

Examiners' Report
June 2015

GCE Greek 6GK01 01

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Introduction

This is the seventh series of the new GCE Greek 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.

Questions 1-4 Candidates are required to convey their understanding of written Greek through a series of reading tasks. The questions carry 30 marks for understanding and responding and 5 marks for the quality of language in short responses (question 4). Total 35 marks.

Question 5

Candidates are assessed on their ability to transfer meaning from Greek into English. (9 marks)

Question 6

Candidates are required to write a 220-270 word essay in Greek, as specified in the GCE Greek specification. In this exam candidates had to write a letter 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 equally** all four bullet points, in question 6. This year, candidates were more aware of the word limit and the number who exceeded the limit was significantly smaller than previous years.

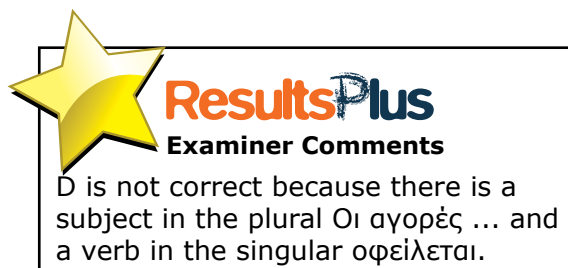
Less successful candidates:

- Did not pay proper attention to the wording of the questions in question 4, so they could not give direct and correct answers and did not manipulate the language. This made them lose marks, both for content and for language.
- Used word for word translation without adhering to the rules/idioms of the English language in question 5.
- Over expanded one of the bullet points, in question 6, i.e. bullet point 2 in most cases, or bullet point 4, at the expense of the other bullet points, or went well above the word limit and lost marks for repetition or irrelevance.
- Misspelt some high frequency words like **είμαι** or verb endings **-εται/-ετε** were used indiscriminately, i.e. να με συμπεριλάβεται στις ομάδες.
- Used the active participle -οντας wrongly. Occasionally they invented forms like: φαίνοντας/έρχοντας.

Question (3) (i)

The majority of candidates gave the correct answer. Correct answer A.

π.χ.	C
(i)	D



Question 3 (ii)

The majority of candidates gave the correct answer F.

Question 3 (iii)

The majority of candidates gave the correct answer E.

Question 3 (iv)

The majority of candidates gave the correct answer D.

Some mistakenly matched it with A.

Question 3 (v)

The majority of candidates gave the correct answer B.

Question 4

Question 4(a) was sometimes answered giving one of the details, i.e. that Eleni is happy because she was born in times of peace but the location (Cyprus or Nicosia) was missed by a substantial number of candidates. So they only gained 1 mark.

Occasionally the answer was awarded no marks for being too vague, i.e. she is happy because her great grandmother tells her stories about her life.

Question 4(b) was well answered by the majority. Some candidates lifted the phrase **από οικογένεια σταφιδεμπόρων** and missed 1 mark.

Question 4(c) was well answered. A number of candidates missed marks for lifting phrases. The participles of the text could very easily be turned to third person plural verbs.

Question 4(d) was well answered by the majority. The unfortunate change in Maria's life was conveyed by the majority of candidates.

For question 4(e) a substantial number of candidates missed that the refugees who settled in Maria's new village came from **the same village** in Asia Minor as Maria did and lost 1 mark.

Some others ignored the question, which needed an answer in the nominative case and just lifted from the text: **με άλλους πρόσφυγες συγχωριανούς**. No mark was awarded. (The Question asks **Ποιοι**. The answer needs the subject: οι συγχωριανοί της/οι άνθρωποι από το χωριό της etc).

For question 4(f) a good number of candidates answered this question correctly.

Some even referred to the fact that Maria did not choose her husband (one of the options). A small number of candidates just mentioned the name of the husband and not that he came from the same village as Maria and they missed one mark.

Question 4(g) was well answered by the majority. Successful candidates changed the nouns into verbs:

να σπουδάσει και να βρει δουλειά

Some lost a mark for using **η επαγγελματικ ή αποκατάσταση** because **ονειρεύεται** is being implied.

Question 4(h) was well answered. The majority 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) Γιατί χαίρεται η Ελένη; Δώσε **δύο** λεπτομέρειες.

(2)

Χαίρεται επειδή εκείνη γεννήθηκε σε μια
ευρωπαϊκή χώρα (■ Λευκωσία) για περίοδο που δεν υπήρχε
πόλεμος.

(b) Τι ξέρουμε για την οικογένεια της προγιαγιάς της; Δώσε **δύο** λεπτομέρειες.

(2)

Η ■ προγιαγιά της είχε εννιά αδέρφια. Η οικογένεια
της ήταν εύπορη.

(c) Τι έκαναν τα αδέρφια της Μαρίας για να της δείξουν την αγάπη τους; Δώσε δύο λεπτομέρειες.

(2)

Τα αδέρφια της έπαιζαν μαζί της και της τραγουδούσαν.

(d) Γιατί λέει ότι η ζωή της Μαρίας γύρισε τα πάνω κάτω; Δώσε δύο λεπτομέρειες.

(2)

Όλα της τα αδέρφια πέθαναν στον πόλεμο και η οικογένεια αναγκάστηκε να ταξιδέψει στην Ελλάδα για να σωθεί.

(e) Ποιοι εγκαταστάθηκαν μαζί με τη Μαρία στο ίδιο χωριό στην Ελλάδα;

(1)

Άλλοι πολλοί πρόσφυγες συγχωριανοί τους εγκαταστάθηκαν στο ίδιο χωριό με τη Μαρία.

(f) Τι μαθαίνουμε για το γάμο της Μαρίας; Δώσε δύο λεπτομέρειες.

(2)

Η Μαρία παντρεύτηκε έναν συγχωριανό της, τον Χαράλαμπο, στην ηλικία των δεκαεννι χρόνων.

(g) Τι ονειρεύεται να κάνει η νεαρή Ελένη προς το παρόν; Δώσε δύο λεπτομέρειες.

(2)

Η Ελένη ονειρεύεται να πάει να σπουδάσει και να βρει μια επιτυχημένη δουλειά.

(h) Τι παράξενο έτυχε στην προγιαγιά της, όταν εγκαταστάθηκε στην Αυστραλία; Δώσε δύο λεπτομέρειες.

(2)

Ενώ ήταν τόσα χρόνια στην Τουρκία και δεν είχε μάθει την αγγλικά, έμαθε τα αγγλικά στη Αυστραλία από την γειτόνισσά της, την Λίσι, που ήταν από τους πολλούς ανθρώπους

(+ 5 marks for Quality of Language)

(Total for Question 4 = 20 marks)

από την Τουρκία που ταξίδεψαν μέχρι την Αυστραλία.

TOTAL FOR SECTION A = 35 MARKS



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Examiner Comments

Question 4(a) was well answered. Both place and time are given. (2 marks)

Question 4(b) was well answered. The use of synonyms for rich and brothers is excellent. (2 marks)

In question 4(c) the participles παίζοντας/τραγουδώντας of the text are changed to third person plural verbs της έπαιζαν/της τραγουδούσαν. Very good manipulation of language was displayed. (2 marks)

Question 4(d) was well answered. Gives two details of the dramatic change in Maria's life. (2 marks)

Question 4(e) mentions the fact that the refugees who settled in Maria's new village, **came from the same village in Asia Minor** as Maria did and changes the accusative to nominative, Άλλοι πρόσφυγες συγχωριανοί. (1 mark)

Question 4(f) mentions the fact that the husband came from the same village as Maria and also Maria's young age. (2 marks)

Question 4(g) was well answered. The candidate changes the noun into a verb **να πάει να σπουδάσει (σπουδές)** and uses a new phrase to convey επαγγελματική αποκατάσταση **και να βρει μια επιτυχημένη δουλειά** (2 marks)

Question 4(h) was well answered. Gives the fact that Maria has learnt Turkish in Australia not in her birth place and that her teacher was one of her Turkish neighbours. (2 marks)

Excellent Quality of Language. (5 marks)



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Examiner Tip

- . Give short and to the point answers.
- . Even if you do not use the question in your answer, imply it, i.e. Ποιοι εγκαταστάθηκαν...; (Εγκαταστάθηκαν) Οι άλλοι πρόσφυγες από το χωριό της.
- . If you use words from the text be aware that most of the time they need to change to a different case to suit the answer, i.e. συγχωριανούς to συγχωριανοί.

(a) Γιατί χαίρεται η Ελένη; Δώσε **δύο** λεπτομέρειες.

(2)

Χαίρεται γιατί σε αντίθεση με την ^{να} θλιβησιότητα της που γεννήθηκε κατά την διάρκεια πολέμων, εκείνη γεννήθηκε σε καιρό ειρήνης.

(g) Τι ονειρεύεται να κάνει η νεαρή Ελένη προς το παρόν; Δώσε **δύο** λεπτομέρειες.

(2)

Προς το παρόν, η Ελένη θέλει να επικεντρωθεί στις σπουδές της και στο στην επαγγελματική της αποκατάσταση.



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Examiner Comments

For question 4(a) only one piece of information is given: Eleni was born in times of peace. The location is not given. (1 mark)

For question 4(g) although the candidate uses words from the text, they are part of an original sentence and they are changed to accusative. (2 marks)

Προς το παρόν, η Ελένη θέλει να επικεντρωθεί στις σπουδές της και στην επαγγελματική της αποκατάσταση.



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Examiner Tip

If you use words from the text, make sure they are part of an original sentence.

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.

A common error had to do with prepositions (At May/going at a village) and the use of the verbs **say** and **tell**:

Segment 1: I thought I would **say** a story

Segment 12: What can **I tell**?

Word order: less successful candidates were not always careful with word order for segments:

segment 4: stopped me the smell of freshly baked bread/it stopped me the smell of freshly baked bread

segment 8: was translated as a direct question 'how **does she make** such nice smelling bread?'

segment 16: told me/said to me the baker

segment 18: said to us/told us Hadjidakis.

Less able candidates were not as successful in Segments 4 and 5.

There was a number of accepted ways to translate these two segments:

I was stopped by the smell of freshly baked bread/just before the village square.

Just before the village square/I was stopped by the smell of freshly baked bread.

I was stopped, just before the village square/by the smell of freshly baked bread.

The smell of freshly baked bread stopped me/just before the village square.

Surprisingly common words like **tonight, square, village, bakery,** were occasionally translated wrongly.

Segment 17:the word **exactly** was occasionally missed, so the sentence had lost its emphasis.

Segment 18:the word **almost** was sometimes rendered as **practically/nearly**. It did not convey the meaning of the original text and was not awarded a mark for this segment.

On the whole, the meaning of the text was communicated well.

This is an excellent piece of translation: seventeen 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.

Tonight, I thought, I would tell you a story. I heard it from Manos Xatzidakis, a brilliant composer of Greece.

"A sunny day of May in Crete, while I was going to a village in the mountains, I was stopped by a smell of ~~fresh~~ fresh-baked bread, just before arriving at the centre of the village. I found the bakery and asked the baker how she makes bread that smells so good. She said that her husband makes it. "Call him" I asked her. "How do you make such an amazing bread?" I asked him "What can I say!" "The only thing I know is that every night I dream that I make the tastiest bread in the world," the baker answered. "That's exactly what I do with my music," Xatzidakis told us with an almost childish smile.



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Examiner Comments

Correct segments 17:2=9

Segment 5: "just before the village square" is translated as "just before arriving at the centre of the village". This is correct as an interpretation of the text, not as a translation.

Segment 18: The word childish instead of childlike has been accepted as correct.



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Examiner Tip

Remember: There is a strict word order in English.

This is an example of a less successful translation. Incorrect segments 1,2,3,4,6,7,8,9,15.

Segment 1: incorrect use of vocabulary.

Segment 2: incorrect use of vocabulary, i.e. **listening, studying**.

Segment 3: wrong subject **he**.

Segment 4: **with stopping it smelt** makes no sense.

Segment 6: **going into the bakery** is the incorrect use of vocabulary (I found/located) and does not give the subject.

Segment 7: missed subject.

Segment 8: incorrect use of vocabulary **smelling bread**.

Segment 9: incorrect use of vocabulary verb **to do** instead of **to make**.

Segment 11: was accepted as correct despite the use of the wrong subject, i.e. **he asked**, as it was penalised once in segment 3.

Segment 15: incorrect use of vocabulary, i.e. **how** to make the most tasty bread gives the wrong meaning of the segment: **that I'm baking the tastiest bread in the world**.

Segment 18: **laugh** instead of **smile** has been accepted.

Later, ~~the~~ I'm thinking, to tell you a story. Listening to what ~~the~~ Manos Xatzidakis says, a ~~studying~~ composer of Greece.

«One sunny day in May in Crete, he went to a village in the mountains with stopping, a little before the square of the village, it smelt of fresh cooked bread. ~~he~~ going into the ~~the~~ bakery and asking the ~~the~~ baker how she made that smelling bread. There she replied that her husband done it. «Call him?» he asked. «How did you make that good bread?» he asked. «What can I say! The only thing I know is how every night I'm dreaming how to make the most tasty bread in the world» ~~the~~ answered the ~~the~~ baker. «That's exactly what I do with music» said ~~with an almost~~ child laugh, ~~Xatzidakis~~. ~~like~~ laugh, ~~the~~ Xatzidakis with an almost child like laugh.



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Examiner Comments

Number of correct segments 9:2=5



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Examiner Tip

Keep the same subject as the original text. If the subject is first person (**I**) do not change it to third person (**he** or **she**).

βραδές μου ερεϊζονται αμειβα με τη φυση, την
προβραβια του περιβαλλοντος και την εξοικονο-
μηση ευεργειας, εστιμα ~~του~~ ~~την~~ ~~αυτοεισημων~~
ηθων-Αυονα, πιστευω πως εσ οει εχω λαβει
μερος σε παρομοια προταγματα σε παρεθον
ειναι σημασειω, ^{και νομιζω} ~~επιπροσθετα~~, πιστευω πως εσ
μπορουσα να προβερω ουβιαδεινι βοηθεια,
στον αγωνα εας
μαθως εχω συμμετασχει πολλες φορες σε
ερατηριότερες διαφορων περιβαλλοντικων
οργανωσεων και ειμαι αρκετα ενημερωμενη
~~για τους υποστυλους~~ ^{σε} τα προβληματα που
προβαλλονται, πολλες φορες και απο τους ανθρω-
πους, σε περιβαλλον

Επομενως, ~~εχω~~ μπορω να εας προτεινω
μεριτες χηρισμες και η πρακτικες ιδεις,
για να προσταξειουμε ορισματα σε περιβαλλον.
Πα παραδειγμα, εδω ειμαι ^{διατεθειμενη} ~~ετοιμη~~ να
εσηκωσω, εολοερωτες υαδους αναυυλωνης
σες περιοχες εις ποτης, και εσ μπορουσα
επισης να υαυω μια προβραβια ευαρεθρομινης
του υοβου, ερεϊμα με την ^{2ο} αναυυλωνη, και δευυότερα την
του περιβαλλοντος,

μοιραζομενες επισης ενημερωτικα φυλλαδια
Ευ υα εαυαφιδι, πιστευω πως εσ εοβαροτερα
περιβαλλοντικο ^{προβλημα, στο οποιο και εσ ηταν υαθη να} ~~προβλημα~~ που ευτιμεσωνιζουμε
~~επιπροσθετα~~ ^{δωσαμε εμφαση,}
~~αυτη εη ερεϊμα~~, ειναι η υπερεερμαση του
ηδονη, το λεγομενο "πολυομενο του εερμοληνη".

Θεωρώ πως το ~~α~~ γεγονός πως η επύνα του
όλους αυξάνεται όσο και περισσότερο, είναι
καταστροφικό, με τις επιπτώσεις αυτές του
να να βαρύνουν σοβαρά την υγεία μας και
την ^{αύτην} διασφάλισή της εφαρμογής, να προη-
δεί αυξημένα καρπια φαινόμενα και το
επίπεδο νοσηρών ζωών.

Σας ευχαριστώ πολύ για το χρόνο που διαθέσατε
και περιμένω την απάντησή σας.

Με ευγένεια,

ΜΕΛΙ ΒΕΡΟΛΙΑ



ResultsPlus Examiner Comments

The candidate starts with a short introduction. They give a reason why they want to help and talk about previous experience, both theoretical and practical.

The candidate gives ways of how they can help with concrete examples and talks about what they consider to be the most important environmental issue and justifies this opinion. They give a short conclusion. Top marks for content.

Language is fluent and varied and so top marks are given for language.



ResultsPlus Examiner Tip

Remember to develop all bullet points equally.

Do not exceed word limit.

This is an example of a less successful answer.

Content: the task is understood and some points are satisfactorily developed. (15 marks)

Language: basic language is satisfactory. (10 marks)

Αγαπητέ/ή Κύριε/α,

και είμαι

17 χρονών. Σας γράφω ανυσηχόντας την αγγελία σας,

Πρώτα απ' όλα, με ενδιαφέρει πολύ η εθελοντικά και είμαι κάποιος που θέλει να προστατεύει ~~την~~ το περιβάλλον μας. Πιστεύω ότι είναι κρυσική ότι κάνουν οποιαδήποτε θυσία να προστατέψουν τον περιβάλλον. ~~Επίσης~~ ~~ε~~ νομίζω ότι πρέπει να κάνουμε κάτι σύντομα να αλλάξουμε τις ~~πρόσφατες~~ κακές συνήθειες μας. Γι' αυτό αυτό τον λόγο θα ήθελα να ~~ε~~ σας βοηθήσω.

~~Επιπρόσθετος~~, έχω ~~ε~~ δουλέυα σε γλυκιά μια ομάδα που προσπάθησα να ~~κάνει~~ ~~και~~ κάνει το ίδιο πράγμα στη ~~προηγούμενη~~ στο προηγούμενο σχολείο μου, και ~~κατάλαβα~~ ^{έμαθα} ότι το περιβάλλον έχει ~~πολύ~~ ^{πολύ} σημασία στη κοινωνία μας σήμερα. Έχω ^{και} ~~ε~~ καλό απολυτήριο λυκείου από τους καθηγητές μου. Επίσης είμαι ~~ε~~ ~~διαρρυθμιστή~~ ~~να~~ ~~βοηθήσω~~ έχω ~~εργασιακή~~ ~~εμπειρία~~ από μια εταιρεία που δουλέυα για πέρι στο Καδοκάλρι και ~~ε~~ ~~αποκτήσω~~ γνώσεις ~~ε~~ ανυσηχόντας πώς να δουλέψω σε μια ομάδα.

Θα βοηθήσω τις ομάδες σας μέσω ολά ~~ε~~ τις πληροφορίες ^{που} ~~ε~~ θα κάνω. Είμαι κάποιος που σ'αρεσει να δουλέψει ~~ε~~ με μια ομάδα, ~~ε~~ και μπορώ να

επικοινωνώ με τους άλλους. ~~Είμαι~~ Είμαι ~~επι~~ διαφώνηστη
να κάνω υπερωρίες ^{για} να βοηθήσω, ~~και~~ ~~θα~~ ~~θα~~ ~~θα~~ αν
παίρνω ~~μέρος~~ μέρος στην ομάδα σας θα δημιουργώ ^{μία} ιστοσελίδα
για τους ανθρώπους που δεν ξέρουν πολύ για τα
περιβαλλοντικά θέματα, έχω ~~εμπειρία~~ ^{με} τεχνολογία και
~~είπα~~ ^{πείρα} 'Α' στις εξετάσεις ^{μου} της τεχνολογίας.

Νομίζω ότι υπάρχει πολύ περιβαλλοντικά θέματα
στον κόσμο μας, όπως το στρώμα του όζοντος, και
το πρόβλημα όπου έχουμε ~~από~~ άνθρωπους που δεν
βάζουν πράγματα στα σκουπίδια ή σταύξειδικούς κάδους.
Αλλά, πιστεύω ότι το πιο σημαντικό πρόβλημα είναι η
ρύπανση γιατί τα αυτοκίνητα ~~και~~ μορύνουν πολύ
και γι' αυτό τον λόγο έχουμε ατμοσφαιρική
ρύπανση, ~~και~~ επίσης, πολλοί άνθρωποι ~~δεν~~
έχουν πρόβλημα με τους αναπνοή τους.



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Examiner Comments

The introduction is missing.

Bullet point 1 is satisfactorily developed. The candidate gives the reason why they want to help.

Bullet point 2 is too general and the last line of the paragraph is not really intelligible.

Bullet points 3 and 4 are satisfactorily developed.

The conclusion is missing.

Language is satisfactory. There is an attempt to use a variety of lexis and structure. However, there are a couple of inaccuracies which hinder communication.



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Examiner Tip

Avoid long and general answers.

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
- show evidence of producing your own language
- give an answer in the nominative case if the question is 'WHO' (Ποιος/ποιοι)
- 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.

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