Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In Greek (4GK1) Paper 01: Reading, Summary and Grammar

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Introduction

The Pearson Edexcel International GCSE in Greek (First Language) consists of two externally-examined papers: Paper 1, 4GK1/1: Reading, Summary and Grammar, 60% of the qualification, and Paper 2, 4GK1/2: Writing, 40% of the qualification. There are ten topic areas tested across both papers and new test types have been introduced, in addition to extended writing responses, which test summary, comprehension and grammar skills. This was the first summer that this new specification was examined and awarded.

Paper 4GK1/01, Reading, Summary and Grammar is externally assessed over a period of 2 hours and 15 minutes. Total marks for this paper are 75. The content of this unit is informed by the following topic areas:

A. Youth matters

B. Education

C. Media

D. Culture

E. Sport and leisure

F. Travel and tourism

G. Business, work and employment

H. Environment

I. Health

J. Technology

4GK01 Paper 1 consists of three parts.

In **Part 1: Reading** students are required to convey their understanding of written Greek through a series of reading tasks and in response to two texts found in a special extracts booklet. They have to answer four questions on each text and then compare the two texts, stylistically but also in terms of how they position themselves in relation to a certain topic. Candidates must be able to demonstrate the following skills:

- Read and respond to material from a variety of sources
- Scan for specific information
- Interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas
- Understand and analyse how writers create effect
- Select and use relevant evidence from the text to support their answer
- Make comparisons between texts

In **Part 2: Summary**, students are required to demonstrate their ability to summarise a short text by writing four main points clearly.

Part 3: Grammar assesses the students' understanding of grammatical usage in a series of exercises. Candidates are expected to demonstrate their awareness of the rules of grammar and of the relationships between parts of speech in a text and apply the conventions of grammar in order to produce and manipulate content pertinently and accurately.

The students who sat this new examination performed well in some sections and tasks of this paper, whereas in some others there was noticeable room for improvement, particularly in relation to the organisation and linking of ideas, spelling and the orderly presentation of writing, whether this comes in the form of continuous/extended writing or short answers in Greek.

A small number of students wrote overtly and unnecessarily long responses in Parts 1 and 2. These responses often contained digression, repetition and marred the performance of otherwise able students.

Part One: Reading

Candidates are advised to allocate approximately 1 hour and 15 minutes to Part One, which is worth a total of 49 marks. They must read two text extracts and answer all questions. The following objectives are assessed.

− Read and understand a range of texts, selecting and interpreting information, ideas and Opinions (AO1)

− Understand how the writer uses techniques to create effect (AO1)

− Compare and contrast information (A01).

This year's students performed particularly well in questions 1-3 and 5-7, whereas performance in questions 4, 8 and 9, which required extensive responses ranged in quality. Detailed comments are as follows:

Question 1

This was worth 1 mark and was a rather straightforward recall question. The vast majority of students gained one mark. Those who did not, answered by copying from the text verbatim, without the necessary manipulation and rephrasing, as required by the rubric.

Question 2

This was worth 2 marks and required the processing of information in the student's own words, substantiated with a short quotation from the extract. The quotation ought to be indicated with the appropriate punctuation marks.

Many students performed well and provided opinion with appropriate substantiation. Patterns of errors related to answers which instead of indicating how the parents' attitude affected the children, wrote about how the parents behaved (κάνουνε κριτική). Such answers were incomplete, as

they did not go the extra step of indicating how this behaviour affected the children. Other patterns of unsuccessful performance related to the answers which gave the exact same answer for the two aspects required (also relevant for questions 3b, 6 and 7b). For example, the answer "η συμπεριφορά των γονιών εμποδίζει την ανάπτυξη του παιδιού", which is a direct quotation from the text, cannot also serve as the opinion offered by the student, only as the supporting evidence. One cannot earn two marks for the exact same sentence. In questions which require a quotation from the text ("να τεκμηριώσετε την απάντησή σας"), the quotation can only fulfil one requirement and can therefore only earn one mark. The student's own interpretation of the meaning in a particular paragraph, ought to be expressed succinctly and in the student's own words. In this particular case, a fully correct response would be along the lines of: οι γονείς, ως αυστηροί κριτές, επηρεάζουν αρνητικά τα παιδιά. Αυτό φαίνεται από τη φράση στο κείμενο, «η συμπεριφορά των γονιών εμποδίζει την ανάπτυξη του παιδιού».

An additional caveat relates to the length of the answers. It was counterproductive on the part of certain students to answer with whole paragraphs of repetitive narrative, writing in additional sheets and often with no indication that their answers continue in additional sheets (stopping mid-sentence in the space provided). Supporting quotations should also be exact and succinct, maybe a phrase and certainly not whole paragraphs that left it to the examiner to tease out the correct evidence. Such answers did not gain full marks.

Question 3

This question was worth 4 marks. 3 (a) required that students scan the text to locate the correct information and relay it in their own words, identifying precisely how children ought to choose a sport that is appropriate. Most students performed successfully and provided the correct details. In 3(b) students were asked to provide the appropriate explanation as to why older children are better at team sports and back it up with the correct quotation.

A pattern of confusion emerged in relation to the difference between providing information in the students' own words and supporting evidence by quoting from the text. Questions which require "λεπτομέρειες από το κείμενο" cannot be answered with quotations, but instead "με δικά σας λόγια". The few patterns of errors based answers in 3 (a) on direct quotations, rather than their own words, and were unsuccessful in gaining marks. Those who gained only one mark in 3 (b), provided a quotation that served two purposes: the student's own opinion and the supporting example from the text (please see details in question 2, above).

Question 4

Question 4 invites students to identify and explain how the writers of the texts use discourse and various techniques (linguistic or structural) to create effect. This question may start with 'Explain how the writer

presents…’ and requires that the students use evidence from the text to support their answer. Structural and linguistic techniques include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor, personification, simile, oxymoron etc.

Questions 4 and 8 carry 10 marks each and each answer is marked according to specific criteria. A good response must offer a perceptive and analytical explanation of how the writer uses linguistic and structural techniques to create effect and must be accompanied by evidence from the text that fully supports the point being made. The indicative responses in the MS illustrate the characteristics of a good response that could gain marks from the top band of the response mark grid.

An answer that identifies a technique but fails to explain how this creates effect, and what type of effect, is incomplete. The most common pattern of unsatisfactory performance related to precisely this: a list-like, overtly long piece that identified the use of certain tenses and moods without explaining why or how such use provokes and gives rise to a certain response on the part of the reader. Certain basic observations such as “Ο Μαρίνος χρησιμοποιεί τον Ενεστώτα για να αναφερθεί στο παρόν” did not contribute very much to a clear explanation about how the writer creates effect. In addition, many times the evidence selected was chosen haphazardly and could not support the statement made. For example, in the phrase “Ο Μαρίνος χρησιμοποιεί τον Ενεστώτα για να δώσει διαχρονικότητα, π.χ. «να σκεφτούμε, να αποδώσει» “, the student wrongly equated the subjunctive with a tense.

A large number of students could not identify basic parts of speech: “καταστροφικά “,” υπομονετικό” were often referred to as nouns. There was confusion between verb persons, tense and mood. For example, the statement “ο Μαρίνος χρησιμοποιεί β’ ενικό πρόσωπο”, which does not mean very much in and of itself, was often substantiated with evidence from the text that included a different verb person, e.g. “μπορεί να αποδώσει καλύτερα”. The use of the subjunctive was often referred to as the use of subjunctive tense. In addition, it was quite disheartening to see so many students write without knowledge or indifference to the conventions of good spelling and effective organisation of ideas. Even though linguistic structures in themselves are not directly tested in this question, a clear and convincing explanation that provides evidence of native competence of Greek necessitates knowledge and application of accurate grammar throughout.

A small number of students had secure knowledge in Greek as a first language and wrote a clear and detailed explanation of how the writer created effect and controlled discourse through linguistic and structural techniques. They provided appropriate and appropriately cited evidence that fully supported the points being made. These students supported the identification of a linguistic technique with explanation of its effect and provided appropriate substantiation. For example, “ο Μαρίνος χρησιμοποιεί

επίθετα, ρήματα και επιρρήματα με αρνητικές συνδηλώσεις για να μας πείσει για τους κινδύνους που κρύβονται πίσω από μια συγκεκριμένη συμπεριφορά, π.χ. ‘κακές (συνήθειες)’, ‘καταστροφικά (αποτελέσματα)’, ‘πολύ αυστηρά’, ‘εμποδίζει’”

Question 5

This was worth 1 mark and was a rather straightforward recall question. The vast majority of students gained one mark. Those who did not, answered by copying from the text verbatim, without the necessary manipulation and rephrasing, as required by the rubric.

Question 6

This was worth 2 marks and required the processing of information in the student’s own words, substantiated with a short quotation from the extract. The quotation ought to be indicated with the appropriate punctuation marks.

Many students performed well and provided opinion with appropriate substantiation. Patterns of errors related to answers which instead of indicating how the athlete felt about her role in the team, they wrote about how she herself benefits from being in a team, e.g. “έμαθε να εκτιμά τη συνεργασία».

Other patterns of unsuccessful performance related to the answers which gave the exact same answer for the two aspects required, a pattern also relevant for questions 2, 3(b) and 7(b). For example, the answer “αν αποτύχει η ομάδα, τότε αποτυγχάνω κι εγώ”, which is a direct quotation from the text, cannot also serve as the opinion offered by the student, only as the supporting evidence. One cannot earn two marks for providing the exact same sentence to address two requirements. In questions which require a quotation from the text (“να τεκμηριώσετε την απάντησή σας”), the quotation can only fulfil one requirement and can therefore only earn one mark. The student’s own interpretation of the meaning in a particular paragraph, ought to be expressed succinctly and in the student’s own words. In this particular case, one correct response would be along the lines of: “η αθλήτρια νιώθει πως ο ρόλος της είναι να υποστηρίζει την επιτυχία της ομάδας της”.

An additional caveat relates to the length of the answers. It was counterproductive on the part of certain students to answer with whole paragraphs of repetitive narrative, writing in additional sheets and often with no indication that their answers continue in additional sheets (stopping mid-sentence in the space provided). Supporting quotations should also be exact and succinct, maybe a phrase, certainly not whole paragraphs, that left it to the examiner to tease out the correct evidence. Such answers did not gain full marks.

Question 7

This question was worth 4 marks. 7 (a) required that students scan the text to locate the correct information as to how young athletes can achieve success and relay it in their own words (e.g. "μέσω πολύωρης προπόνησης και συνεχούς προσπάθειας").

Most students performed successfully and provided the correct details in 7(a). A pattern of errors emerged in relation to the difference between providing information in the students' own words and supporting evidence by quoting from the text. Questions which require "λεπτομέρειες απο το κείμενο" cannot be answered with quotations, but instead "με δικά σας λόγια". The few patterns of errors based answers in 7(a) on direct quotations, rather than their own words, and were unsuccessful in gaining full marks.

In 7(b) students were asked to explain how the benefits that an athlete enjoys can prove to be useful in their life in general. Those who gained only one mark in 7 (b) provided a quotation that served two purposes: expressing the student's own opinion (albeit not in their own words) and the supporting example from the text (please see details in question 2, above).

Question 8

Question 8, like question 4, invites students to identify and explain how the writers of the texts use discourse and various techniques (linguistic or structural) to create effect. This question may start with 'Explain how the writer presents…' and requires that the students use evidence from the text to support their answer. Structural and linguistic techniques include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor, personification, simile, oxymoron etc.

Questions 4 and 8 carry 10 marks each and each answer is marked according to specific criteria. A good response must offer a perceptive and analytical explanation of how the writer uses linguistic and structural techniques to create effect and must be accompanied by evidence from the text that fully supports the point being made. The indicative responses in the MS illustrate the characteristics of a good response, that could gain marks from the top bands of the response mark grid.

An answer that identifies a technique but fails to explain how this creates effect and what type of effect is incomplete. The most common pattern of unsatisfactory performance related to precisely this: a list-like, overtly long piece that identified the use of certain tenses and moods without explaining why or how such use provokes and gives rise to a certain response on the part of the reader. Certain basic observations such as "Η διάσημη αθλήτρια χρησιμοποιεί τον Αόριστο για να αναφερθεί στο παρελθόν" did not contribute very much to a clear explanation about how the writer creates effect. In addition, many times the evidence selected was not appropriate to the statement made. For example, the answer "Η διάσημη αθλήτρια

απευθύνεται στο κοινό χρησιμοποιώντας το β’ πληθυντικό πρόσωπο, π.χ. «μαθαίνεις να εκτιμάς», fails to notice that a) the example does not illustrate the use of second person plural and b) the use of the second person here is used to generate an occurrence that is used as universal fact in an impersonal way, similar to the one conveyed through the use of a third person singular in English (e.g. “one learns to respect…”)

In addition, a pattern of performance that showed indifference to the conventions of good spelling and effective organisation of ideas was evident in this exercise also. Even though linguistic structures in themselves are not directly tested in this question, a clear and convincing explanation that provides evidence of native competence of Greek necessitates knowledge and application of accurate grammar throughout.

A small number of students had secure knowledge in Greek as a First Language and wrote a clear and detailed explanation of how the writer created effect and controlled discourse through linguistic and structural techniques and provided appropriate and appropriately cited evidence that fully supported the points being made. These students supported the identification of a linguistic technique with explanation of its effect and provided appropriate substantiation. For example, “Η χρήση του πρώτου ενικού προσώπου προσδίδει στο περιεχόμενο του κειμένου τη βαρύτητα και την αυθεντία της προσωπικής εμπειρίας, η οποία αποτελεί απτή απόδειξη των θετικών που αποκομίζει κάποιος από τον αθλητισμό. Π.χ «γρήγορα έμαθα», «έμαθα να ακολουθώ»” .

Question 9

In question 9 students are required to compare the two texts in the extract booklet in part one. The question will ask students to compare. The questions may start with ‘Compare how the writers…’ or ‘Compare the writers’…’. For example, ‘Να συγκρίνετε τους τρόπους με τους οποίους τα δύο κείμενα χειρίζονται το θέμα του αθλητισμού». Then they invite students to ‘Use evidence from the two texts to support your answer’, ‘Να εντοπίσετε στα κείμενα λέξεις ή φράσεις που τεκμηριώνουν την απάντησή σας’.

One type of response to this question could be structured by writing about the first point – for example, the first writer’s impressions and stylistic techniques and devices– in the first half and then use a connective and, in the second half, write about the second point – for example the second writer’s impressions and discourse features.

A more sophisticated answer would compare the two texts point by point throughout, either in terms of the commonalities between the two writers or in terms of the differences.

A good response provides a balanced account of the similarities and differences between the two texts, supported by apt analysis and appropriate evidence.

The indicative responses in the MS illustrate the characteristics of a good response that could gain marks from the top bands of the response mark grid.

Performance in this question was generally satisfactory. Most responses considered a range of comparison between the texts, more often than not in relation to what was said, rather than how it was said and what it meant. A pattern of incomplete answers treated comparisons as follows: "Στο πρώτο κείμενο ο Μαρίνος μας λέει πως ο αθλητισμός στηρίζει την ανάπτυξη του παιδιού, ενώ στο δεύτερο κείμενο η αθλήτρια μας λέει πως μέσα από τον αθλητισμό γίνεσαι καλύτερος ανθρωπος.". This statement, as true as it may be, does not consider the comparison in an informed way and does not attribute to it an explanation of what is meant by that. A comparison requires a critical framing and an explanation of the ideas behind the statements cited. In this case, a more successful answer would have framed the reference as follows: "Και οι δύο ειδικοί αναφέρονται στα οφέλη του αθλητισμού, όχι μόνο σε σχέση με την υγεία και την καλή σωματική κατάσταση, αλλά κυρίως σε σχέση με την ανάπτυξη σωστού χαρακτήρα και κοινωνικών ή συναισθηματικών δεξιοτήτων και αξιών. Για παράδειγμα...".

In this question, just as in questions 4 and 8 earlier, a balanced and clear account necessitates knowledge and application of language competences and writing cohesive devices, good linking between ideas and unambiguous language.

Part Two: Summary

The text to be summarised in this question is between 340-360 words and requires a summary of 100-150 words. The text may be taken from any source – journalistic prose or fiction – but it will contain clearly identifiable main points. It is expected that students will write four main points and be marked on their understanding of the text and on their ability to **write clearly**. Candidates are advised to allocate approximately 30 minutes to Part Two.

There is a total of 6 marks for this section.

Question 10

Performance was good and many students identified at least 3 points clearly and unambiguously. Please refer to the MS for the indicative content required, in order to achieve marks from the higher bands of the assessment criteria.

A pattern of unsatisfactory performance related to the following:

- Failure to summarise information without copying whole chunks of text
- Unsatisfactory use of linking and organisation skills, which rendered the identification of discrete main points obscure and ambiguous
- All-inclusive answers that conveyed too much information that may have been true but not relevant for the purposes of this question

- Summaries that were so long that could no longer be considered summaries.

Part Three: Grammar

This section includes two 10-mark questions, each assessing different grammar skills. In exercises 11 and 12 students are required to demonstrate their understanding of grammatical usage in a series of exercises. In particular, they are required to

- show their awareness of the rules of grammar, in order to demonstrate their understanding of textual features, the relationships between parts of speech in a text
- demonstrate understanding of content
- apply the conventions of grammar in order to produce and manipulate content pertinently and accurately

Candidates are advised to allocate approximately 30 minutes to Part Three and are required to answer all questions.

Question 11

In question 11 students read sentences that have been isolated from the texts in the extracts booklet. Students then transform and recast the sentence using the word in brackets. Please refer to the MS for indicative content.

Each sentence in question 11 has a prompt (in brackets) which must be used <u>as cited</u>. Students cannot change/adapt the prompt. Transformation exercises are a common feature in language testing as they invite learners to consciously manipulate language patterns, demonstrating their awareness of structures. Transformation exercises can focus on manipulating structures and/or producing new vocabulary that alters the syntax of the sentence. What is important is that the prompt must be used <u>as is.</u>

Performance in this question was satisfactory, with many students scoring more than half of the marks available. Patterns of unsatisfactory responses related to the following:

- Absence of the position of the stress and wrong spelling that indicated weak grasp of the rules of grammatical inflections
- Changes in the prompt
- Elliptical responses that left out whole chunks of sentence and failed to indicate changes that had to take place in the parts left out. When a student chooses to leave a sentence unfinished, the examiner's understanding is that the rest of the sentence will read exactly as it was stated in the exercise. For example: In 11 (ι), the response «Ὅταν οι ταινίες συνδέονται με τις κοινωνικές αξίες και απαιτήσεις..." was marked as wrong because the ellipsis assumed that the remaining phrase would be exactly as

it appeared in the original exercise (including the now superfluous "και"), which made the whole response syntactically wrong.

Question 12

In question 12 students were asked to read a whole text of 80-100 words and then conjugate the verbs in the gaps, in the appropriate tense. In the text, the missing words were replaced by (α) – (ι) and were listed underneath with an example that set the tone and time frame of the piece.

Performance in this section ranged from average to satisfactory. Unfortunately, many students did not possess the level required to perform at a high level of competence.

Patterns of unsatisfactory responses related to the following:

- Inflectional spelling that was inaccurate and showed poor knowledge of grammar. For example: προσφέρωντας, παρακολούθεισαν, αναγνωριστή
- Changes in the voice in which the verb was given. For example, υπογραμμίστηκε (υπογραμμίζω), αναγνωρίσει (αναγνωρίζομαι)
- Changes in the sequences of tenses that rendered the text confusing. For example: "παρακολουθούν" (12 β) cannot be correct, because of the prior "έδωσαν" (παράδειγμα).

<u>Conclusive remarks</u>

All in all, performance in this examination series was satisfactory.

In general, teachers and students who embark on teaching and studying this qualification should take note of the following advice:

- ensure that there are plenty of opportunities for the students to practise reading and responding to unseen passages under timed conditions
- be aware of the different assessment objectives to ensure that the focus of the questions and the answers relate to the specification requirements
- highlight the supporting evidence and relevant lines for questions 2, 3b, 6 and 7b in the Extracts Booklet and offer the opinion that is reinforced by these quotations in their own words
- answer questions 1, 3a, 5 and 7 a, as far as possible, in the students' own words
- write succinctly and without continuing on extra paper in questions, 1-3, 5-7 and 10 in particular, and a far as possible
- consider the effects of language and structure features within the context of the given extract in questions 4 and 8, rather than offering generic explanations of the type, "the present tense is employed to express current action"
- make a range of comparative points in Question 9 and link elements such as content, theme, tone, purpose, narrative voice,

language; points should be balanced across both texts and supported with relevant quotations or textual references
- quotations ought to be indicated with the appropriate punctuation marks
- aim for structured, accurate and cohesive and complete pieces of writing in question 4, 8, 9 and 10
- allow time to proof-read writing responses in order to achieve the highest possible degree of accuracy
- read all instructions carefully
- attempt every question
- indicate the position of the stress, where needed; this is not optional