



**Pearson**  
**Edexcel**

Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE  
In Greek (1GK0) Paper 4F: Writing

## **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)

## **Grade Boundaries**

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 1GK0\_4F\_1906\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

## **Introduction**

1GK0 4F is assessed by means of a 1 hour and 15 minutes examination. Students are assessed on their ability to communicate effectively through writing in Greek for different purposes and are required to produce responses of varying lengths and types to express ideas and opinions in Greek.

The instructions are in Greek. Word counts are specified for each question. Students must answer three open-response questions and one translation into Greek. The total mark for this paper is 60. The use of dictionaries is not allowed.

Questions in this paper address a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: identity and culture, local area, holiday and travel, school, future aspirations, study and work and international and global dimension. The length of each response required and the complexity of language increase across the paper. Recommended word counts are specified for each question, although students will not be penalised for writing more or fewer words than recommended in the word count as long as these are pertinent to the question asked and the style and register required.

All questions are marked against the assessment criteria as published in the current specification.

This is the first examination of the new specification GCSE 2017 (9-1) Greek. There are some familiar test types, open response questions in Greek, but there are also some significant changes, which include translation, the introduction of style, register and purpose and the fact that all rubrics are now in Greek. Although this is the first run of the new specification, it is noteworthy that students demonstrated good understanding of the rubrics and the new format.

In general, it was evident that most students had been well prepared for the examination. Most entrants at this level achieved success on questions which required basic description and opinion. Some students were less successful in questions which required a certain formal register or the provision of details across various time frames.

Few students left significant gaps in their answers or failed to respond to all the questions in this paper. In conclusion, though, a good number of students scored well throughout the paper. They demonstrated their ability to convey information, develop points using familiar vocabulary and use language with varying degrees of success.

### **Question 1**

Q1 assesses students on their ability to write to describe and to express opinions.

This question related to the theme of "school" and focused on school trips. It requires that students provide a short description of a photograph and express their opinion about school trips. The question was worth 12 marks: 6 marks for Communication and Content for writing information relevant to the photograph and the required rubric, and 6 for Linguistic Knowledge and Accuracy, for accurate application of grammatical structures.

Many students found this question accessible as it elicited familiar vocabulary. A pattern of omission was evident when students neglected to offer opinion about school trips.

### **Question 2**

Q2 assesses students on their ability to convey key points in writing. Students must use the formal register.

This question related to the theme of "Future Aspirations, Study and Work" and focused on a summer job. It required that students write an email to the director of a camp-site, in order to note some details and express the reason why a job there interested them. The question was worth 16 marks: 8 for writing information relevant to the task and using appropriate register and style, and 8 for Linguistic Knowledge and Accuracy, which includes evidence of accurate use of grammatical structures and references to the future.

The level of success was moderate. Patterns of errors related to the following:

- Failure to convey unambiguously details pertaining to time/date of arrival, for example, στις 7 Ιουλίου, στις 5 το απόγευμα
- Failure to use one's own vocabulary, beyond copying the phrases of the provided bullet points verbatim and without any necessary manipulation, for example, by changing the second person singular (θα φτάσεις) into the appropriate first person singular (θα φτάσω)
- Omission of key points, more often than not in relation to the reason why one would like to work at a children's summer camp
- Inappropriate register, as many of the words used, as well as the form of address, did not convey the formal register required

### **Question 3**

Q3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express

opinions, interest, and convince the reader about a certain point. Students must use the informal register. This question is common to the Higher tier.

### **3(a)**

Q3 (a) related to the theme of “identity and culture” and focused on friendship and what makes a good friend. It required that students write an essay in which they describe a good friend, refer to things that they did and will do together and offer opinions on the characteristics of a good friend. This question was worth 20 marks: 12 for Communication and Content, the ability to write information relevant to the task, with effective adaptation of language to narrate, and inform and give convincing personal opinions, and 8 marks for Linguistic Knowledge and Accuracy, which involves evidence of accurate language and structures, good linking of the piece as a whole and successful reference to past, present and future events.

The level of success was moderate. A small number of students was able to write clear descriptions of friends, with predominantly basic references to past and future events, using limited vocabulary (πήγα, θα πάω).

Patterns of unsatisfactory performance related to the following:

- Either too lengthy or too short descriptions of a specific bullet point and extensive references to other bullet points which often contained pre-learnt material focusing on food and extensive lists of food items. These details detracted from the purpose of the piece and provided no information on the theme of friendship and the writer’s views.
- Failure to use one’s own vocabulary, beyond copying the phrases of the provided bullet points verbatim and without any necessary manipulation, for example, by changing the second person plural (θα συναντηθείτε) into the appropriate first person plural (θα συναντηθούμε).
- Omission of key points, more often than not in relation to expressing opinions about what makes a good friendship.

### **3 (b)**

Q3 (b) related to the theme of “international and global dimension” and focused on a sporting event, a friendly match between two teams from different countries.

It required that students write an email to a friend, in which they issue an invitation to go abroad to watch a sports event and offer opinion about friendly international matches. This question was also worth 20 marks: 12 for Communication and Content, the ability to write information relevant to the task, with effective adaptation of language to narrate, and inform and give convincing personal opinions, and 8 marks for Linguistic Knowledge and Accuracy, which involves evidence of accurate language and structures, good linking of the piece as a whole and successful reference to past, present and future events.

The level of success was moderate. A small number of students were able to write clear descriptions referring to place and time and refer to past and future time frames unambiguously.

Patterns of unsatisfactory performance related to the following:

- Either too lengthy or too short descriptions of a specific bullet point and extensive references to other bullet points and extraneous details which detracted from the purpose of the piece and shed no information on the student's plans and interest in this particular sport event.
- Failure to use one's own vocabulary, beyond copying the phrases of the provided bullet points verbatim and without any necessary manipulation.
- Omission of key points, more often than not in relation to expressing opinions about the importance of sports events of this type.
- A stated lack of interest in sport events, which indicated that the student could have chosen a different question to answer (e.g. "δεν παρακολούθησες αθλητικές εκδηλώσεις στο παρελθόν" –verbatim)

#### **Question 4**

This question related to the theme of "Local Area, Holiday and Travel" and focused on preferences about destinations and recounting a stay in Paphos. It consisted of 5 discrete sentences, worth a total of 12 marks.

This was the first time that translation from Greek into English was used as a tool for testing writing skills in Greek. Most students were able to achieve at least half of those marks, which indicates that the meaning of the passage was communicated with degrees of success: from partially to fully.

There were some patterns of lexical challenges that emerged from samples of student performance. Areas of weakness mostly related to vocabulary (e.g. grandmother, beach, almost, restaurant) and referring to past frames, e.g. I stayed, I worked.

#### **Paper Summary**

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

- Read every question on the exam paper before you begin to write your answers.
- When a question offers you a choice, e.g. question 3, please make sure you write about a topic that interests you and that you have something to say about.
- Look very carefully at the whole question, including the rubric, to make sure that you fully understand what you are being asked to do.

- Pay attention to key words in the bullet points, as these will help you to answer each of the bullet points correctly.
- Make sure that you alter the pronouns and the person of the verbs in the bullet points, where appropriate (e.g. "πού πήγες με τον φίλο σου ..." should become "πήγα ... με τον φίλο μου").
- Answer each of the bullet points in the order that they appear, so that you do not end up omitting any. Use a new paragraph for each one.
- Leave enough time to check your work carefully at the end of the exam.
- Familiarise yourself with the assessment criteria, so that you are aware of the aspects involved in assessing performance. This is particularly important for questions that elicit the use of a formal register or purpose.