



Examiners' Report

June 2022

GCSE Greek 1GK0 4H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from 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.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

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.

June 2022

Publications Code 1GK0_4H_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Introduction

This is the second full iteration of the 1GK0 4H examination, which is assessed by means of a 1 hour and 25 minute examination. Candidates are assessed on their ability to communicate effectively through writing in Greek for a variety of purposes across a range of specified contexts; write short texts of recommended word count (80-90 words), using language accurately and effectively to convey meaning and exchange information; produce clear and coherent text of more extended length (130-150 words) to present facts and express ideas and opinions appropriately for different purposes and in different settings; make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events; manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register; make independent, creative and more complex use of the language, to express and justify individual thoughts and points of view, in order to interest, inform or convince; translate sentences and short texts from English into Greek to convey key messages accurately and to apply grammatical knowledge of language and structures in context. The instructions to candidates and the titles of the examined themes are all in Greek. This year, however, as an acknowledgement of the disruption caused by the pandemic, in addition to the advance notice that was given to centres, the titles of the essays were in English.

The total mark for this paper is 60 and the use of dictionaries is not allowed. Candidates are required to answer two open-response questions and complete one translation from English into Greek. Questions in this paper address a range of relevant contemporary and cultural themes. There are five prescribed themes for this specification and these are each broken down into topics and sub-topics. These 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.

All questions in this paper are marked against the assessment criteria as published in the current specification (pages 52-61). Question 1 has two options from which candidates have to select one. This question assesses candidates on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Candidates must use the informal register in this question, which is also common to the Foundation tier. Question 2 has two options from which candidates have to select one. This question assesses candidates on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Candidates must use the formal register. Question 3 is the translation question. Candidates are required to translate a short paragraph from English into Greek. The individual sentences are ordered by increasing level of difficulty.

Question 1 (a)

Question 1 has two options, Q01(a) and Q01(b), from which candidates have to select one. 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.

This year, Q01(a) drew its content from the theme of 'Future aspirations, study and work'. The subtopic was 'summer jobs'. It required that candidates 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. A large number of candidates were able to write clearly in response to these prompts, with predominantly accurate and unambiguous references to past and future events, using a broad range of vocabulary. Often, there was detailed development of key ideas, especially in relation to why one wanted to work in Greece or what their preferred work was. Thanks to 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. Often, candidates would write about what they were going to do in Athens, or Crete, even though the work was supposed to be in Rhodes. At levels 7-9 there were successful references to the past, with some unusual verbs and apt detail. Areas of weakness were mainly in relation to the following:

- unnecessarily lengthy descriptions of a specific bullet point, mostly bullet point one, with some digression into verbose accounts about the desirability of Greece as a holiday destination;
- cursory references, and often omissions, regarding a bullet point, in particular the last one (eg δούλεψα σε μαγαζί/δεν δούλεψα);
- at the lower level of achievement, insecure time references rendered the required information about the schedule of work ambiguous (eg θέλω να δουλεύω στις οχτώ ώρες). Often it wasn't clear whether someone was talking about how many hours they wanted to work or at what time they wanted to start/or finish.

This response earned 7 marks. It communicates some information relevant to the task with some acceptable variety of predominantly straightforward grammatical structures.

Εγώ θέλω να δουλέψω στην Ελλάδα γιατί για μένα η κοινότητα που λέει στην Ελλάδα. Εγώ μπορώ να βοηθήσω στο ξενοδοχείο γιατί έχω να σάσω τα δωμάτια, και ημε κάποιος με ανθρώπους και ημε αότιος. Εγώ θα ήθελα να δουλέψω στο σαββατοκύριο και στην Πέμπτη ή στη Τρίτη να βοηθήσω την γιαγιά μου που έχει 80 ετών. Πεντέ. Εγώ δουλεύω στο στρατό όταν έχω ηκούση 11τα χρόνια. και δουλεύω σε εργαστήριο του Σουάνιν Αχού.



ResultsPlus
Examiner Comments

The candidate attempts to address two bullet points with partial success and communicates some basic information about how they can help and on which days, but we have no indication of the hours. Information about the reason they wish to work in Greece and prior work experience is obscured by insecure knowledge of Greek.

Communication and content: 4 marks

Linguistic knowledge and accuracy: 3 marks



Familiarise yourselves with the letters of the Greek alphabet, especially the ones that do not resemble any letters in the alphabet of romance languages (eg ξ, η, π) to avoid misunderstanding and to be able to use some basic vocabulary like ξέρω, στην, ανθρώπους unambiguously etc.

Try to give your writing some structure, by addressing each point in a separate paragraph. Good organisational structure adds to the 'effectiveness' of narration, even when language skills are limited.

This essay earned full marks. It communicated all the information that is required in this task eloquently, effectively and mostly accurately.

(20)

Αγαπητέ Αντώνη,

Πως είσαι; Άκουσα πως γέρος θα γουδέψεις στο ξενοδοχείο του πατέρα σου. Σου σίδωω από το μήναμ επειδή ελπίζω να με αφήσεις να έρθω να γουδέψω μαζί σου από τον Ιούνιο μήνα του Σεπτεμβρίου.

Η Ελλάδα μου λείπει πάρα πολύ, πιο σημαντικά το κολοκαίρι στην Ελλάδα. Τα προηγούμενα χρόνια κρόνια έχω περάσει και κολοκαίρια που εδώ στην Αγγλία όπου ο καιρός είναι καλός.

Στο ξενοδοχείο θα μπορούσα να γουδέψω σαν σερβιτόρος ή και ακόμα και βοηθός στην κουζίνα αφού η πιέση μου γουδειά ήσαν σαν σερβιτόρος στο κυριόου του πατέρα μου στην Κρήση και έχω γουδειά

Θυμάμαι σε δείφορα ερευνακόρη εγω σοο Λουδένε με
δύφορου αφορο άφορου κήχερη Η Ο, ύρε που θα
δουδών μεπράι να τω απιλέτει εσο, υπιδα θα ήθιδα
να μεπράινα να θγαίνουκε κύπια εφ θράιτα.

Δεν μεπράι να περμένω να έρθω απιέλου Ελλάδα
για κωδοκίει! Απάνε οσοε μεπράι.

Με αγάπη,
Ανέμ.



ResultsPlus
Examiner Comments

This is a fluent piece that integrates the information required by the prompts in an imaginative way that adds a natural flow to a relevant and interesting piece. The candidate is clearly at ease with subordination and a wide range of vocabulary (άψογουε, επιλέξειε) that is apt for this theme. The range of time frames required by this exam is fully covered (θα μεπορούσα να δουλέψω, ελπίζω να με αφήσειε να έρθω, η πρώτη μου δουλειά ήταν, έχω δουλέψει).



ResultsPlus
Examiner Tip

When you are asked to write an email to a friend, try to observe the conventions of email or letter writing, by addressing your friend correctly and closing your piece appropriately, as you would when communicating with a friend.

Question 1 (b)

Q01(b) fell under the theme of 'School' and the subtopic was 'exams'. It required that candidates wrote 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. 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 candidates 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.

A noticeable area of strength in this question is imaginative use of language when candidates expressed individual ideas about useful study tips (bullet point one). 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.

This essay earned 7 marks. It communicates some basic information relevant to the task, with occasional development of a point. There is some evidence of accuracy and range of common vocabulary.

Συνήθως, πριν εξετασείς, κάνω
πέρα ~~αλλά~~ αλλά για πέρα ~~πάλι~~ πολύ
επανάληψη τα θέματα που έχω
ξεχάσει ή αυτά που έβρισκα
δύσκολα, ώστε να είναι

προετημασμένως.

Περιορίζω ~~από~~ προς η φετινές εξετάσεις
θα είναι ~~αρκεί~~ αρκετά εύκολα
επειδή θυμάμαι τα περισσότερα θέματα.
Τα πίνω καλύτερα στα Αγγλικά
επειδή τα μιλώ στο σπίτι.



ResultsPlus
Examiner Comments

The piece launches into the theme without preamble, using a long sentence where lack of punctuation and some awkward syntax obscure the effectiveness of the explanation. The reader is left with the impression that the candidate revises a lot in preparation for the exam, but spelling errors and an apparent omission or confusion (κάνω πέρα αλλά...) make the piece very difficult to read.

The candidate misreads the second and third bullet points, neglecting to refer to as past time-frame. The last bullet point is completely omitted. Spelling errors are intrusive and they impact clarity.

Communication and content: 4 marks

Linguistic knowledge and accuracy: 3 marks



When you consider your responses to the four bullet points, make sure that you employ the time-frames that you are asked to employ, in this case (σε ποιο μάθημα τα πήγες καλύτερα). If you devote a separate paragraph for each bullet point, then you will give your response an organisational coherence that will also ensure that you did not leave any important information out. Four paragraphs correspond to four bullet points.

This response earned full marks. It contains excellent variation in grammatical structures and frequent examples of creative language use to express information and interest the reader.

Αγαπητή Πόλη,

Όπως είπατε, μάλιστα ζέλευσα τις ~~απ~~ εξετάσεις του ζέτους της σχολικής χρονιάς. Συνήθως, πριν από ένα ζέτος ή μια εξέταση ζεφωδιζώ το βιβλίο του μαθήματος του οποίου θα γράψω και σκεπάζω τα πράγματα τα οποία ζευ ζυλάμαι και πολύ καλά. Μετά, κάνω ότι μπορεί ~~α~~ να τα ζαναλάω ώστε να γράψω καλά στις εξετάσεις.

Οι ζετονές εξετάσεις ήταν αρκετά διαφορετικές και από ζυκότες για μένα, αφού ζέχω του Κόβου. ζευ έχω ζαναπάρει ποτέ εξετάσεις και ζευ μπορούσα να ζαγκηώ με αυτές. ~~Απ~~

Παρόλο αυτά, όπως σε κάποια μαθήματα τα ήμα πολύ καλά. Τα παραδείγματα τα μαθηματικά ήμα ζέτερα. Αυτό ζαυαίεται είναι ζαζεί είναι επίσης και το αγνημένο ζου μαθήματα και ζαζεί ο καθηγητής ζου τα ζέχει όλα ζέρο ζαυαίεται.

Τώρα που ζέλευσα οι εξετάσεις, θα ήνω σε ζακόνες με την οικογένεια ζου ζέον Νίκο και την Αγγία. Εκεί, είχα ζιζουπος πως θα τα ζερίω ζέτερα, και θα με ζονήσει επίσης να ζεχαίω το ζροζείο.

Με πολύ αγάπη,



The candidate produced a confident and fluent piece that organised the information with an appropriate opening and closing statement (Αγαπητή Πόπη – με πολύ αγάπη) and in paragraphs that are linked with good transitions. The references to different time frames employed a range of complex structures and unusual verbs (ξεφυλλίζω, σημειώνω, ξαναγράψω, δεν μπορούσα να εξασκηθώ, θα με βοηθήσει να ξεχάσω). Frequently extended sentences, as for example the one in the first paragraph, 'Συνήθως ...πολύ καλά', are so well-linked together, that they show excellent control of grammar and syntax. In addition, the clear presentation of the piece made it a pleasure to read and added to its variety and interest.



Candidates who possess advanced language and literacy skills usually fail to narrate and inform in a succinct manner, as they are often, mistakenly, under the impression that the more they write the better their chances to impress. This is a perfect example of the ability to write effectively and succinctly and include all the necessary information, without unnecessary and often not interesting to read details. Try to make judicious use of your language skills to answer the question within the framework of its rubric, and not against it.

Question 2 (a)

Question 2 has two options from which candidates have to select one. This question assesses candidates 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. The recommended wordage is 130-150 words and the 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.

Q02(a) related to the theme of 'Identity and Culture, Cultural life' and the subtopic was 'Television'. It required that candidates write a formal response to a statement that a teacher made on the online school magazine, in order to express agreement or disagreement with the teacher's claim about the harmful impact of television in young people's lives. Candidates were also asked to describe their friends' viewing habits, something they recently watched which impressed them, and recommend a TV series or programme to watch. The purpose of this particular question focused on expressing and justifying opinion and a demonstrated ability to write in order to explain, interest and convince. The purpose and register of writing were main aspects of assessing performance.

The level of success in this question was satisfactory. A good number of candidates were able to write their opinion, usually a disagreement with the teacher, courageously and unambiguously, supporting it with good examples that demonstrated the positive and educational role of television – for example, when it comes to programmes about the environment or documentaries that serve as a source of information for school subjects. Occasionally, when the topic of environment was chosen in order to substantiate a claim about educational programmes that focus, for example, on climate change, there was a tendency to linger too much on this topic, which was not the main focus of the question. Candidates who wrote such lengthy accounts did not score marks from the top bands of the criteria, that make mention of 'consistently effective' development of key ideas.

Candidates' performance at the higher level of competence was as expected, with often excellent adaptation of language to argue, inform and explain/interest. Their errors, although present, rarely hindered clarity.

There was a very small number of candidates – noticeable especially in this question – who misunderstood the rubric and spoke about cinema instead, as they claimed that they do not or that no one watches TV anymore. This is an example of the guidance given in the summary of this paper: when you do not have a view on a topic, choose another one, so that you can demonstrate your individual thoughts and points of view.

The language of candidates at the lower level of competence showed some significant breakdown when it departed from memorised phrases, often mixing English and Greek words together, with minimal linking of predominantly short sentences and no structure that is appropriate for an essay. Areas of strength were mostly linked to strong arguments about the role of TV and what the candidates usually watch as well as what they watched recently. These were expressed with varied success regarding language accuracy, but the points were clear and justified.

An area of weakness common to Q02(a) and Q02(b) was observed in relation to consistent use of appropriate register. Many candidates neglected to adopt the formal tone of an argumentative essay and wrote in a conversational, chatty style that was not appropriate for this purpose.

This essay earned 23 marks. It communicated detailed information relevant to the task, with mostly effective development of key points and ideas and some inconsistency in the opinions offered. The candidate employed a wide variety of structures, which included some complex language.

Αγαπητή κυρία,

Σας χράρω από το μήνυμα με βάση το
σχόδιο σας στην ιστοσελίδα του σχολείου
για τον αρνητικό ρόλο της ενδεόρασης στην
ζωή ευ νέων.

Φυσικά και ο ρόλος της ενδεόρασης παίζει
σημαντικό ρόλο στην ζωή ευ νέων αφού
~~η ενδεόραση είναι η βασική αιτία που προκαλεί~~

βλάβη περίπου το 50% ^{ευ νέων} έχουν αποδεχτεί ότι βλέπουν
~~απόδοση από δικιά μας έρευνα~~ ενδεόραση πάνω
από ¹⁰⁰⁰⁰⁰ ~~10000~~ ώρες εν ημέρα σύμφωνα με μια δικιά
μας έρευνα.

Υποστηρίζεται συχνά ότι
οι νέοι παρακολουθούν ~~από~~ αμέτρητες ώρες
ενδεόραση και περνούν πολύ χρόνο σε μια οθόνη.
~~Αξίζει να σημειωθεί ότι~~ Αξίζει να σημειωθεί ότι
οι νέοι παρακολουθούν εαν τις δρώντας,

τρομακτικές ταινίες και ειδήσεις που
me έχει αφήσει έκδηλες, γιατί θεωρούσα ^{για μένα} ^{εξαιρετικά}
Πρόσφατα ~~παράποδο~~ παραποδούθηκα
για κάποιον και για να είμαι ειλικρινής
ήταν ποσό ~~απορία~~ απορία και μου έκανε
ερεώπωντο γεγονός ότι σε κάνουν να γελάς
συνέχεια χωρίς ~~απορία~~ οι ηθοποιοί να γελάτε
όταν δένε απορία. Εντυπωσιακό!

Στους συμμαθητές μου, προσέχω τις
τρομακτικές ταινίες γιατί είναι ^{ποσό} ~~ποσό~~
διασκεδαστικές. ~~Αυτο~~ Αυτό είναι, γιατί σου τραβάν
το ενδιαφέρον ~~και~~ σε κάνουν να ~~ερεώπων~~
ως ακοιουθήσεις ~~μέχρι~~ μέχρι εέδος.

Επιπλέον θα πρότεινα τα παιχνίδια (παραγράμματα)
στην ενδεόραση γιατί σε κάνουν να σκέφτεσαι
και να ~~απορία~~ απορία με ~~πίστευ~~ μια συναρπαστική
~~ερεώπων~~ δραστηριότητα όπου είναι να ~~ερεώπων~~
σκέφτεσαι και να βρίσκεις την απάντηση κατευθείαν.

Ουσιαστικά και ~~πιο~~ δεν δένω ότι η ενδεόραση πρέπει
να απαγορεύσει από την ζωή των νέων, επειδή είναι
χρήσιμη για να μαθαίνεις τα νέα παγκοσμίως
όπως οι ειδήσεις, οι ταινίες δράσης και οι τρομακτικές
ταινίες είναι για διασκέδαση και ψυχαγωγία.
Τέλος, ανεά είχα να πω όσο αφορά τον πόδο της
ενδεόρασης στην ζωή των νέων και ελπίζω στο μέλλον
να αλλάξει, να μειώσουν τον χρόνο περιώνας ^{η προσά στην ενδεόραση.} ~~σε~~ ~~πυροβολία~~, Ευχαριστώ
ποσό!

Με εκτίμηση,

Σοφία Στέφανη



P 7 0 4 5 5 R A 0 7 1 2



The essay begins with some invented data about young people and television, which slightly detract from the effectiveness of the explanation and do not add any relevance; especially as the question eliciting agreement or disagreement with the teacher's statement is not answered directly. The candidate proceeds to provide relevant information and some convincing opinion, particularly in relation to a programme they watched and they liked (which however remained unnamed and therefore detracted from the authenticity and persuasiveness of the narration).

There is some inconsistency in the way the popularity of horror movies is simultaneously derided (bottom of the first page) and recommended as essential and entertaining viewing (second page, second paragraph). The conclusive remark towards the end of the second page that concedes that television should not be banned (Φυσικά και δεν λέω...) does not derive logically from the previous information and arguments.

Communication and content: 12 marks

Linguistic knowledge and accuracy: 11 marks



Argumentative essays should have a clear progression towards substantiating an opinion that has already been clearly stated in the introduction. Do not wait until you get to the end of your essay to let the reader know what you think, as this may then seem as a bit of a surprise that does not follow from the material you presented in the main body of the essay. Reread your essay carefully for any inconsistencies in your arguments that may take away from their effectiveness.

This essay earned 12 marks. It communicated some information relevant to the task with tentative and not always consistent development of key points. There was acceptable variation of basic grammatical structures, with some ambiguity evident when more complex structures and vocabulary were attempted.

Αγαπητή κυρία,

Θα σας πιάρω για τον ρόλο της τηλεόρασης στη ζωή των νέων και γιατί δεν πιστεύω ότι είναι ^{πολύ} ~~κακό~~ ~~κακό~~.

Νομίζω ότι ~~η~~ ^{την} τηλεόραση μπορεί να βοηθεί των νέων να ~~μαθαίνουν~~ μαθαίνουν νέα πράγματα γιατί υπάρχουν πολλούς ενδιαφέρουσες σειρές και προγράμματα ~~Επίσης μπορεί~~ ~~στην~~ τηλεόραση. Επίσης μπορεί την τηλεόραση να τους βοηθεί να χαλαρώνουν μετά μια δύσκολη και βαρετή μέρα.

Αλλά, ~~απλά κάποιες φορές~~
δυστυχώς, των νέων σήμερα βλέπουν
πράγματα που δεν τους βοηθούν
και τους δίνουν τονοκαίφαλα.
Για παράδειγμα, συνήθως ~~βλέπουν~~
παρακολουθίζουν προγράμματα
που ~~είναι~~ είναι ^{φοβασμένους} ~~φοβασμένους~~ και
δεν τους βοηθάει για το σκοπό.

~~Εγώ ξέρω~~ Εγώ ξέρω ότι ~~μερικά~~
~~τα~~ προγράμματα μπορούν
να σε κάνουν να μην παύεις για
ύπνο γιατί ~~είσαι~~ ^{είσαι} τόσο φοβασμένος.
Το πρόγραμμα που μου έκανε
εντύπωση ήταν το «Harry
Potter» γιατί οι ηθοποιοί ήταν
καταπληκτικοί, αλλά, δεν μου
άρεσε ότι οι περισσότεροι ηθοποιοί
πεθάνουν κάθε πέντε λεπτά!

~~Επίσης, θα προτείνα~~
Εγώ, θα ~~προτείνα~~ το «Brooklyn
nine-nine». Είναι κωμωδία και
πάντα με κάνει να γελάω! Δεν
έχω βρει κάποιος που δεν τους

αρέσει το « Brooklyn nine-nine ».
Είναι κομωδία αλλά είναι ~~εξίσου~~
εξίσου λειτημμένει γιατί μερικές
φορές κάτι κακό παθαίνει. Μπορώ
να πω σίγουρα ότι είναι το
αγαπημένο μου πρόγραμμα.

~~Χαίρομαι~~ Όταν κάτι ~~σε~~ άσχημο
παθαίνει στη ζωή σας, είναι
σημαντικό να έχετε ~~ε~~ ένα
πρόγραμμα ~~ε~~ που σας κάνουν να
νιώθετε άνετη και ~~σε~~ νομίζω
ότι το « Brooklyn nine-nine »
μπορεί να ~~σε~~ σας βοηθήσει.
Ελπίζω να σε βοηθήσει και
χαίρομαι που διάβασα την
απάντησή μου.



The candidate shows ability to express opinion firmly and clearly, and in the correct register also, with some relevant explanation in the second paragraph, that unfortunately does not end well (να τους β/φοηθάει να ξαπλόνουν). The third paragraph offers an unfounded claim about television and headaches and attempts to justify this claim with an example that is not logically linked to the claim: Αλλά δυστιχός...για το σχολείο. A similar line of argument that focuses on the 'fear factor' of television continues in the next paragraph and it is not very convincingly or logically included with information about watching Harry Potter. The candidate concludes in a more appropriate way with a good recommendation about a TV programme.

Occasionally, insecure knowledge of verb persons and tenses beyond the Present Tense, make references to different time frames with unsuccessful and obscure meaning: παρακολουθήσουν, πεθάνουν, κάτι άσχημο παθαίνει στη ζωή σου, σας κάνετε να νιώθετε άνετη κ.τ.λ.

Communication and content: 7 marks

Linguistic knowledge and accuracy: 5 marks



Candidates may use some of the language employed in the prompts but they must do so judiciously and with appropriate manipulation that respects the conventions of syntax. The repetitive use of 'των νέων' in this essay, copied from the bullet points of the question, is consistently inaccurate (να φοηθάει των νέων, των νέων σήμερα βλέπουν). To work on the clarity of your vocabulary, practise verbs that you confuse (πεθαίνω/παθαίνω, παίρνω/περνώ) in context and in a variety of tenses.

Question 2 (b)

Q02(b) related to the theme of 'International and Global Dimension/Environmental Issues' and the subtopic was 'access to natural resources'. It required that candidates write a formal response to a newspaper that published a photograph that upset their environmental sensibility, protest against the destruction of natural resources, explaining why and recommend some rules for correct environmental behaviour when in nature. The final prompt asked candidates to mention an environmental activity that they were recently involved in – which constituted their cue to use past time frames.

Performance at the higher level of language competence and literacy was often marked by communication of detailed information relevant to the task and an attempt to justify an acceptable range of thoughts in relation to the importance of protecting the environment (' η γη είναι το σπίτι , το δικό μας και των ζώων ', ' η φύση είναι απαραίτητη για τη σωματική και ψυχική υγεία των ανθρώπων ' κ . τ . λ .). These were predominantly fluent responses, with frequent extended sentences, effective subordination and correctly spelled material that was well-linked.

A pattern of omissions emerged when candidates launched into their essay on the environment – which they had clearly prepared for – but failed to pay attention to the specificity of bullet points (eg they did not describe the photo they saw online, or if they did, they only skimmed over it, with a very brief reference). Other patterns of weakness were in relation to inappropriate use of register, too lengthy or too short descriptions of a specific bullet point and extensive references to extraneous details (describing environmental disasters in the ocean, rather than drawing from the picture that showed littering and general environmental neglect on a mountain).

This essay earned 27 marks. Performance shows consistently effective development of ideas, clear ability to describe and inform accurately and with examples of varied vocabulary.

Σας γράφω αυτό το γράμμα επειδή πρόσφατα είδα μία
στην εφημερίδα σας φωτογραφία που ~~είχα~~ ~~έδειξε~~ ~~σκουπίδια~~ που ~~ήταν~~ στο βουνό
στη ~~επισκεψή~~ ~~σου~~ ~~στη~~ ~~Βραζιλία~~.

Στην φωτογραφία, είδα διάφορα πλαστικά μπουκάλια στο ~~πίσω~~ ^{χώμα}
δίπλα ~~στη~~ ^{από} ~~τα~~ δέντρα. Επίσης μπορούσα να
δω δύο ~~δωκιά~~ ^{δωκία} που είχαν ραγιστά μέσα τους να ήσαν
*πεταγμένα μέσα στην λύπη. ~~Αυτή~~ Αυτή η φωτογραφία
με ~~είχε~~ ~~παρακινήσει~~ ^{συνακίνησε} ~~πολύ~~ πολύ γιατί η
γη είναι το σπίτι μας και πρέπει να το σεβόμαστε.
Πιστεύω ότι όλοι μας πρέπει να σεβόμαστε την
γη γιατί βοηθάει τον πλανήτη ~~να~~ να είναι πιο
φρέσκος. Πρέπει να μην πετάμε σκουπίδια παντού γιατί

~~Κατασέρει~~ το περιβάλλον.

Αμα πάει ~~κάνει~~ κανείς σε ~~μια~~ εκδρομή στη φύση, πρέπει να θυμάται αυτούς του λίγους κανόνες. Να μίν ~~πυρ~~ πετάει τα σκουπίδια ~~σε~~ ^{σας} όπου ~~είναι~~ ^{θέτετε}, να περιμένετε μέχρι να ~~βρεί~~ ^{βρεί} έναν ~~κδο~~ κάδο και εκεί να τα πετάξετε. Να καθαρίζετε τον χώρο σας ~~πριν~~ πριν φύγετε * και να ~~προσέχετε~~ ^{προσέχετε} όλα τα ζώα και τα φυτά γύρω σας.

Τον περασμένο μήνα, εγώ και ~~μια~~ ^{μια} μερικούς από τους συμμαθητές μου, πήγαμε ~~σε~~ σε μία παραλία που είναι περίπου 5 χιλιόμετρα μακριά από το σχολείο. Όταν βτάσαμε εκεί, πήραμε τις σακούλες μας, ~~βγάλαμε τα παπούτσια και τα κάλτσες~~ ^{βγάλαμε τα παπούτσια και τα κάλτσες} μας, και αρχίσαμε να καθαρίζουμε την παραλία.

Μαζεύαμε σκουπίδια για ~~σχεδόν~~ ^{σχεδόν} τρεις ώρες μέχρι να ~~βρίθουμε~~ ^{βρίθουμε} ~~επίσης~~ ^{επίσης} ~~να~~ να είχαμε καθαρίσει ολοκληρωτή την παραλία.

Ήταν κάτι πολύ διασκεδαστικό που έκανα με τους φίλους μου και θα ήθελα να το ξανά κάνω.

Με εκτίμηση,



This is a very strong performance in both domains. The candidate organised their response very effectively and wrote a purposeful and fluent piece about the importance of environmental protection.

The first paragraph combined the description of the photograph in question with the reasons why it is imperative to protect the environment. The description was carried out vividly, with good detail and with varied vocabulary, albeit with some awkwardness in expression (να ήταν πεταγμένα, να είναι πιο φρέσκος).

The following paragraph dealt well with some guidelines one would follow when they are out in nature. The recommendations were conveyed in appropriate register and contained the right amount of appropriate detail (Να μην πετάτε, να καθαρίζετε, να προσέχετε).

The penultimate paragraph offers the required narration about a past event in support of the environment. The narration is succinct, to the point and contains an appropriate number of correct structures (πήγαμε, φτάσαμε, καθαρίσαμε).

Communication and content: 16 marks

Linguistic knowledge and accuracy: 11 marks



The comprehensive economy of this piece and the balanced distribution of information across the requirements of the four bullet points, together with carefully curated language that avoids unnecessary complexity, are largely responsible for the successful performance in this essay. Ensure that there is some symmetry in the way you tackle the different demands for description, narration and opinion, in order to produce a balanced and comprehensive response.

This essay earned 11 marks. An attempt is made to interest and give convincing opinions, which are occasionally effective. The organisation of the material is very weak and not appropriate for an essay at this level of demand.

Αγαπητέ κύριε διευθυντή,

Θα ήθελα να μιλήσω για Jim και
παρα ήθελα σκεφτώ πράγματα
περιβάτου μας. Τις πρώτες
εβδομάδες σε μια ιστοσελίδα ~~πρώτες~~
φωτογραφίες που έδειξαν σκουπίδια
που άφηναν στο βουνό. Ανεπιτηθεί
τι σκεφτόμαστε και το βουνό
δεν καταλαβαίνουμε ότι είναι
το περιβάλλον μας. Πρέπει να
την σκεφτόμαστε την
φύση μας γιατί ναυαγή
θελουμε τα παιδιά μας
να που είναι πρόβλημα

Όταν ~~αυτός~~ ~~αυτός~~ υπερβύσκει
 ως βούλο βάτα ὅτι εἶται να
 ποροσάται κεν τία τία να μιν
 λρουσται το νεπικεβανου να
 να μιν τρεπτε ποτε
 σε ποσού. Πριν μία επδοκωδα
 μα του κωθι το μαον του
 δανω ηργεται και μαδωεται
 ολα τα σκουριδια απο
 το βουλο. Γιατι να μιν
 το καουον και αλλα κατω
 μακ και κατω κατω του μακ
 καουι. Θαυτασηται εν
 κωθ με καρε σκουριδια και
 ωραιο νεπικεβανου ολα τα
 σουσπει, ποτε κατωρεπτε
 κατωρεπτε νεπικεβανου και
 κατωρεπτε ποτε



The candidate launches into the topic rather abruptly, without observing the register and neglecting to describe the photograph, as asked, other than repeating what the prompt says about it. What follows transitions from one piece of information to the other, without any attempt to link and sequence the material, so that a point emerges. The justification offered about the need to protect the environment is ambiguous and seems incomplete (bottom of first page).

Communication and content: 6 marks

Linguistic knowledge and accuracy: 5 marks



Indicate the position of the stress when appropriate.

Familiarise yourselves with the Greek letters, to ensure you do not confuse, for example, φ with θ (*θανταστήται*).

An essay that requires a formal register cannot be told in an oral, informal tone, as if you are speaking to a friend. Appropriacy is key at this level of demand and to gain good marks from the various bands of the criteria (even the lower ones), you must make appropriate use of register and style consistently. Seriously misspelled words obscure the point about what rules we should follow, when we visit the mountain (να φορουσσαι κάντια;).

Some communication emerges towards the end, which also includes successful references to a past time frame. Lack of punctuation, inaccuracies in spelling and choice of words, as well as absence of connective devices detract from the effectiveness of the second page.

Question 3

Question 3 related to the theme of 'Local Area, Holiday and Travel' and the subtopic was 'Tourist Transactions, Shopping'. This is a translation question that requires transfer of meaning from English into Greek. The assessment criteria consider the candidate's response across the whole paragraph and the total marks awarded is 12.

Performance in this question was generally good, with emerging patterns of errors in the rendering of the first sentence ('All my friends are interested in fashion'). Frequent misspellings did not affect clarity significantly (πσονια, δείκσουν). Some inaccurate renderings of vocabulary (eg 'spent' as 'ξόδεψα', 'ρούχα' as 'fashion' and 'show me' as 'με δείχνουν') detracted from the overall effectiveness of the translation. Insecure knowledge of case and syntax affected the clarity of some individual sentences, eg 'τους φίλους μου ενδιαφέρονται' or 'οι φίλοι τους αρέσει'. The preposition that complements the collocation for 'interested in' was often inaccurately rendered as 'ενδιαφέρονται στην μόδα' or 'ενδιαφέρονται με τη μόδα'.

This response earned 11 marks. Despite isolated errors, the meaning of the passage is fully communicated.

3 Μετάφρασε το κείμενο που ακολουθεί στα ελληνικά.

All my friends are interested in fashion. I do not like shopping at all, even when I am on holiday in Cyprus. I spent every Saturday last month at home because I did not want to go to the shops with them. Tomorrow, they will come to my house to show me what they bought.

Όλοι οι φίλοι μου ^{ενδιαφέρονται} ενδιαφέρονται στη μόδα. Δεν μου αρέσει να ψωνίζω καθόλου, ακόμα και όταν είμαι διακοπές ^{στην} ~~στην~~ Κύπρο. Ξόδεψα ^{προηγούμενο} κάθε Σάββατο τον προηγούμενο μήνα στο σπίτι επειδή δεν ήθελα να πάω στα μαγαζιά μαζί τους. Αύριο, θα έρθουν στο σπίτι μου για να μου δείξουν τα αγόρασάνα.



ResultsPlus
Examiner Comments

The candidate begins well, with the verb in the correct voice, correctly spelled, and the subject accurately indicated in the nominative. The use of the wrong preposition (στη instead of για) and the awkward rendering of 'spent' deprived the candidate of full marks. The translation, however, reads well and there is evidence of linguistic achievement, particularly in the first two sentences.



ResultsPlus
Examiner Tip

When you practise translation, consider compiling an inventory of key prepositions and how they are used differently in English and in Greek. Wrong use of prepositions is one of the most common patterns of errors in translations that involve these two languages. This inventory could include common collocations such as 'on time', 'in time', 'on foot', 'by bus' etc.

This translation earned full marks. It is flawless and shows nuanced understanding of Greek and English.

3 Μετάφρασε το κείμενο που ακολουθεί στα ελληνικά.

All my friends are interested in fashion. I do not like shopping at all, even when I am on holiday in Cyprus. I spent every Saturday last month at home because I did not want to go to the shops with them. Tomorrow, they will come to my house to show me what they bought.

Όλοι μου οι φίλοι ενδιαφέρονται ^{για την} μόδα. Εμένα δεν μου ^{αρέσουν} καθόλου τα ψώνια, ακόμα και ^{όταν} είμαι σε διακοπές στην Κύπρο. Πέρασα κάθε Σάββατο του περασμένου μήνα στο σπίτι, γιατί δεν ήθελα να πάω στα μαγαζιά μαζί τους. Αύριο, θα έρθουν στο σπίτι μου για να μου δείξουν τι αγόρασαν.



The candidate renders the main verbs in the appropriate voice, mood, tense, person and with accurate inflections: ενδιαφέρονται, πέρασα, ήθελα να πάω, θα έρθουν, για να μου δείξουν. The addition of the emphatic form of the personal pronoun in the second sentence, εμένα δεν μου αρέσουν, shows advanced literacy skills and understanding of the implied opposition between what the friends do and what the narrator does.



The candidate's correct use of ακόμα και όταν to convey 'even when' shows excellent translation skills. There was a pattern in this question where some phrase like 'even when', 'even though' 'even if' were used interchangeably by candidates and conveyed as 'ακόμα και αν' or as 'παρά το ότι' and therefore, wrongly. 'Even when' is used when something is occasionally done, whereas 'even if' is used when something is rarely done. Compiling a list of such phrases in both English and Greek (even though, despite/ in spite of, etc.), in context and with examples, is useful preparation for the translation question.

This translation earned 6 marks. The meaning of the passage is partially communicated.

3 Μετάφρασε το κείμενο που ακολουθεί στα ελληνικά.

All my friends are interested in fashion. I do not like shopping at all, even when I am on holiday in Cyprus. I spent every Saturday last month at home because I did not want to go to the shops with them. Tomorrow, they will come to my house to show me what they bought.

Όλοι οι φίλοι μου τους αρέσουν η μόδα. Δεν μου αρέσει
καθόλου να ψωνίσω, μέχρι και όταν κάνω διακοπές στην
Κύπρο. Έμεινα σπίτι μου κάθε Σάββατο το περασμένο μήνα
γιατί δεν ήθελα να έρθω μαζί τους στα μαγαζιά. Αύριο, θα
έρθουν στο σπίτι μου να με ~~δείξουν~~ ^{δείξουν} ~~τι αγόρασαν~~ ^{αγώρασανε}.



ResultsPlus
Examiner Comments

The first sentence shows a breakdown of the conventions of grammar and syntax that affect the clarity and effectiveness of communication. The use of the Aorist Subjunctive, να ψωνίσω – instead of the continuous one that required for the verb 'I like' is a serious error that creates ambiguity. Wrong use of vocabulary (μέχρι και όταν, έρθω, με) hamper communication and clarity. The phrase 'I spent every Saturday last month at home' is translated very well.



The Greek subjunctive conveys an aspect of time that is not part of the 'to + infinitive' structure that is often its English equivalent. Therefore, every time you come across a sentence that introduces to+ infinitive, consider the aspect of time. Is the action conveyed as part of a habit or routine, eg On Mondays, I want to walk to school? In that case the subjunctive should employ the imperfective stem, ie the form of the verb that resembles the Present Tense: eg Τις Δευτέρες θέλω να πηγαίνω στο σχολείο με τα πόδια.

If, however, the action is conveyed as a specific plan, linked to an 'once only' event, eg This Monday, I want to walk to school, then the Greek subjunctive should employ the perfective stem of the verb, ie the form that resembles the future tense eg Τη Δευτέρα θέλω να πάω στο σχολείο με τα πόδια.

This translation earned 2 marks. It shows very limited understanding of Greek.

3 Μετάφρασε το κείμενο που ακολουθεί στα ελληνικά.

All my friends are interested in fashion. I do not like shopping at all, even when I am on holiday in Cyprus. I spent every Saturday last month at home because I did not want to go to the shops with them. Tomorrow, they will come to my house to show me what they bought.

Αλλη η θηλει μου εστ αστειουσα
σα θασιου. Α Δευ μου ασαιση να
Πσουισο κω κα θαλου και οταν
πιγαμαι στη κηρος. καθε σαβατο
το ρεινα εικαζα στο σπητη γιατη
εικαζα δευ εκκαυα κω. Πσουιμια
με ασωσ. Αυριο θα ειρεθ σου
εθ. στο σπητη να η μου ε δινουα
τη αγορασανα.



Meaning of some individual words is conveyed but the meaning of the passage shows very limited ability to write even the most common words in Greek clearly and correctly (words such as 'all', 'friends' or 'like'). There is evidence of inability to distinguish between the verb persons and occasionally individual letters are conveyed wrongly or with English characters.



When you prepare for this examination consider practising writing often enough, so you are able to identify your level of language competence and whether it is most suited for the Foundation or the Higher Level. Familiarise yourself with the assessment criteria of a question, which will help you understand whether you are able to communicate the meaning of a passage partially, mostly, fully, or not at all.

Paper Summary

In general, it was evident that many candidates had been taught this specification and were well prepared for the examination. What broke the common pattern of the assessment experience in this year's examination entry is, in fact, the increased number of entries and a noticeable gap in performance between higher and lower levels of competence. The candidates who responded well to this level of demand demonstrated the following strengths:

- good to excellent ability to communicate relevant information;
- good to excellent control of basic and higher frequency vocabulary and complex structures;
- ability to write extended sentences, employing subordination accurately and using good links and transitions between paragraphs;
- ability to make creative use of language and express a good range of individual and relevant thoughts.

The candidates who did not respond to this level of demand successfully exhibited some of the following areas of weaknesses:

- inconsistent use of register;
- limited adaptation of language to narrate and inform;
- overreliance on vocabulary provided in the prompt;
- tendency to stay with common, familiar and often repetitive language;
- inappropriate use of stock or rehearsed sentences that were not often relevant for the task in question;
- weak spelling in basic and complex language;
- weak development or omission of certain points.

Performance at the less able level of ability were noticeably more insecure, than in previous years. Some responses were indicative of lack of maturity in understanding the requirements of the questions fully and handling an exam at this level and weaker than usual knowledge of even rudimentary conventions of the Greek language. For example, inability to indicate the position of the stress at all or to write certain letters in Greek (τ, υ, φ), mixing Greek and English letters (μe), spelling phonetically – which resulted in either obscured meaning or hampered clarity and very limited vocabulary to express one's world of experience or develop ideas with even the minimal justification (especially in questions 2(a) and 2(b)).

Most entrants for 1GK0/4H performed consistently well in questions which required description and narration, and often in questions that required justification and opinion. Some candidates were less successful in questions which required a formal register, the provision of details across time frames or the knowledge of vocabulary specific to a theme that went beyond the personal. 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, often, high degrees of success.

Based on their performance in this year's examination, candidates are asked to consider the following guidance:

- read every question on the exam paper carefully, before you choose the one that you feel the most competent to provide a good response to. Choose the topic that you know from experience or because you heard/read about. Questions 1 and 2 offer a choice and each choice covers a different theme. Make sure you write about a topic that interests you and that you have something to say about each bullet point. If you do not have direct experience of something (eg plans for the summer), feel free to imagine that you have, instead of ignoring this prompt;
- look very carefully at the whole question, including the rubric, to make sure that you fully understand what you are being asked to do, especially when it comes to prompts that target different time frames. If when asked to refer to a past event/experience you neglect to do so, the higher bands of the assessment criteria, that reward use of different tenses, are no longer within reach;
- pay attention to key words in the bullet points, as these will help you to answer each of the bullet points correctly. You may make judicious use of the vocabulary that appears in these bullet statements but you are advised against relying on them too much;
- 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 and employ apt transition phrases and linking words (πιο συγκεκριμένα, για την ακρίβεια, είναι αλήθεια ότι, επιπλέον, επιπρόσθετα, ακόμη, συμπληρωματικά, λοιπόν, επομένως, ώστε, άρα, etc) to demonstrate good linking and organisation skills;
- familiarise yourself with the assessment criteria, so that you are aware of expectations regarding a good response. This is particularly important for questions that elicit the use of a formal register or purpose linked to persuasion, interest etc.;
- adhere to the recommended word counts, which are specified for each question. 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. Unfortunately, the majority of overly long responses that continued on extra paper provided unaccountable digression and irrelevance;

- indicate your choice of the question (only one for question 1 and only one for question 2) clearly. Write each response in the space that corresponds to the specific question. Do not write a response, fully or partially, in the space reserved for another question. It is bad practice to violate these instructions;
- write clearly, in a presentable and legible manner. An excessive amount of crossed out words, paragraphs and illegible writing obscure meaning;
- leave enough time to check your work carefully at the end of the exam.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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

