



Examiners' Report

Principal Examiner Feedback

January 2019

Pearson Edexcel International Advanced
Subsidiary In Greek (WGK01) Paper 1
Understanding and Written Response

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General Remarks

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 duration of the exam is 2 hours 30 minutes. The paper carries 80 marks.

Section A: Reading

Students are required to convey their understanding of written Greek through a series of reading tasks. These involve retrieving and conveying information from a short series of different Greek-language texts. Students are required to provide a mix of non-verbal and Greek-language responses. A maximum of 30 marks is available in accordance with an assessment-specific mark scheme.

Section B: Grammar

Students are assessed on their ability to understand and manipulate Greek language, grammar and lexis. They are required to manipulate sentences that appear in a previous exercise and reform them around a given word without changing the given word itself or the meaning of the sentence as well as manipulate a series of verbs so that each fits in a gap within the context of a short text. A maximum of 20 marks is available in accordance with an assessment-specific mark scheme.

Section C: Writing

Students are required to write a 240-280 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Greek language produced. The question carries 15 marks for Content and 15 marks for Language. Total 30 marks.

There are no options: all questions must be answered.

Successful candidates:

- Gave clear, concise and to the point answers to question 4, avoiding making general remarks where specific examples were required.
- Handled Greek language well, showing a high degree of competence and awareness of lexis and grammatical structures in questions 5 and 6.
- Adhered to the word limit and **developed equally** all four bullet points equally in question 7.

Less successful candidates:

- Did not always pay proper attention to the wording of the questions in question 4 or read the source text closely, so they did not give direct and correct answers, especially in questions 4(h) and 4(i), nor did they adequately manipulate the language but rather copied whole phrases from the source text verbatim. This caused them to lose marks.
- Did not handle grammatical structures well in questions 5 and 6, and changed the meaning of a sentence by adding or omitting words, or they misspelt verb endings such as the passive present **-εται**, i.e. αυξάνετε, and **-ονται**, i.e. προετοιμάζοντε, or the active past **-ε**, i.e. κατάφερα, or they systematically omitted stress marks.
- Over-expanded one of the bullet points in question 7, in most cases bullet point 1 or bullet point 2, at the expense of the other bullet points, or discussed bullet point 4 in terms of rules set that govern the use of mobile phones rather than in terms of what they regard as good or acceptable behaviour when using mobile phones, or went well over the word limit and lost points for repetition or irrelevance.
- Did not show good control of basic language in question 7
 - (i) they systematically omitted stress marks or used them inconsistently
 - (ii) they misspelt endings of nouns or adjectives, i.e. οι **ανθρώπη**, οι άλλοι **κινδύνει** του κινητού, υπάρχουν πολλά **οφέλοι**, με φίλους ή **συγγενής**
 - (iii) they misspelt high frequency verb endings, i.e. **μπορούμαι**, **βλέπουμε**, **χαρίζη**, **πείρα** το πρώτο κινητό, **βοηθίσει**, **γίνετε**

Section A: Reading

Question 1

The majority of candidates demonstrated very good comprehension skills and handled the question successfully, thus achieving the maximum marks possible for this question.

However, a number of candidates did not manage to score full marks. The most common error concerned question 1(b), the correct answer to which is C, i.e. διαβάζει, which is understood from the phrase «Αγόρασα **ένα βιβλίο** για υγιεινή διατροφή και **ακολούθησα όλες τις συμβουλές του**».

Question 2

The majority of candidates demonstrated excellent comprehension skills and handled the question successfully, thus achieving the maximum marks possible for this question.

Question 3

The majority of candidates demonstrated very good comprehension skills and handled the question successfully, thus achieving the maximum marks possible for this question.

However, a number of candidates did not manage to score full marks. The most common error concerned question 3(d), the correct answer to which is B, i.e. σημαίνει. From the context, it is understood that for Marilena, family means, i.e. **σημαίνει**, that the mother is the one leaving to go to work.

Another common error in this question concerned the use of conjunction in question 3(g), the correct answer to which is A, i.e. Αντίθετα. From the context, it is understood that Marilena's family experience is juxtaposed to that of other children of her age.

Another fairly common error in this question concerned question 3(i), the correct answer to which is C, i.e. πρόβλημα. From the context, it is understood that Marilena considers it as a problem that she doesn't see her mother very often.

Question 4

Question 4 elicited a great number of responses that showed a high degree of reading comprehension skills. Candidates proved able to demonstrate their comprehension of the text, in varied language, which conveyed the essential details.

Question 4(a) was answered correctly by nearly all students, who wrote either **Χαρτί** or **Ανακυκλώνουν χαρτί**.

Question 4(b) was answered correctly by the majority of students, who wrote **Ξεκίνησε από ένα δάσκαλο** or provided an answer which focused on a teacher

stimulating the children's interest. The key phrase in the source text is **Η πρωτοβουλία για το εργαστήρι ανήκει σε έναν δάσκαλο.**

Question 4(c) was answered correctly by the majority of students, who provided an answer that conveyed the children's view of recycling as being a positive one or as one regarding recycling as important, i.e. **θετικά, με ενθουσιασμό** or **πολύ σημαντική**. The key phrase in the source text is **είναι φανερός ο ενθουσιασμός όλων των παιδιών.**

Those students who wrote that recycling is part of the children's school programme did not gain any marks, as this is a factual statement and does not explain the children's attitude to recycling.

Question 4(d) was answered correctly by the majority of students, who wrote **είναι μέρος του προγράμματος του σχολείου τους** or provided an answer which explained that recycling is part of the children's school programme.

Question 4(e) was answered correctly by the majority of students, who wrote **Διδάσκονται από τους μεγαλύτερους μαθητές**. The key phrase in the source text is **Οι μεγαλύτεροι μαθητές ... περνούν τη γνώση τους στα μικρότερα παιδιά.**

Question 4(f) was answered correctly by a good number of students, who provided justification for the children's satisfaction with the competition result on the basis of winning third place in it, i.e. **πήραν την τρίτη θέση στον διαγωνισμό.**

Those students who attributed the children's satisfaction to the fact that they gifted cards to the European Committee or the fact that they became involved in recycling or the fact that the workshop was visited by other schools gained no marks, as the source text does not support such justification.

Question 4(g) was answered correctly by a good number of students, who gave an example of ways in which the children use old materials in the school. Correct answers included one of the following ideas: children using buttons to make drawings; children using car tyres as flower pots; or children using recycled paper to make cards.

Those students who copied whole phrases from the source text without any attempt to manipulate the language or did not provide specific examples did not gain any marks.

Question 4(h) proved the most challenging for a number of students. Correct answers mentioned two examples of how the children show their love of the environment in their daily life outside of school life and included two of the following ideas: children recycle at home; children don't throw anything away; or children re-use old materials.

Those students who provided general answers, such as that the children are inspired by the workshop and carry the ideas they learn there into their home or

daily life or that they set an example to others, without providing a concrete example, did not gain any marks. Also students who included in their answers examples of ways in which the children re-use old materials in their school yard did not gain any marks, as this does not exemplify what the children do outside the school environment to show they care for the environment.

Question 4(i) was answered correctly by a good number of students, who provided an answer that conveyed the idea that the workshop's future remains uncertain, i.e. **είναι αβέβαιο** or **δεν είναι σίγουρο** or **δεν γνωρίζουν αν θα συνεχιστεί**. The key phrase in the source text is **δεν μπορεί να μας υποσχεθεί ότι αυτό θα γίνει**.

Those students who linked the workshop's future to any decision taken by the head-teacher did not gain any marks, as this is unsupported by the source text.

This is an example of a successful response because it shows evidence of comprehension of the text and communication is effective. The student gives answers which are concise and to the point and there is also evidence of sufficient language manipulation. The answer gained 9 marks.

Examiners' Comments

4(a) gives the correct detail of the children recycling paper at the workshop.

4(b) gives the correct reason for the children's interest in recycling being sparked when a new teacher went to work at the school.

4(c) gives the correct detail of the children's positive view of recycling.

4(d) gives the correct reason for the children participating in recycling as it being part of the school curriculum.

4(e) gives the correct detail of the younger children being taught about recycling by the older children.

4(f) provides justification for the children's satisfaction as feeling pride in winning third place in the competition.

4(g) gives an example of how the children use old materials at their school by replacing flower pots with old tyres .

4(h) gives only one correct example of how the children show their love for the environment outside of their school life, i.e. **ανακυκλώνουν και έξω από το σχολείο**. The first detail provided, i.e. **Δείνουν το παράδειγμα στους ανθρώπους γύρω τους**, is a general and vague remark and therefore merits no mark. The student gets only 1 mark.

4(i) gives the correct detail of the workshop's future being uncertain.

This is an example of a less successful response in which communication is sometimes impeded or whole phrases may be copied from the text with no attempt at language manipulation. Those answers which gained marks show evidence of comprehension of the text and of effective communication. They are concise and to the point and there is also evidence of sufficient language manipulation. The answer gained 4 marks.

Insert Item: WGK01_01_Q04
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Examiners' Comments

4(a) gives the correct detail of the children recycling paper at the workshop.

4(b) causes confusion as the use of the preposition **με** at the beginning impedes communication, whilst the sentence that follows is copied from the source text without any attempt at manipulating it.

4(c) gives an incorrect detail, i.e. **είναι μέρος του προγράμματος του σχολείου για το περιβάλλον**, which does not explain the children's view of recycling.

4(d) gives an incorrect reason, i.e. **Για το καλό του περιβάλλοντος**, which is not supported by the text.

4(e) gives the correct detail of the younger children being taught about recycling by the older children.

4(f) includes the correct detail of the children winning third place in the competition and justifies the satisfaction that the children feel by linking this detail to the fact that the school has become well known. This is an acceptable response because it addresses the question in a way that is supported by the source text and therefore merits 1 mark.

4(g) is copied from the source text without any attempt at manipulating it and does not seem to be addressing the question directly.

4(h) gives only one correct example of how the children show their love for the environment outside of their school life, i.e. **η ανακύκλωση για αυτούς δεν είναι εντός σχολείου αλλά και εκτός**. The first detail provided, i.e. **Πρώτα απ' όλα εύχονται το εργαστήρι να συνεχιστεί**, is not relevant to the question and therefore merits no mark. The student gets only 1 mark.

4(i) does not specify what the future of the workshop is and therefore merits no mark.

Examiners' Tips

Read the question carefully and address it directly.

Give short answers which are to the point and avoid irrelevant or superfluous information.

If the question asks why, answer with a reason.

If the question asks how, answer by giving the manner.

Even if you do not use the question in your answer, imply it to avoid confusion, i.e. Πώς ξεκίνησε το ενδιαφέρον τους ...; (Ξεκίνησε) Από έναν δάσκαλο.

Manipulate language sufficiently rather than lift whole phrases or sentences from the text so as to show comprehension of the text and also to suit the answer.

Question 5

Candidates handled this question well. Many answers demonstrated a high degree of competence and a very good ability to manipulate grammatical structures effectively, which enabled them to achieve the maximum marks possible for this question.

However, a number of candidates did not manage to score full marks. The most common grammatical errors were the systematic omission or wrong use of the stress mark, changing the meaning of the sentence by adding or omitting words, or, less frequently, changing the word given in brackets.

Question 5(a): Successful responses linked the verb **σχετίζονται** with the prepositional phrase **με την ανακύκλωση** as its object. Students who omitted the preposition **με** or linked the verb **σχετίζονται** with the nouns **τον ενθουσιασμό** or **το περιβάλλον** as its object lost a mark either because this either resulted in an incorrect sentence or changed the meaning of the original sentence.

Question 5(b): Successful responses replaced the adverb **πώς** with the phrase **με ποιον τρόπο** or **τον τρόπο με τον οποίο**. Responses in which the adverb **πώς** was replaced with the phrase **τον τρόπο που** or **τον τρόπο κατασκευής** were also accepted. Students who changed the verb tense **εξηγούν** into **εξήγησαν** or kept the adverb **πώς** in their response lost a mark because this either changed the meaning of the original sentence or resulted in an incorrect sentence.

Question 5(c): Successful responses replaced the prepositional phrase **απ' όλες τις τάξεις** with the noun phrase **όλων των τάξεων**. Responses in which the verb **ασχολούνται** was replaced by the verb phrase **είναι ασχολία** and then had the noun phrase **όλων των παιδιών** as its complement were also accepted. Students

who omitted the pronoun **όλα** lost a mark because this changed the meaning of the original sentence.

Question 5(d): Successful responses replaced the subject **κανείς** with **κανένα** as the object of **εξαιρούν**. Students who turned the sentence positive and wrote **κάποιους** instead of **κανέναν** lost a mark because this changed the meaning of the original sentence.

Question 5(e): A substantial number of candidates answered this question incorrectly by linking the verb **περιλαμβάνεται** with the noun phrase **μέρος του προγράμματος** or putting the noun **το περιβάλλον** as the subject of the verb **περιλαμβάνεται** and thus changing the meaning of the original sentence. Successful responses replaced the verb phrase **είναι μέρος** with the verb **περιλαμβάνεται** and subsequently replaced the noun **του προγράμματος** with the prepositional phrase **στο πρόγραμμα**.

Question 5(f): Successful responses used the pronoun **πολλοί** as the subject of **γνωρίζουν**. Responses in which the phrase **πολλά άτομα** or **πάρα πολλοί** was used as the subject of the verb **γνωρίζουν** were also accepted. Students who either omitted or misspelt **πολλοί** lost a mark as this resulted in a grammatical mistake. Also, students who used the pronoun **όλοι** instead of **πολλοί** lost a mark as this changed the meaning of the original sentence.

Question 5(g): Successful responses replaced the verb phrase **έδωσε ικανοποίηση** with the verb **ικανοποίησε** and changed the adjective **μεγάλη** into the adverb **πολύ**. Responses in which other adverbial phrases expressing a high degree of satisfaction were used in place of **πολύ**, such as **σε μεγάλο βαθμό**, were also accepted. Students who omitted the adverb **πολύ** lost a mark as this changed the meaning of the original sentence.

Question 5(h): Successful responses replaced the negative verb phrase **δεν πάει χαμένο** with the verb **χρησιμοποιούν** and then changed the noun phrase **κανένα υλικό** into the noun phrase **κάθε υλικό** or the plural noun phrase **όλα τα υλικά** as the object of **χρησιμοποιούν**. Students who kept the negative word **δεν** or used the noun phrase **όλο το υλικό** in the singular lost a mark as this resulted in an incorrect sentence.

Question 5(i): Successful responses replaced the verb phrase **είναι στολισμένη** with the verb **στόλισαν** and also changed the nominative noun **η τάξη** into the accusative noun **την τάξη** as the object of **στόλισαν**. Students who put the noun **ζωγραφιές** as the subject of the verb **στόλισαν** or added another noun, such as **τα παιδιά**, as the subject of **στόλισαν** lost a mark because this either resulted in an incorrect sentence or changed the meaning of the original sentence.

Question 5(j): A number of candidates answered this question incorrectly. Successful responses replaced the subjunctive **υποσχεθεί** with the verb phrase **δώσει υπόσχεση** in the subjunctive. Students who changed the subjunctive into a

different verb form or omitted the pronoun **μας** lost a mark because this changed the meaning of the original sentence.

This is an example of a successful response which shows correct manipulation of grammatical and syntactic structures. The answer gained 10 marks.

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Examiners' Comments

5(a) gives the correct answer which both links the verb **σχετίζονται** with the noun **την ανακύκλωση** as its object and adds the preposition **με** after the verb.

5(b) gives an answer which replaces the adverb **πώς** with the phrase **τον τρόπο που**, which is an acceptable grammatical structure. Therefore, it merits a mark.

5(c) gives the correct answer.

5(d) gives the correct answer.

5(e) gives the correct answer.

5(f) gives the correct answer. Positioning the subject **πολλοί** after the verb **γνωρίζουν** is an acceptable stylistic device and does not change the meaning of the original sentence. Therefore, it merits a mark.

5(g) gives the correct answer.

5(h) gives the correct answer.

5(i) gives the correct answer.

5(j) gives the correct answer.

This is an example of another successful response which shows correct manipulation of grammatical and syntactic structures. The answer also gained 10 marks.

Insert Item: WGK01_01_Q05
DocID: 0457000066259

Examiners' Comments

5(a) gives the correct answer which both links the verb **σχετίζονται** with the noun **την ανακύκλωση** as its object and adds the preposition **με** after the verb.

5(b) gives an answer which replaces the adverb **πώς** with the phrase **τον τρόπο που**, which is an acceptable grammatical structure. The use of **δίνουν** instead of **εξηγούν** is also acceptable, as **δίνουν** in this context can be taken to mean 'show' or 'explain'. Therefore, it merits a mark.

5(c) gives an answer which replaces the verb **ασχολούμαστε** with the verb phrase **είναι ασχολία**. It then changes the prepositional phrase **με την ανακύκλωση** into the nominative noun **η ανακύκλωση** as the subject of the verb phrase **είναι ασχολία** and finally links the noun **ασχολία** with the genitive phrase **όλων των παιδιών**. This is an acceptable grammatical structure that does not change the meaning of the original sentence. Therefore, it merits a mark.

5(d) gives the correct answer.

5(e) gives the correct answer.

5(f) gives the correct answer.

5(g) gives the correct answer.

5(h) gives the correct answer.

5(i) gives the correct answer.

5(j) gives the correct answer.

This is an example of a less successful response. The answer gained 4 marks.

Insert Item: WGK01_01_Q05
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Examiners' Comments

5(a) gives the correct answer which both links the verb **σχετίζονται** with the noun **την ανακύκλωση** as its object and adds the preposition **με** after the verb.

5(b) merits no mark because the use of the phrase **για το πως** as a complement to the noun **τον τρόπο** results in a grammatically incorrect sentence.

5(c) merits no mark because, although the structure used is correct and the word in bracket is also used correctly, the stress mark is systematically omitted, with only two words bearing it.

5(d) merits no mark because the omission of **δεν**, together with the use of **κάποιος**, changes the meaning of the original sentence.

5(e) merits no mark because the answer is syntactically incorrect as the verb **περιλαμβάνεται** is left without a complement, which makes the sentence incomplete. The use of **αυτό το μέρος του προγράμματος** as the subject of **περιλαμβάνεται** also changes the meaning of the original sentence.

5(f) merits no mark because the use of **πολύ** results in a syntactically incorrect sentence.

5(g) gives the correct answer. The use of the adverbial phrase **σε μεγάλο βαθμό** to replace the adjective **μεγάλη** is acceptable. Therefore, it merits a mark.

5(h) gives the correct answer.

5(i) gives the correct answer.

5(j) merits no mark because the omission of the pronoun **μας** changes the meaning of the original sentence.

Examiners' Tips

Do not change the word given in brackets.

Do not change the meaning of the sentence by changing verb tense or by adding or omitting key words.

Remember to put the stress marks where necessary.

Question 6

Students handled this question very well. The majority of answers demonstrated a high degree of competence and a very good ability to manipulate grammatical structures effectively, which enabled them to achieve the maximum marks possible for this question.

However, a number of students did not manage to score full marks.

- The most common grammatical error made was the omission or wrong use of the stress mark, as in question 6(i), i.e. **βρισκόνταν**
- Other common errors were misspelling verb endings in question 6(a), i.e. **αυξάνετε**, in question 6(b), i.e. **προετοιμάζοντε**, in question 6(d), i.e. **απέκτισαν**, in question 6(e), i.e. **κατάφεραι**, in question 6(h), i.e. **ξεκουράζεσε**
- A number of students seem to be placing a dot over the Greek letter -ι, which, according to the conventions of the Greek accentuation system, is not an accepted grammatical practice.

This is an example of a successful response which shows correct use of all grammatical structures. The answer gained 10 marks.



Insert Item: WGK01_01_Q06
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This is an example of a less successful response. The answer gained 3 marks.

Examiners' Comments

6(a) gives the correct answer.

6(b) gives the correct answer.

6(c) merits no mark because the verb is in the wrong voice. The verb given, **κρίνομαι**, indicates that the passive form should be used, which is also understood from the context as it is knowledge that is being evaluated. Therefore, the correct structure is **κρίνονται**.

6(d) merits no mark because the structure **απέκτισαν** is grammatically incorrect. The correct structure is **απέκτησαν**.

6(e) gives the correct answer.

6(f) merits no mark because the verb is in the wrong tense. From the context, it is understood that Katerina has taken her university entry exams this year and that therefore any reference to her preparation for the exams is in the past. Therefore, the correct structure is **άρχισε**.


6(g) merits no mark because the verb is in the wrong person. From the context and the use of the possessive **σου**, it is understood that Katerina is making a general reference to organising one's revision work in the second person singular, rather than talking about herself. Therefore, the correct structure is **οργανώσεις**.

6(h) merits no mark the verb is in the wrong subjunctive form and person. From the context, it is understood that Katerina is making a general reference to relaxing in the second person singular, rather than talking about herself. It is also understood that this is a repeated action. Therefore, the correct structure is **ξεκουράζεσαι**.

6(i) merits no mark because the verb is in the wrong tense. From the context, it is understood that the text refers to Katerina's parents' efforts to support her while she was studying for her exams. Therefore, the correct structure is **βρίσκονταν**.

6(j) merits no mark because the verb is in the wrong tense. From the context, it is understood that the text refers to Katerina's parents' efforts to encourage her while she was studying for her exams. Therefore, the correct structure is **ενθάρρυναν**.

This is an example of a response which has gained no marks primarily as a result of the systematic omission of stress marks. The correct use of stress marks could have earned this response 7 marks.



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Examiners' Tips

Look for key words in the text as an indication of which person to put the verb in.

Put the verb in the voice - active or passive - indicated by the word given.

Remember always to put the stress marks.

Question 7

The majority of students fulfilled the requirements of question 7, by addressing all the bullet points and giving relevant, convincing and well developed answers. They used accurate, varied and appropriate language. Most candidates gave very successful and engaging answers.

The majority of students found the topic close to their world of experience.

Less successful students expanded unnecessarily on one bullet point, in most cases bullet point 1 or bullet point 2, and either referred to the remaining bullet points in a cursory manner or went over the word limit in order to cover all four bullet points. As a result, some of the responses were deemed either incomplete or containing irrelevance.

Those students who ignored the word limit, lost valuable marks as one bullet point was out of the word limit. That gave them a maximum of 10 marks for Content and Communication.

A number of students misread bullet point 4, which asked **Ποιοι είναι οι κανόνες καλής συμπεριφοράς όσον αφορά το κινητό**, and, rather than discussing what they regard as good or acceptable behaviour when using mobile phones, they talked about sets of rules that govern the use of mobile phones at their home or privately. This resulted either in repetition of ideas from the discussion of bullet point 3 or in irrelevance, which did not allow the students to earn marks from the highest band.

(i) This is an example of a fairly successful response.

Content: This answer is coherent and purposeful. The development of all bullet points is balanced and the piece is confident with no digression. (13 marks)

Language: There is a good range of vocabulary and structure with occasional lapses in lexical and grammatical control. (12 marks)

Examiners' Comments

The student starts with a short introduction, stating how significant mobile phones have become and providing a reason why they are important, whilst also referring to their negative aspect.

The student first explains the importance of the mobile phone to them, focusing on its positive aspects, and gives concrete examples drawn from their personal experience to illustrate the point. However, the student gives no specific example of the kind of entertainment that the mobile phone offers through different apps. Then, the student discusses the negative aspects of the mobile phone, which are convincingly argued, with the student justifying their opinion by giving an example or by citing a negative effect and making a personal comment.

The student's discussion of the rules set at their home regarding the use of the mobile phone is coherently presented, with the student offering adequate explanation. However, the student could also have provided some justification for the parents not allowing the use of mobile phone at meals. Finally, the student talks about what they regard as good behaviour when using a mobile phone, citing specific examples and justifying their opinion by making a personal evaluation.

Then the student gives a short conclusion.

The student has been awarded 13 marks for Content and Communication as the answer is coherent and purposeful with no digression or ambiguity. The development of all bullet points is balanced and ideas are logically sequenced.

Language is good with many successful attempts to use a wide range of lexis and structure. However, there are lapses in grammatical control and vocabulary is not always used appropriately or accurately. The student has been awarded 12 marks for Quality of Language.

Examiners' Tips

Remember to develop all bullet points equally and purposefully.

Express your ideas in a clear and precise manner.

Justify your opinion or explain your preference by giving concrete examples or stating your reasons.

(ii) This is an example of a mid-range response.

Content: The answer is purposeful and coherent with no digression. Ideas are expressed in a logical sequence but development is imbalanced. (12 marks)

Language: There is good range of vocabulary with lapses in grammatical control. (12 marks)

Insert Item: WGK01_01_Q07
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Examiners' Comments

The student starts with a short introduction, stating that the extensive use of mobile phones has led to dependency, whilst also mentioning that there are some positive aspects.

The student first explains the importance of the mobile phone to them, focusing on its positive aspects, and gives concrete examples drawn from their personal experience to illustrate the point. Then, the student discusses the negative aspects of the mobile phone, justifying their opinion by citing a negative effect, i.e. that of social isolation, and illustrating it with specific examples. However, the student's claim that the radiation emitted from a mobile is harmful to the brain is presented in broad terms. The student could have illustrated the harmful effect with an example or specified the circumstances under which this is so in order to support their point more successfully.

The student then moves to discuss the rules set at their home regarding the use of the mobile phone in a convincing and coherent manner, explaining the reasons for the parents' position. Finally, the student talks about what they regard as good behaviour when using a mobile phone and offers a personal evaluation. However, the development of this point is imbalanced and lacks clarity.

Then the student gives a short conclusion.

The student has been awarded 12 marks for Content and Communication as the answer is mostly purposeful and coherent while there is occasional ambiguity and imbalanced development of ideas.

Language is good with many successful attempts to use a range of lexis. However, there are lapses in syntactic control and, although vocabulary is generally used appropriately, its range is not wide enough to merit a higher mark. The student has been awarded 12 marks for Quality of Language.

(iii) This is another example of a mid-range response.

Content: The answer is mostly purposeful and coherent. Most ideas are developed in a logical sequence although there may be some lack of clarity and repetition of ideas. (10 marks)

Language: There is good range of vocabulary with occasional lapses in grammatical and lexical control. (10 marks)

Insert Item: WGK01_01_Q07
DocID: 0457000066266

Examiners' Comments

The student starts with a lengthy introduction, stating that the use of mobile phones has both positive and negative effects, illustrating the latter with an example and offering their evaluation of the parents' position as presented in the rubric.

The student first explains the importance of the mobile phone to them, focusing on its positive aspects, and gives some concrete examples drawn from their personal experience to illustrate the point. Then, the student discusses the negative aspects of the mobile phone, but makes a series of claims which are not always successfully supported, such as that dependency or communicating with strangers and arranging to meet them are negative aspects of the use of mobile phones and of the internet. The student provides no specific examples of the negative consequences of dependency or of the dangers of meeting strangers to illustrate the point.

The student then moves to present the rules set at their home regarding the use of the mobile phone, with an attempt at making a personal CommNet. Finally, the student offers their response to the fourth bullet point, but the discussion focuses on enumerating a set of general rules that should govern the use of mobile phones, and which are often a repetition of what was discussed previously, rather than explain what they regard as good behaviour when using mobile phones.

The conclusion is missing.

The candidate has been awarded 10 marks for Content and Communication as the answer is purposeful and coherent for the most part, while there is some digression and repetition of ideas.

Language is good with some successful attempts to use a range of lexis and structure and with only occasional lapses in grammatical control. However, there is little attempt to use a wider range of lexis or more complex structures and there is also inconsistent use of stress marks. The student has been awarded 10 marks for Quality of Language.

Examiners' Tips

Avoid general answers and vague statements.

Sequence ideas in a logical manner.

Support personal statements by providing convincing explanations or providing concrete examples.

Remember to follow the conventions of writing and use paragraphs appropriately.

(iv) This is an example of a less successful response.

Content: The overall purpose of this answer is clear and ideas follow a logical sequence but development is imbalanced and there is some omission and repetition. (9 marks)

Language: Language is satisfactory with many lapses in grammatical control. (9 marks)

Insert Item: WGK01_01_Q07
DocID: 0457000066333

Examiners' Comments

The student starts with a lengthy introduction, stating the importance of the use of mobile phones as well as its negative effects, illustrating the latter with an example and offering a personal comment.

The student does not address the first bullet point, which is discussing the importance of the mobile phone to themselves. Instead, they move on to talk quite extensively about its negative aspects, albeit giving specific examples and offering personal evaluations which they support by providing reasons.

The student then discusses quite extensively the rules set at their home regarding the use of the mobile phone, providing nonetheless convincing reasons and making personal comments. Finally, the student talks about what they regard as good behaviour when using a mobile phone, citing specific examples and justifying their opinion by making a personal evaluation.

Then the student gives a rather long conclusion.

The candidate has been awarded 9 marks for Content and Communication as the overall purpose is clear and the answer is coherent with ideas following a logical sequence. However, the development lacks balance as one bullet point is not addressed and the word limit is exceeded, which results in repetition of ideas.

Language is satisfactory and there is a good range of vocabulary and structure generally being used appropriately. However, there are many lapses in grammatical control, even in the use of basic language and there is also some repetition of vocabulary. The student has been awarded 9 marks for Quality of Language.

Examiners' Tips

Remember to address all bullet points.

Write within the word limit. An overdeveloped response may result in digression or repetition of ideas. An underdeveloped response may result in omission or lack of convincing argumentation.

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
- Provide responses which are pertinent to the question and are based on the text rather than on general knowledge or personal experience in question 4
- Show evidence of producing your own language
- When rephrasing sentences make sure that you do not change the meaning by adding or omitting key words
- Avoid spelling errors in endings, by learning a few rules
- Address all bullet points equally in question 7
- Write within the word limit
- Do not forget to put the stress marks on words which need a stress mark.

