



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2020

Pearson Edexcel GCSE
In Greek (1GN0 4H)
Paper 4: Writing In Greek

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 or 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.

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

November 2020

Publications Code 1GK0_4H_2011_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

Introduction

1GK0 4H is assessed by means of a 1 hour and 25 minutes examination. Candidates 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 to candidates are all in Greek and word counts are specified for each question. Paper 4H requires that candidates answer two 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. Recommended word counts are specified for each question, although candidates 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 according to the assessment criteria as published in the current specification.

This was the second examination of the new specification GCSE 2017 (9-1) Greek and given the current circumstances only a small number of candidate entered for this exam. In general, it was evident that most candidates had been well prepared for the examination. The achieved success on questions which required description, narration, justification and opinion. Few candidates were less successful in questions which required a certain formal register, the provision of details across various time frames or the knowledge of vocabulary specific to a theme.

In conclusion, a good number of candidates scored very well throughout the paper. They demonstrated their ability to convey information, develop points using familiar vocabulary and use language with consistently high degree of success.

Question 1

Q1 has two options from which candidates have to select one. This question assesses candidates on their ability to convey information, narrate, express opinions and interest, and convince the reader about a certain point. Candidates must use the informal register. This question is common to the Foundation tier. Question 1 is worth 20 marks: 12 for Communication and Content, the ability to write information relevant to the task, with effective adaptation of language to narrate, 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.

Question 1 (a)

Q1 (a) related to the theme of “identity and culture” and focused on food, in particular the diet of young people today. It required that candidates write an

essay in which they describe their eating habits, identify the changes they would like to make, if any, and express their opinion about the importance of a healthy diet.

The level of success was high. A large number of candidates wrote clear descriptions, referred to the past successfully and employed the subjunctive or the future tense to discuss changes they would like to make and why it is important to adopt healthy eating habits. The majority used predominantly accurate and unambiguous references to past and future events, using a broad range of vocabulary and scored 15 marks or more.

Rare patterns of unsatisfactory performance related to the following:

- Unnecessarily lengthy descriptions of a specific bullet point, mostly about what one eats and drinks on any given day, without demonstrating adequate range of tenses other than the present tense
- Omission of key information, more often than not in relation to the last two bullet points:
 - γιατί είναι σημαντικό να προσέχεις τι τρως
 - τι αλλαγή θα ήθελες να κάνεις στη διατροφή σου

In general, there were some grammatical errors, incorrect spelling and wrong use of vocabulary that obscured meaning (e.g. *Πίνο ζάχαρο, τρώγο φυσικές ζάχαρες, είναι σημαντικό να είμαστε ηγηνί και να νιώθετε ωραία*)

Question 1 (b)

Q1 (b) related to the theme of “Future Aspirations, study and work” and focused on travel and using languages outside the classroom. It required that candidates write an email to a friend who helps them practice their Greek, in which they invite them to stay with them. This was the least popular out of the two options for question 1 but those who chose this question performed very well, mostly scoring 16 marks and above. A good number of candidates wrote clear descriptions and justified opinion, using good vocabulary and well linked extended sentences such as: *η καλύτερη εποχή για να έρθεις είναι το καλοκαίρι, γιατί η βροχή δεν θα χαλάσει τα σχέδιά μας.*

Patterns of unsatisfactory performance related to the following:

- Too lengthy descriptions of a specific bullet point, probably as a result of pre-learnt phrases that the candidates wanted to use, even though they were not relevant to the content required by the bullet points. These often included descriptions of the seasons that were not linked to an argument about the best time to visit or excessive information about the candidate's home town, without linking this to the things they could do together when Marinos visited
- Omission of key points, more often than not in relation to explaining why the friend should visit.

In general, there were some spelling and grammatical errors that interfered with meaning (e.g. *το εποχώ να έρθει*) and some copying of the bullet points that did not manipulate pronouns and verb endings to suit the context of the letter (e.g. *η καλύτερη εποχή να σε επισκεφτεί είναι ...*)

Question 2

Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader, as well as use the formal register. This question is worth 28 marks: 16 for Communication and Content, which involves the ability to communicate relevant facts, expand, express individual thoughts and opinion, while maintaining appropriate use of register and style throughout, and 12 marks for Linguistic Knowledge and Accuracy, which invites accurate use of a variety of complex grammatical structures, cohesion and successful references to various time frames.

Question 2 (a)

Question 2 (a) related to the theme of "School" and focused on the rules and pressure of school life, while also soliciting views about possible improvements. In this question, candidates were asked to write 130-150 words describing their school and the school rules, identifying a unique school experience and arguing for improvements that ought to be made.

Half of the candidates who entered chose this question and the level of success was high, as this was clearly something that everyone had opinions of and many things to write about. The most frequently cited examples of school rules had to do with the use of mobiles or school uniform, whereas the most memorable school experience had to do with trips or sport events.

Patterns of unsatisfactory performance related to the following:

- Failure to link facts and opinion in an organised, accurate and cohesive way, especially in relation to school regulations that are considered to be in need of improvement or change (e.g. *το σχολείο θα βελτιώτανε για μένα αν άρχιζε αργότερα οπότε θα πάρω πιο πολύ ύπνο*)
- Occasional grammatical errors, where the underlying insecurity regarding structures interfered with meaning (e.g. *αυτός είνε ο γνωμός μου*)
- Too detailed description of the school and significant omissions regarding opinion and evaluation, as well as references to the past
- Limited range of vocabulary that affects clarity (e.g. *το σχολείο μου έχουν αυτό που καθαρίζουν τους τόπους που κάνει το σχολείο καθαρό*).

Question 2 (b)

Question 2 (a) related to the theme of “International and global dimension” and focused on campaigns and good causes. It required that candidates write to their Head Teacher to persuade her to collaborate with another school, in order to organise a charity event.

The level of success in this question was satisfactory. Many candidates expressed their views clearly and compellingly, identifying a good cause, describing the charity event that would benefit their chosen cause and narrating their own experience of similar events. The last bullet point required that students explain why international collaborations are beneficial for good causes. Those who answered well argued that countries that work together for the common good make friends not enemies and this is good for peace and the economy. For example: *Πρέπει να δημιουργήσουμε δεσμούς φιλίας και εμπιστοσύνης. Οι φιλανθρωπικές δραστηριότητες φέρνουν τους λαούς πιο κοντά... και η παγκόσμια ειρήνη γίνεται σιγά σιγά πραγματικότητα*

Patterns of unsatisfactory performance related to the following:

- Either too lengthy or too short descriptions of a specific bullet point, which detracted from the purpose of the piece and provided no information or superfluous information. For example, some candidate, instead of identifying a good cause, they listed several, which went against the rubric of the question and the purpose of the task, which was to argue and persuade about one specific cause (e.g. *προτείνω να βοηθήσετε τους άστεγους, το περιβάλλον και τα ζώα προς εξαφάνιση*)
- Many candidates neglected to expand on the last bullet point or left it out altogether
- Some candidates included a large amount of pre-learnt material about the environment and why we need to protect it, without linking this information to the requirements of the question.

Question 3

This question requires translation of a short passage from English into Greek. It is worth 12 marks and consists of 4 sentences ordered in rising degrees of complexity.

This year’s question related to the theme of “Local Area, holiday and travel” and focused on holidays. More than half of the candidates achieved grade 10 and above, showing very good understanding of the Greek text and good skills of transfer of meaning into English. Many showed excellent translation skills and gained full marks.

Awkward or incorrect use of language mostly related to vocabulary (e.g. *prefer* was rendered as *μ’ αρέσει παραπάνω*; *discovered* was rendered as *είδα*; *stayed* was rendered as *καθίσαμε*; *so* was rendered as *τότε etc.*).

Paper Summary

Here’s some advice to candidates, based on a summary of this year’s performance. The prompts in the bullet points may give you useful vocabulary but they need to be adapted to suit the grammar and syntax of your own sentences.

Read every question on the exam paper before you begin to write your answers. Questions 1 and 2 offer a choice, so 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, noting, in particular, the register you must use. In Greek, the formal register is indicated with the 2nd person plural of the verb and pronoun.

Pay attention to key words in the bullet points, as these will help you to answer each of the bullet points correctly. 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 linked to persuasion, interest etc.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom