing the verb tense or by adding or omitting words.
- Did not handle grammatical structures well in question 6 and either misspelt verb endings or omitted or misplaced stress marks.
- Under-developed or over-expanded one of the bullet points in question 7 or discussed one or more of the bullet points in general and vague terms or went well over the word limit and lost points for repetition or irrelevance.
- Did not show good control of basic language in question 7.

## Section A: Reading

### Question 1

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

However, a number of students did not manage to score full marks. The most common error concerned question 1(d), the correct answer to which is D, i.e. εκδηλώσεις, which is understood from the phrase «δίνοντάς μου την ευκαιρία να συμμετάσχω σε **πολλές συναυλίες**».

### Question 2

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

However, a number of students did not manage to score full marks. The most common error concerned question 2(a), the correct answer to which is i, i.e. θεωρούν σημαντικό να παραμένουν ακόμα δραστήριοι, which logically completes the sentence as it explains what most grandparents think.

Another common error in this question concerned question 2(c), the correct answer to which is vii, i.e. εκτιμούν τους παππούδες και τις γιαγιάδες για όσα προσφέρουν, which logically completes the sentence as it explains what parents do.

### Question 3

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

However, a small number of students did not manage to score full marks. The most common error concerned question 3(c), the correct answer to which is B, i.e. **αφορμή**. From the context, it is understood that for Rika travelling to America with her parents was what prompted her to carry on travelling.

## Question 4

Question 4 elicited a great number of responses that showed a high degree of reading comprehension skills. Students proved able to demonstrate their comprehension of the text, in varied language, which conveyed the essential details.

Question 4(a) was answered correctly by nearly all students, who wrote **Επειδή γεννήθηκε και μεγάλωσε σε πόλη** or **στην Αθήνα**, thus conveying the idea of being born and/or raised in a city. The key phrase in the source text is **Έχοντας γεννηθεί και μεγαλώσει στην Αθήνα**.

Question 4(b) was answered correctly by nearly all students, who wrote **Όταν πήγαινε εκεί για διακοπές το καλοκαίρι** or provided an answer which gave a time reference for the narrator's visit to the island, i.e. when she visited the island as a child or when she visited the island in the summer or when she visited the island to spend her holidays there. The key phrase in the source text is **Όταν ήμουν μικρή, πηγαίναμε εκεί οικογενειακώς να περάσουμε μερικές ημέρες**.

Question 4(c) was answered correctly by a good number of students, who provided an answer that explained what the narrator disliked most about the city, i.e. **έκανε πολλές ώρες να μετακινηθεί** and **ήταν πάντα αργοπορημένη**. The key phrase in the source text is **με ενοχλούσε πάνω απ' όλα που έκανα πολλές ώρες να μετακινηθώ και που πάντα αργούσα**.

Those students who wrote that the narrator disliked the constant noise did not gain any marks, as this is not what she disliked **most** about the city.

Question 4(d) was answered correctly by nearly all students, who wrote **επειδή είχαν ήδη το πατρικό σπίτι της μητέρας της εκεί** or provided an answer which explained that moving to the island was not a problem because they already had a house there.

Question 4(e) was answered correctly a good number of students, who gave two specific examples of what the narrator thinks as negative aspects of the countryside as compared to the city. Correct answers included two of the following ideas: **δεν μπορεί να κάνει ψώνια**, **δεν μπορεί να πάει στον κινηματογράφο**, **δεν υπάρχει εμπορικό κέντρο** or **δεν έχει ανέσεις**.

Those students who made general remarks about how difficult life in the countryside can be without providing specific examples, or mentioned the narrator's feeling of nostalgia without offering an explanation which compared the countryside to the city,

or referred to the shops, cinema or shopping centre without specifying their absence in the countryside gained no marks, as they did not answer the question adequately.

Question 4(f) proved challenging for a number of students. Correct answers provided justification for the narrator's brother adjusting quickly to his new life on the basis that he could now go fishing or hiking or that he could do activities which he couldn't do in the city, i.e. **μπορούσε να πάει για ψάρεμα** or **μπορούσε να κάνει πεζοπορία**.

Those students who merely mentioned the narrator's brother like for fishing and hiking without specifying that his new life enabled him to practise those activities gained no marks.

Question 4(g) was answered correctly by the majority of students, who gave two specific examples of what the narrator thinks as positive aspects of the countryside as compared to the city. Correct answers included two of the following ideas: **νιώθει ασφάλεια**, **έχει λιγότερο άγχος**, or **έχει περισσότερη ελευθερία**.

#### **Examiners' Tips**

Read the question carefully and address it directly.

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.

Even if you do not use the question in your answer, imply it to avoid confusion, i.e. Ποια είναι τα αρνητικά της επαρχίας ...; (Τα αρνητικά της επαρχίας είναι ότι) Δεν υπάρχει εμπορικό κέντρο.

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.

## Question 5

Students handled this question well. Many answers demonstrated a high degree of competence and a very good ability to manipulate grammatical structures effectively, which enabled them to achieve the maximum marks possible for this question.

However, a number of students did not manage to score full marks. The most common grammatical errors were the systematic omission or wrong use of the stress mark, changing the word in brackets, and changing the meaning of the sentence by changing the verb tense or by adding or omitting words.

Question 5(a): Successful responses turned the original affirmative sentence into a negative one by replacing the verb **Θυμάμαι** with the negative verb **Δεν Ξεχνώ**. Students who kept both verbs **Δεν Ξεχνώ** and **Θυμάμαι** in their response lost a mark because this resulted in an incorrect sentence.

Question 5(b): Successful responses replaced the adverb **οικογενειακώς** with the prepositional phrase **με την οικογένεια** or **με όλη την οικογένεια**. Responses in which the verb **πηγαίναμε** was used in the first person singular, i.e. **πήγαίνα**, and was followed by the prepositional phrase **με την οικογένειά μου** were also accepted, as the meaning remained unchanged. However, students who used the verb **πήγα** instead of **πήγαίνα** or who positioned the prepositional phrase **με την οικογένεια** at the end of the sentence lost a mark because this changed the meaning of the original sentence.

Question 5(c): Successful responses turned the original negative sentence into an affirmative one by omitting the negative word **Δεν** and replacing the phrase **το ίδιο με** with the phrase **διαφορετικό από**. Responses in which the preposition **από** was omitted and the adjective **διαφορετικό** was followed by the noun phrase **το να ζούμε μόνιμα εκεί** were also accepted.

Question 5(d): Successful responses replaced the verb **αποτέλεσε** with **έγινε** and changed the noun phrase **έναν ιδανικό τόπο διαμονής** into **ένας ιδανικός τόπος διαμονής**, as its subject. Responses in which the noun phrase **τρόπος ζωής** or **τόπος ζωής** or **τρόπος διαμονής** was used instead of **τόπος διαμονής** lost a mark because this either changed the meaning of the original sentence or resulted in an incorrect sentence.



Question 5(e): Successful responses changed the verb **αργούσα** into the verb phrase **έφτανα αργά**. Responses in which the verb phrase **έφτανα αργοπορημένα** or **έφτανα αργοπορημένος/η** was used were also accepted. Similarly, responses in which the original affirmative sentence was turned into a negative one, with adverb **ποτέ** replacing **πάντα** and an appropriate adverbial phrase, such as **νωρίς** or **στην ώρα μου**, replacing **αργά** were accepted. Students who omitted the adverbial phrase of time or used the comparative adverb **αργότερα** lost a mark because this either changed the meaning of the original sentence or resulted in an incorrect sentence.

Question 5(f): Successful responses replaced the verb **σκεφτήκαμε** with the verb **είχαμε** and turned both the noun **οι λόγοι** and the adjective **σημαντικοί** into the accusative, i.e. **σημαντικούς λόγους**, as its object. Students who only replaced the verb **σκεφτήκαμε** with the verb **είχαμε** and then introduced the verb phrase **να φύγουμε** with the preposition **για** in order to express purpose were also accepted. Students who changed the verb **σκεφτήκαμε** or **να φύγουμε** into a different tense, such as **είχαμε σκεφτεί** or **είχαμε φύγει** or **φύγαμε**, lost a mark because this changed the meaning of the original sentence.

Question 5(g): Successful responses replaced the verb **αποφασίσαμε** with the verb phrase **πήραμε την απόφαση**. Responses in which the noun **απόφαση** was used in the plural, i.e. **αποφάσεις**, were also accepted. Students who introduced the verb phrase **να εγκαταλείψουμε** with the preposition **για** lost a mark because this resulted in an incorrect sentence.

Question 5(h): Successful responses replaced the verb **νοσταλγούσα** with the verb phrase **ένιωθα νοσταλγία** followed by the preposition **για**. Students who replaced the verb **νοσταλγούσα** with the verb **πεθυμούσα** or **να πεθυμώ** lost a mark because this resulted in an incorrect sentence.

Question 5(i): Successful responses replaced the verb **τρελαίνεται** with the verb phrase **του αρέσει**. Responses in which the relative word **που** was replaced by **στον οποίο** were also accepted. Similarly, responses in which the noun **ο αδελφός μου** was changed into **του αδελφού μου**, as the object of **του αρέσει**, and then the two sentences were linked with **και** or **έτσι** were accepted. Students who used other link words, such as **γι' αυτό**, **γιατί**, **αφού**, or **εφόσον**, or who did not link the two sentences lost a mark as this either changed the meaning of the original sentence or resulted in an incorrect sentence.

Question 5(i): Successful responses replaced the conditional verb **θα πήγαινα** with the conditional verb phrase **θα προτιμούσα να πάω** or **θα προτιμούσα να πήγαινα**. Responses in which the verb phrase **να πάω** or **να πήγαινα** is omitted and the conditional verb **θα προτιμούσα** is linked to the noun **την επαρχία** as its object were also accepted.

#### Examiners' Tips

Do not change the word given in brackets.

Do not change the meaning of the sentence by changing verb tense or by adding or omitting key words.

Remember to put the stress marks where necessary.

### Question 6

Students handled this question very well. The majority of answers demonstrated a high degree of competence and a very good ability to manipulate grammatical structures effectively, which enabled them to achieve the maximum marks possible for this question.

However, a number of students did not manage to score full marks.

- The most common grammatical error made was the omission or wrong use of the stress mark, as in question 6(h), i.e. **εξηγήσε**
- Another common error was the misspelling of verb endings in question 6(a), i.e. **εμφανίζωνται**, in question 6(f), i.e. **έκαναι**, in question 6(g), i.e. **αποτελήσει**, or in question 6(h), i.e. **εξήγησε** or **εξήγησαι**
- Other common errors were writing the verb in the wrong person in question 6(h), i.e. **εξήγησαν**, in question 6(i), i.e. **ομορφαίνει**, or in question 6(j), i.e. **ωφελεί**
- A number of students seem to be placing a dot over the Greek letter -ι, which, according to the conventions of the Greek accentuation system, is not an accepted grammatical practice

- A small number of students also seem to be offering two alternative answers, which may result in the loss of marks

**Examiners' Tips**

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

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

Remember always to put the stress marks.

## Question 7

The students found the topic close to their world of experience and gave very engaging answers.

Successful students fulfilled the requirements of question 7, by addressing all the bullet points and providing both a short introduction and 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.

Successful students used effectively and appropriately a varied range of vocabulary and complex grammatical structures, relevant to the discussion and with few lapses in grammatical control.

Less successful students either under-developed one bullet point, in some cases bullet point 1, or expanded unnecessarily on one bullet point, in some cases bullet point 2, and either referred to the remaining bullet points in a cursory manner or went over the word limit in order to cover all four bullet points. As a result, some of the responses were deemed either incomplete or containing irrelevance and/or repetition.

Those students who ignored the word limit, lost valuable marks as one bullet point was out of the word limit. That gave them a maximum of 10 marks for Content and Communication.

Less successful students showed little attempt to use a wider range of lexis or more complex structures. There were lapses in grammatical control, even in the use of basic language, with high frequency nouns, adjectives or verbs often being misspelt and stress marks being used inconsistently. There was also some repetition of vocabulary.

A number of students discussed bullet point 4, which asked **Πώς μπορούν να βοηθήσουν οι μαθητές να γίνει η σχολική ζωή πιο ευχάριστη**, in general and vague terms. They made generalised comments about the importance of the pupils' contribution to school life without citing specific examples or suggesting specific ways in which the pupils could help; or they presented a list of what the pupils could do to improve school life without providing an explanation; or they relied heavily on the ideas in the rubric text without presenting or developing their own; or they repeated ideas from the discussion of previous bullet points. This did not allow the students to earn marks from the highest band.

### **Examiners' Tips**

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

Write within the word limit. An overdeveloped response may result in digression or repetition of ideas. 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 and use paragraphs appropriately.

## **Paper Summary**

Based on their performance on this paper, candidates are offered the following advice:

- Read the questions carefully and give clear and concrete answers
- Provide responses which are pertinent to the question and are based on the text rather than on general knowledge or personal experience in question 4
- Show evidence of producing your own language
- When rephrasing sentences make sure that you do not change the meaning by adding or omitting key words
- Avoid spelling errors in endings, by learning a few rules
- Address all bullet points equally in question 7
- Write within the word limit
- Do not forget to put the stress marks on words which need a stress mark.

