

Examiners' Report
June 2013

GCE Greek 6GK01 01

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Introduction

This is the fifth sitting of the specification. The majority of candidates completed the paper successfully. They responded to the different sections of the paper showing good language skills and familiarity with the specification. The time of the exam is 2.45 hours. The paper carries 90 marks. All parts are similar to previous years.

Questions 1-4: Students are examined on their reading skills. The questions carry 30 marks for understanding and responding and 5 marks for the quality of language: 5 in short responses (question 4).

Question 5: Students are assessed on their ability to transfer meaning from Greek into English. (9 marks)

Question 6: Students are required to write 220-270 words in Greek. In this exam they had to write a newspaper article in response to a short Greek-language stimulus. The question carries 28 marks for Content and 18 marks for Language.

There are no options. All questions must be answered.

Successful candidates:

- gave clear, concise and to the point answers in Question 4;
- handled vocabulary well, showed a high degree of competence, and awareness of style and structures, in Question 5;
- adhered to the word limit, and developed all four bullet points equally, in Question 6.

Less successful candidates:

- did not pay proper attention to the wording of the individual questions in Question 4, so they could not give direct and correct answers;
- used word for word translation without adhering to the rules and idioms of English, in Question 5;
- over-expanded the first two bullet points, and did not develop the other two bullet points well. Some candidates went well above the word limit and one, sometimes, two bullet points, were over the word limit. Thus they scored a maximum of 16 marks or 11 marks (for two bullet points above the word limit) for Content and a maximum of 15 marks for Language.

Section A: Reading and Writing

The majority of candidates gave the correct answers to each part of Question 3.

Question 3 (i)

Correct answer E.

Question 3 (ii)

Correct answer F.

Question 3 (iii)

Some candidates misread the imperative of 3C: **κερδίστε** as **κερδίσετε** and matched it with 3(iii).

Correct answer B.

Question 3 (iv)

Correct answer A.

Question 3 (v)

Some candidates misread the imperative 3C: **κερδίστε** as **κερδίσετε** and matched it with 3(iii).

Correct answer C.

Question 4

Question 4 elicited some responses that showed a high degree of reading comprehension skills and also very good target language production.

Candidates proved able to demonstrate their comprehension of the text, in varied language, which, even though not always accurate, conveyed the essential details. The questions worked well and they invited students to demonstrate their language skills unambiguously and purposefully.

Question 4 (a)

This was answered well by the majority.

Some candidates did not include that it was **a hospitality programme**, which made their answer incomplete, so they only gained 1 mark. e.g. 90 young people will spend 15 days in Greece (1mark).

On the other hand, the answer: They will stay with Greek families is not complete either. It **answers the hospitality** part (1 mark) not the fact that the programme is held in Greece. The Greek families could be living in the USA.

Question 4 (b)

Some candidates only gave one piece of information, **that the young people/students live outside Greece** and missed the second piece of information that the **students had to be of Greek origin**.

Some candidates answered that the young people have to have Greek **Nationality** (Υπηκοότητα/Ιθαγένεια). Incorrect information. It is **not** the same as **Origin** (με ελληνικές ρίζες – ελληνική καταγωγή).

Question 4 (c)

The question asks: **What qualifications (Τι προσόντα)** so answers like "According to their school performance" (Ανάλογα με τη σχολική επίδοση) do not qualify the school performance. The answer should be: **ΚΑΛΗ σχολική επίδοση** (1 mark). The second piece of information **"They should have attended Greek lessons for at least 1 year"** (1 mark) was well handled by the majority.

Question 4 (d)

This was well answered by the majority of candidates. Unsuccessful responses were those which did not manipulate the language at all.

Question 4 (e)

This was answered correctly by the majority.

A very direct answer to this question was expected. **What does the timetable include?**
ANSWER: Greek Lessons /History Lessons etc.

Τι περιλαμβάνει... ANSWER: Μαθήματα ελληνικών/ μαθήματα Ιστορίας /παραδοσιακούς χορούς/παραδοσιακά τραγούδια.

(Any two) The answer should come as the **object** of the sentence, in the accusative.

Question 4 (f)

The majority answered this question correctly. A few incorrect answers included traditional dances and songs, which were part of the course. (Question 4 (e))

Question 4 (g)

A number of candidates wrote about the **knowledge** that the students acquired in Greece, not the dissemination of this knowledge, losing a mark.

Question 4 (h)

This was well answered. Some candidates lifted the answer from the text without noticing that the subject (η αίτηση) of the question was in the singular number.

The majority of the candidates adhered to rubric requirements about using their own language and avoided using parts of the source text verbatim.

The candidate gives good and concise answers. All are to the point; grammar and structures are very accurate and communication is always effective.

The answer gained full marks.

(a) Για ποια «ευκαιρία» πρόκειται; Δώσε **δύο** λεπτομέρειες.

(2)

Νέοι θα έχουν την δυνατότητα να περάσουν δεκαπέντε μέρες
με οικογένειες στην Ελλάδα με όλα τα έξοδα πληρωμένα.

(b) Ποιοι παίρνουν μέρος στο πρόγραμμα αυτό; Δώσε **δύο** λεπτομέρειες.

(2)

Νέοι από διάφορες χώρες, ελληνικής καταγωγής που
έχουν παρακολουθήσει το λιγότερο ένα χρόνο μαθήματα ελληνικών

(c) Τι προσόντα πρέπει να έχουν οι «τυχεροί»; Δώσε **δύο** λεπτομέρειες.

(2)

Πρέπει να έχουν μια ψαχή σχολική επίδοση και να έχουν
παρακολουθήσει το λιγότερο ένα χρόνο μαθήματα ελληνικών.

(d) Τι κερδίζουν από το πρόγραμμα αυτό; Δώσε **δύο** λεπτομέρειες.

(2)

Ερχονται πιο κοντά στη σύγχρονη Ελλάδα και αναπτύσσουν
σχέσεις και φιλίες με Έλληνες μαθητές της ηλικίας τους.

(e) Τι περιλαμβάνει το σχολικό πρόγραμμά τους; Δώσε **δύο** λεπτομέρειες.

(2)

Μαθήματα γλώσσας και ιστορίας αλλά και ελληνικών
παραδοσιακών χορών και τραγουδιών.

(f) Τι επιλογές υπάρχουν εκτός μαθημάτων; Δώσε **δύο** λεπτομέρειες.

(2)

Δυναμίες και αθλητικές εκδηλώσεις.

(g) «Θα γίνουν οι καλύτεροι πρεσβευτές»: Εξήγησε τη φράση με δικά σου λόγια.

(1)

Θα είναι σε θέση να περιγράψουν την Ελλάδα με τον καλύτερο τρόπο.

(h) Πότε είναι μια αίτηση ολοκληρωμένη; Δώσε **δύο** λεπτομέρειες.

(2)

Όταν και οι γονείς και οι δασκάλοι την έχουν υπογράψει.



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Examiner Comments

4(a): Well answered. 15days in Greece (1 mark) with families/all paid (1 mark)

4(b): The question is **Who**: the answer comes in the **nominative case** (subject). It answers both that they come from all over the world and that they are of Greek **Origin. (2 marks)**

4(c): The answer goes straight to the point. The question is asking for **an object** of the sentence. (2 marks)

4(d): The question is in the **present tense, 3rd person plural**, the answer in the **present, 3rd person plural** and straight to the point.

4(e): The answer is direct and to the point. We are looking for the **object** of the sentence, in the accusative. Look at the structure: the word **μαθήματα** is implied with **αλλά και (παραδοσιακών χωρών και τραγουδιών)**. Here, we are given more information than required. So any two details would have been enough. (2 marks)

4(f): Again, the answer is direct and to the point. The **object** of the sentence, is needed in the answer (2 marks)

4(g): Does not just write about the **knowledge** that the students acquired in Greece, but also the dissemination of this knowledge. (1 mark)

4(h): Well answered. The question is **When**: the **Subject** (η αίτηση) is in the singular number. The answer: **Όταντην έχουν υπογράψει gains 2 marks.**

Excellent Quality of Language.



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Examiner Tip

Give short answers and to the point.

Even if you do not use the question in your answer, **imply it.**

e.g. (Η αίτηση είναι ολοκληρωμένη) Όταν **την** έχουν υπογράψει οι γονείς και οι δάσκαλοι

(Η αίτηση είναι ολοκληρωμένη) Όταν είναι υπογεγραμμένη από γονείς και δασκάλους.

(Η αίτηση είναι ολοκληρωμένη) Όταν **φέρει** τις υπογραφές των γονιών και των δασκάλων

This is an example of an answer with some points missed.

Grammar and structures are generally accurate; communication is almost always effective.

(a) Για ποια «ευκαιρία» πρόκειται; Δώσε **δύο** λεπτομέρειες.

(2)

Η ευκαιρία είναι ότι θα μπορούν να μείνουν για δύο εβδομάδες με ελληνικές οικογένειες. Επίσης θα πάν στην Ελλάδα.

(b) Ποιοι παίρνουν μέρος στο πρόγραμμα αυτό; Δώσε **δύο** λεπτομέρειες.

(2)

Ενεήνετα νέσι και νέες θα παίρνουν μέρος στο πρόγραμμα.

(c) Τι προσόντα πρέπει να έχουν οι «τυχεροί»; Δώσε **δύο** λεπτομέρειες.

(2)

Πρέπει να παρακολουθήσαν τουλάχιστον ένα χρόνο μαθήματα Ελληνικών και να αναπτύξουν φιλίες με συνομηθικούς τους Έλληνες μαθητές.

(d) Τι κερδίζουν από το πρόγραμμα αυτό; Δώσε **δύο** λεπτομέρειες.

(2)

Κερδίζουν την εμπειρία του πρόγραμμα και το να μείνουν σε διαφορετική χώρα.

(e) Τι περιλαμβάνει το σχολικό πρόγραμμά τους; Δώσε **δύο** λεπτομέρειες.

(2)

Στην Ελλάδα θα κάνουν ιστορία και επίσης θα μαθαίνουν παραπάνω από την Ελληνική γλώσσα.

(f) Τι επιλογές υπάρχουν εκτός μαθημάτων; Δώσε **δύο** λεπτομέρειες.

(2)

Εκεί στην Ελλάδα, ~~θα κάνουν και χορίον και το Σαββατο-κύριακο,~~ μπορούν να πάν σε συναβλία ή σε θεατρικων παραστάσεων.

(g) «Θα γίνουν οι καλύτεροι πρεσβευτές»: Εξήγησε τη φράση με δικά σου λόγια.

(1)

Θα είναι οι ~~ποιο~~ ^{σε άρραυ} πιο καλοί για να πούν, για την Ελλάδα.

(h) Πότε είναι μια αίτηση ολοκληρωμένη; Δώσε **δύο** λεπτομέρειες.

(2)

Μια αίτηση είναι ολοκληρωμένη όταν έχει τις υπογραφές των γονέων και των δασκάλων.



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Examiner Comments

There are a few points missed in this answer.

4(a): 2 weeks hospitality (1) in Greece (1) both marks are gained

4(b): The answer only refers to the age not that the young people live abroad nor that they are of Greek origin are not mentioned. No marks awarded.

4(c): Only one qualification (at least one year of Greek Lessons) is mentioned; making friends with other Greeks is not a qualification. 1 mark is awarded.

4(d): The answer here is very vague. It does not talk about **the opportunity** to learn about contemporary Greece and make friends with young Greeks. No marks.

4(e): It gives two details: history /Greek lessons. 2 marks

4(f): It gives 2 details –with some grammatical errors- 2 marks.

4(g): It manages to get across the idea of the dissemination of the knowledge. 1 mark.

4(h): It gives both details. 2 marks

As for Language, it is generally accurate with a few mistakes in 4(b), 4(d), 4(e), 4(f). 4 marks awarded for QL.



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Examiner Tip

Read the question carefully and give concrete answers and to the point. Vague answers do not gain marks.

Question 4 examines both reading comprehension skills and writing in the target language. Language manipulation is essential. **(Rubric)**

(a) Για ποια «ευκαιρία» πρόκειται; Δώσε **δύο** λεπτομέρειες.

(2)

Χάρη σε ένα πρόγραμμα φιλοξενίας, 90 νέοι και νέες
είχαν την ευκαιρία να περάσουν ένα δεκαπενθήμερο με ελληνικές
οικογένειες στην Ελλάδα



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Examiner Comments

This is a typical example of direct lifting from the text.
The answer is awarded 0 marks.



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Examiner Tip

Always read and follow rubric instructions.

Section B: Translation

Question 5

Candidates handled vocabulary well. Many answers showed a very high degree of competence, and awareness of style and structures that enabled them to achieve top marks.

One of the most common errors had to do with prepositions. "Students sit on the computer", and "in the computer" were quite common errors even from the top candidates.

A number of candidates translated the word **εκατοστά**(cm) as inches- which gives the incorrect information.

Section 4 proved challenging for the weaker candidates. The word "φυσικά" caused some mistranslations.

On the whole, despite the occasional grammatical slip, the meaning of the text was communicated well. A good number of candidates have gained full marks.

This is an excellent piece of translation: all 18 segments are correctly rendered. The language reads well and contains a variety of structures. The candidate has demonstrated fluency in terms of vocabulary, grammar and idiom. It has achieved the highest mark.

Many students sit at the computer daily, either to play games or to do their school homework.

This innocent habit could, however, become harmful to our health.

It is good to have large letters on ~~the~~ ^{our} computer screen in order to see better!

In order to protect our eyes we have to sit 40-50 centimeters from the screen and, of course, rest often by doing something else.

Also, we have to be careful of the way we sit on the chair. We may be careless but our body remembers all of our moves, especially when we repeat them ~~several times~~ ^{continuously}.

So many times we sit in front of the computer and suddenly we look at our watch and see that three hours have already passed without us realising it!



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Examiner Comments

Correct segments 18:2=9



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Examiner Tip

Remember: There is a strict word order in English.

This is a very good translation. There are a few mistakes in:

Segment 1: incorrect use of preposition **on** instead of **at /in front of**

Segment 4: incorrect use of vocabulary **recurring act** instead of **innocent habit** and

Segment 17: incorrect use of vocabulary: **rarely** instead of **suddenly**

Everyday, many students ~~are~~ ^{sit} on the computer, either
~~to play~~ ^{playing} games or to ~~do~~ doing their school homework.

This recurring act can, however, become harmful to
the health.

It is better to have big letters on ~~the~~ ^{our} screen, so we
can see better!

To protect our eyes, we have to sit 40-50 cm from
the screen and, naturally, take frequent breaks, doing
something else.

Also, we have to take care of the way which we
are sitting on the chair. We can be careless, our
bodies, however, remember all of our movements, especially
when we do them continuously.

So many times ~~spend~~ ^{we have sat} sitting at the computer, ~~and~~
rarely looking at our clocks and seeing that as much
as 3 hours have passed, without realising.



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Examiner Comments

Number of correct segments 15:2 = 8



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Examiner Tip

Be more aware of the use of English prepositions.

This is an example of a rather weak translation. Incorrect segments 1, 4, 9, 12, 14, 15, 16, 17, 18.

Segment 1: Incorrect use of vocabulary and grammar "use computer daily"

Segment 4: Spelling which makes it incomprehensible (inisent), missing word (however), incorrect vocabulary (may lead to be harmful)

Segment 9: Incorrect adverb rapidly instead of frequently

Segment 12: Incorrect preposition for instead of of

Segment 14: Incorrect grammar "our body remember all of our movement"

Segment 15: Incorrect adverb rapidly instead of constantly

Segment 16: Incorrect grammar all this times

Segment 17: The adverb suddenly is missed out

Segment 19: Incorrect use of vocabulary past instead of have passed

Many students use computer daily either to play games or to do their school homework.

This inisent habit may lead to be harmful for ~~the~~ health.

It is good to have big letters on the screen, to see better.

To protect our eyes, we ~~must~~ must sit 40-50 centimeters away from the screen and defenately to rest rapidly, doing something else.

Also, we have ~~to~~ to be carefull for the way we sit on the chair. We may be not carefull, but our body remember all of our movement, especially when we ~~repent~~ repent ^{then} rapidly.

~~All~~ All this times we ~~are~~ using the computer and
~~look~~ look at our ~~watch~~ watch and ~~see~~ see that
three hours pass, without even realising it.



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Examiner Comments

Number of correct segments 9:2 = 5



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Examiner Tip

Spelling errors may change the meaning of a word.
Important: Use the correct preposition.

Section C: Continuous Writing

Question 6

The majority of candidates fulfilled the requirements of Question 6, by addressing all the bullet points and giving wholly relevant, convincing and well developed answers. They used accurate, varied and appropriate language. Most candidates gave very successful answers. This was a topic that they enjoyed and found close to their world of experience.

Bullet points 1, 2, were well developed by the majority of candidates. Some candidates went well above the word limit and over developed these 2 bullet points with great enthusiasm.

Bullet point 3: The most common answer compared sport and cooking as subjects where one or the other gender excels.

Bullet point 4: Sometimes it was interpreted as what a teacher's behaviour should be, and not what it is.

Some candidates ignored the word limit, which lost them valuable marks as one or sometimes two bullet points were outside the word limit. That gave them a maximum 16 marks for Content (or a maximum 11 if 2 bullet points were outside the word limit) and a maximum of 15 marks for the Language.

Content: The task is fully grasped: the answer is wholly relevant and convincing.

As for the language: this candidate has achieved excellent communication and a high level of accuracy.

Στα σχολεία μας σήμερα φοιτούν μαζί τα αγόρια και τα κορίτσια, ωστόσο το αδαίο παλιό δε γίνεται και αδαγορευόταν αυστηρά στον παλιό καιρό. Η συνύπαρξη αγοριών και κοριτσιών στο ίδιο σχολείο μας κάνει να αναρωτηθούμε τα ιδιαιτερότητά αλλά και τα μειονετηματα που μας αδαορέπει.⁴⁴

Με το να είναι μαζί τα παιδιά μπορούν να γίνουν πιο κοινωνικά, ελεύθερα να ευφράσουν τη γνώμη τους χωρίς καδαίο φόβο ότι δε θα γίνουν αδαοδευτοί από τους άλλους. Αλλά τους βοηθά να ξαναχτούν στον κόσμο, ωστόσο που θα τους βοηθήσει στο μέλλον να αδαρουν τα νηία της χώρας μας. Επομένως μπορούμε να στατέξουν ~~αδαορα που θα αδαεις αδαρα, μπορούμε να αδαα ευετέξουν ελαστική αδαοειά.~~⁶⁸

Από την άλλη μεριά η συνύπαρξη αυτή μπορεί να αδαηγήσει σε αδαημα αδαοτελέματα. Ερωτευμένα παιδιά σταματούν να ενδιαφέρονται για τα μαθήματά τους και στρέφουν όλη την αδαοσική τους στα αγόρια και τα κορίτσια τους. Κάποιοι, τάρη στους αδαημους βαθμούς τους μένουν ιδίες τάξεις. Ερωτάσθετα με αγόρια και κορίτσια στην τάξη εωλυπατεί αδαοιστότερη πασαρία και οι μαθητές αδαοαυέονται αδαοιστότερο να αδααίξουν το μάθημά τους.⁶¹

Κυρίως στις αδαημεις δραστηριότητες τα αγόρια αδαορέταν των κοριτσιών, η γυμναστική είναι το αδαοαημένο μάθημα των αδαοιστότερων αγοριών. Τα

κορίτσια είναι καλύτερα κυρίως στα θεωρητικά μαθήματα όπως ιστορία για παράδειγμα.³⁰

Η συμπεριφορά των μαθητητών προς τα αγόρια και τα κορίτσια είναι περίπου η ίδια. Όμως στα αγόρια να συμπεριφέρονται αυστηρότερα για να μην ξερείνουν από τα θλαστικά ^{στην} συμπεριφοράς.

Στα κορίτσια συμπεριφέρονται λίγο πιο χαλαρά λόγω του ότι οδηγούνται πιο εύκολα στα αγόρια.⁴⁴

Κρίνοντας, ~~από τα~~ ~~από τα~~ τα στοιχεία ~~στην~~ συνύπαρξης αγόρων και κοριτσιών είναι καλύτερα ήδη το ότι βοηθά να αναπτυχθεί ο χαρακτήρας του ατόμου και σε προετοιμάσουν για να μπει στη ~~στη~~ ζωή του ενήλικα και να ξεριζεύει από τον παιδικό κόσμο.³⁶



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Examiner Comments

The candidate starts with a short introduction.

- The candidate writes about the advantages students of mixed schools have, when they come out in the "real world".
- Gives examples of a couple of disadvantages.
- Gives his/her opinion about the areas where boys or girls excel.
- Offers a personal explanation why teachers sometimes seem to treat boys and girls differently.

Gives a short conclusion.



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Examiner Tip

Remember to develop all bullet points equally.
Do not exceed word limit.

This candidate did not adhere to rubric requirements and went well above the word limit.

One bullet point and conclusion are over the limit.

Maximum mark: 16 for Content and 15 for Language.

Η ροή του χρόνου χυρίζει αδιάκοπα και οι συνθήκες, οι καταστάσεις και οι θεσμοί αναπροσαρμόζονται. Αυτό συμβαίνει και στα σχολεία. Με την πάροδο των χρόνων ο τρόπος διδασκαλίας καθώς και η δομή στα σχολεία άλλαξε. Μετά το 1905, στα ελληνικά σχολεία, φοιτούν αγόρια και κορίτσια. Η αλλαγή αυτή είναι αμφιλεγόμενη

ακόμα και σήμερα και αποτελεί συχνά το θέμα συζήτησης ^{μεταξύ} Ελλήνων καθώς και τις εργασίες ερευνητών. Αναμφισβήτητα το θέμα αυτό έχει θετικά και αρνητικά στοιχεία.

~~Πρώτα απ'όλα,~~

Τα θετικά του να φοιτούν μαζί αγόρια και κορίτσια είναι ποικίλα. Πρώτα απ'όλα, οι μαθητές έχουν την ευκαιρία να γνωρίσουν το αντίθετο φύλο, τις διαφορές που έχουν μεταξύ τους καθώς και τα κοινά. Μπορούν να αναπτύξουν υγιείς εμπιστοσύνης και αλληλεγγύης, και να καταλαβαίνουν καλύτερα ο ένας τον άλλο. Επίσης, οι μαθητές μπορούν να ανταλλάξουν απόψεις και να βοηθή ο ένας τον άλλο σε όλα μαθήματα.

Παρά τα αναμφισβήτητα θετικά που παρέχει αυτή η μορφή σχολείων, έχει και αρνητικά μιας και ^{οι} έρευνες τονίζουν πως τα αγόρια και κορίτσια μαθαίνουν καλύτερα όταν εκπαιδεύονται χωριστά. Αυτό συμβαίνει

γιατί οι απόψεις των αγοριών και των κοριτσιών συγκρούονται μεταξύ τους και πολλές φορές αυτό συχνά οδηγεί σε καβγάδες και μισοκινήσεις. Απορούσως, οι νέοι συνάπτουν σχέσεις που πολλές φορές έχουν άδικο τέλος με αποτέλεσμα να δημιουργούνται εντάσεις.

Αν και στο παρελθόν παρατηρούνταν ρατσιστικές και υποτιμητικές αντιδράσεις απέναντι στα κορίτσια, στις μέρες μας και τα δύο φύλα αντιμετωπίζονται λίστιμα και ισάξια. Είναι γεγονός ότι τα δύο φύλα έχουν διαφορετικές ικανότητες. Κατά τη γνώμη μου τα κορίτσια είναι καλύτερα στα θεωρητικά μαθήματα και τα αγόρια στα πρακτικά μαθήματα και στα αθλήματα. Έτσι τους αντιμετωπίζουν με διαφορετικό αλλά δίκαιο τρόπο οι δασκάλοι.

Κλείνοντας, πιστεύω πως τα θετικά των σχολείων με αγόρια και κορίτσια υπερτερούν των αρνητικών και πρέπει να παραμείνουν όπως είναι για το καλό των μαθητών αφού παρέχει σωστή παιδεία και καλλιέργεια γνώσεων.



ResultsPlus

Examiner Comments

The essay starts with a relatively long introduction (**Always remember the word limit:** maximum 270 words)

Bullet points 1 and 2 are over developed.

Bullet points 4 and 3 are merged. But in fact bullet point 3 is outside the word limit.

The conclusion is also outside the word limit.



ResultsPlus

Examiner Tip

Do not over-expand any of the bullet points.

Remember: Maximum 270 words.

Paper Summary

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

- Read the questions carefully and give clear and concrete answers.
- Give an answer that shows the “manner”, if the question asks HOW.
- Give an answer that shows the “reason”, if the question asks WHY.
- Adhere to word order in English when it comes to translation.
- Address all bullet points equally in question 6.
- Do not exceed the word limit.
- Avoid spelling errors in endings, by learning a few rules.
- Do not forget to put the accents on words which need an accent.
- Do not put 'o' on top of a vowel, instead of an accent.
- Use the Greek question mark, not the English one.

Grade Boundaries

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

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