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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE

In Greek (1GK0)

Paper 4F

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Principal Examiner's Report

Summer 2022

Specification: 1GK

Paper: 4F Writing in Greek

Introduction

1GK0 4F is assessed by means of a 1 hour and 15 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 are in Greek. Word counts are specified for each question. Candidates must answer three open-response questions and complete one short 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 listed below. Please refer to page 9 of the published specification for information on the sub-topics under each theme.

- identity and culture,
- local area, holiday and travel
- school, future aspirations, study and work
- international and global dimension.

The length of each response required in 4F and the complexity of language increase across the paper. 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 against the assessment criteria as published in the current specification.

Paper Summary

This year's entry for 4F was rather small.

In general, it was evident that some candidates had been well prepared for the examination and achieved a satisfactory level of success in questions which required narration, description and opinion. Some candidates were less successful in questions which required more than basic information and structures, a formal register or the provision of details across various time frames.

A few candidates left significant gaps in their answers or failed to respond to all the questions in this paper. Common rubric infringements concerned answering a

question in the wrong space or answering briefly all questions, instead of selecting 2(a) or 2 (b) and 3(a) or (3b).

In conclusion a number of candidates 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 (I love reading)

Q1 assessed candidates on their ability to write to describe and to express opinions. It required a short description of a photograph and opinion about a topic. This year's question was linked to the theme of Identity and Culture and the topic was 'reading'.

This question is 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.

Performance in this question was often satisfactory but occasionally not appropriate for the level of demand for this paper. Many candidates demonstrated acceptable language awareness, mostly characterised by basic vocabulary and structures. Some possessed mostly weak skills, with inability to apply the conventions of writing in a legible, unambiguous way, often mixing English and Greek characters in their words.

Some misunderstood the rubric and simply described the photograph, without offering the justification that is also required (what they think of reading) in addition to description. The source of this confusion seemed to stem from the candidate's hasty reading of the rubric or lack of understanding of what is expected of them.

Question 2

Q2 assesses candidates on their ability to convey key points in writing and is worth 16 marks: 8 for Communication and Content and 8 for Linguistic Knowledge and Accuracy.

Candidates must use the formal register. Traditionally, there is no option provided for question 2. As a concession to the disruption caused by the pandemic, in addition the guidance provided through Advance Notice, an optional aspect to question 2 was introduced. Recommended wordage in this question is 40-50 words.

Question 2(a) (Young people and Entertainment)

This question was linked to the theme of Local Area, Holiday and Travel and the specific topic was 'places to see'. It invited a formal email to the teacher of a school

from Greece, providing information about the local town and making some recommendations for a visit. There were four bullet points to this question, which are all compulsory.

Many candidates conveyed relevant information appropriate to the task. Often, basic points were made with little development and some required information was omitted, especially in relation to justification, which seems to be the weak link in performance at this level of demand. For example, many candidates would recommend a place to visit (third bullet point) but would not add a justification. Opinion at this level need not be anything complex or sophisticated: a statement such as προτείνω το πάρκο γιατί κάνει πολλή ζέστη και εκεί έχει δροσιά would have fulfilled the requirements of the question.

Common examples of performance at this level include use of common, familiar vocabulary, repetition and predominance of high frequency verbs with some inaccurate inflections. In general, performance in this question was as expected at the average and higher levels of competence, with poor Greek being more pronounced in the essays of weaker candidates.

Question 2 (b) (Protect the Environment)

This question was based on the theme of International and Global Dimension. The topic was 'being green'.

The question required from candidates to write a formal email to the local newspaper to protest against littering and the absence of recycling bins at a local beach. It invited narration and opinion.

Due to the guidance provided through the Advance Notice, performance was mostly marked by a good range of theme-specific vocabulary, which occasionally veered towards rehearsed phrases about the environment, often tangentially linked to the question and not always arguing in direct response to the question. There was a small number of candidates- noticeable especially in this question- whose 'own language' showed significant breakdown, when it departed from the memorised phrases.

Avoidance of the specificity of the bullet points- which are required- were the most common example of weakness and lack of focus on the task, with candidates neglecting to discuss the specific issues of what we can do for the environment (for example 'recycle', as suggested by the rubric) and talking instead about climate change or microplastics and the threat to fish.

A significant area of weakness was failure to construct references to the past (second and third bullet points).

Question 3

Question 3 is common to 4H. It is worth 20 marks: 12 for Communication and Content, the ability to write 80-90 words with 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 3(a) (Working Holiday)

This year, question 3 (a) drew its content from the theme of 'Future aspirations, study and work'. The subtopic was 'summer jobs'. It required students to write an email to a friend in Greece, in which they explain why they want to go to Greece to work, describe the type of work they would like to do and their preferred schedule and mention prior work experience. Some students were able to write clearly in response to these prompts, with predominantly accurate and unambiguous basic references to past and future events, using an acceptable range of vocabulary. Thanks to the guidance provided through Advance Notice, there were some patterns of rehearsed, but not always 'on point', phrases, which took over and often side-tracked the candidate from writing with appropriate detail and for the right purpose. Examples included lengthy and irrelevant descriptions of beautiful Greece, its beaches, its blue skies, its warm weather, its souvlaki and gyro etc. giving the impression that someone would go there for a holiday only. There were some omissions related to the last bullet point and the reference to the past.

Question 3 (b) (Exams)

Question 3(b) fell under the theme of 'School' and the subtopic was 'exams'. It required candidates to write an email to a friend, sharing information about how they study and prepare for exams, expressing opinion about this year's exams and the subject they did well in and wrapping up by stating their plans for the summer, after exams are over.

Many candidates conveyed relevant information appropriate to the task, using basic structures and a good range of straightforward vocabulary. Often, points were made with effective development and good linking of extended sentences, particularly in relation to the first and the last bullet points.

Occasionally, some required information was omitted, especially in relation to offering opinion and time references that extended to the future and the past. Some students bypassed the prompts by stating that they do not have exams or by neglecting to refer to the exams that posed difficulty or worked as expected, writing instead about a lesson they find challenging. Because of these omissions, there was not enough evidence of the ability to employ the full range of structures, tenses in particular, expected at this level of demand.

An area of weakness was in relation to either ignoring the third bullet point or not taking it at face value, therefore neglecting to use a reference to past time frame, which is a requirement for this exam.

Question 4

This question related to the theme of Identity and Culture and the specific topic was 'socialising with friends'. It consisted of 5 discrete sentences, worth a total of 12 marks. The sentences proceed in order of rising complexity and towards the end, the translation elicits different tenses (e.g., 'we used to go', 'yesterday was', 'she had').

Performance in this question was satisfactory, with a few surprising examples of significant weaknesses in basic vocabulary like 'birthday', 'primary school', and even common time references like 'yesterday'.

Many candidates were able to achieve at least half of the available marks, which indicates that the meaning of the passage was communicated with degrees of success, from partial to full.

Conclusion

Based on their performance in this paper, candidates are asked to consider the following:

- read every question in the exam paper before they begin to write their answers. When a question offers a choice, e.g., question 3, they ought to make sure that they write about a topic that interests them and that they have something to say about
- look very carefully at the whole question, including the rubric, to make sure that they fully understand what they are being asked to do
- pay attention to key words in the bullet points, as these will help them to answer each of the bullet points correctly. Make sure to alter the pronouns and the person of the verbs in the bullet points, where appropriate (e.g., 'γιατί θέλεις να πας' should become 'θέλω να πάω')
- answer each of the bullet points in the order that they appear, so that they do not end up omitting any. Use a new paragraph for each one
- leave enough time to check their work carefully at the end of the exam
- familiarise themselves with the assessment criteria, so that they 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
- be reminded of the importance of clear and legible writing and accurate, correctly spelled language to ensure an unambiguous response.

Thank you for choosing to study this specification.