

Examiners' Report Principal Examiner Feedback

Summer 2017

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



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General Remarks

This is the first paper of the new International A Level Greek specification. The duration of the exam is 2 hours 30 minutes. The paper carries 80 marks. The majority of students completed the paper successfully. They responded to the different sections of the paper showing good language skills and familiarity with the specification.

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 assessmentspecific 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 students:

- gave clear, concise and to the point answers to question 4
- 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 in question 7.

Less successful students:

 did not always pay proper attention to the wording of the questions in question 4 or read the source text closely enough, so they did not give direct and correct answers, nor did they adequately manipulate the language. 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 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 3, at the expense of the other bullet points, 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 and systematically omitted stress marks or misspelt some high frequency words such as endings of articles and nouns or adjectives or verb endings such as -ει/-η, i.e. υπάρχη ρύπανση or -εσαι/-εσε, i.e. κάθεσε στο αυτοκίνητο.

Section A: Reading

Question 1

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

However, a small number of students did not manage to score full marks. The most common error was question 1(e), with students selecting incorrectly answer D, i.e. τακτικά, rather than answer C, i.e. νωρίς, which lies in the phrase τα παιδιά **από μικρή ηλικία** να μάθουν τις συνέπειες του αλκοόλ.

Question 2

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

However, a number of students did not manage to score full marks. The most common errors were question 2(a), which should have been matched with (vi), and question 2(e), which proved the most challenging and should have been matched with (v).

Question 3

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

However, a number of students did not manage to score full marks. The most common errors were question 3(a), in which the words $\pi\rho o\delta \sigma c/\kappa a \pi c u \theta v \sigma \eta$, and 3(j), in which the words $\lambda \epsilon \tau \sigma v \rho a \sigma r \sigma v \sigma r$ weaker students.

Question 4

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

Question 4(a): A good number of students answered this question correctly. Successful students supplied two details that clearly conveyed the notion that a teenager gains independence as well as the opportunity to discover the world around him through friendship.

Some students lost marks for supplying only one detail. Some others ignored the question, which required an answer in the nominative case and just lifted from the text: **Βοηθάει στην ανάπτυξη της ανεξαρτησίας τους**. This hindered meaningful communication and rendered their response irrelevant. (The question asks **Πώς κερδίζει ένας έφηβος**. The answer needs the subject Ένας έφηβος κερδίζει or Η φιλία βοηθάει έναν έφηβο.)

This is an example of a correct answer because it shows evidence of language manipulation, which renders it pertinent to the question, and it provides the two details required.

(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε δύο λεπτομέρειες. (2)AVATITUSETAL M AVEZAPTINSIA TON AVARAJUTELL TON LOSPHO JUPAN CON

This answer is incorrect because it is too general and there is no evidence from the text that friends help teenagers **with their problems** or have any effect on one's dignity. No marks are gained.

(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε δύο λεπτομέρειες. (2) O. Évenbor reposizour and through a reposizour bon lair zous égenbous pe la upobyinnalà zous apoi or coijor pas nalajàbour. Ewions auzàrele naziouspiulià Las

Question 4(b): Most students answered this question correctly. Successful students gave responses that conveyed the notion that a teenager does not perceive their friends' shortcomings or that he/she sees them as being ideal friends.

Some students lost marks by confusing the idea of an ideal or perfect friend with that of being suitable or the best: $o \kappa a \tau a \lambda \lambda \eta \lambda o \varsigma$ or $o \kappa a \lambda u \tau \epsilon p o \varsigma$.

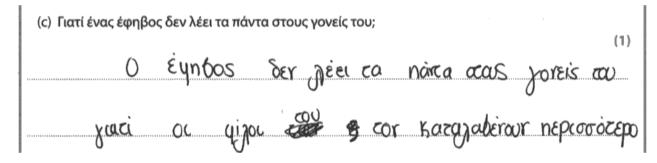
This is an example of a correct answer, which gives the right detail about the teenager perceiving his friend as infallible and overlooking his shortcomings.

(b) Πώς βλέπει ένας έφηβος τους φίλους του; (1)O épabos bièves 10 cripo los as èva àlopo qui voalo pe morri mogi uourà a bièrovias la ejalliopratio lous

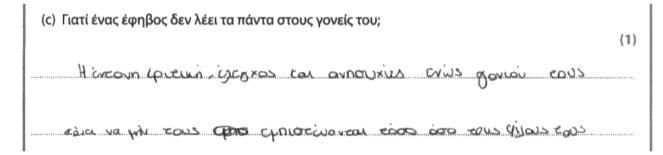
This answer is incorrect because the first detail it gives about dignity is not mentioned in the text.

Question 4(c): A substantial number of students answered this question incorrectly and gave vague answers that failed to draw upon the detail that a teenager feels more comfortable talking to friends **than to** parents or that a teenager feels that a friend can show more understanding **compared to** parents.

This is an example of a correct answer, which explains that a teenager's friends show better understanding compared to parents.



This answer is incorrect because the text does not lend support to the claim that teenagers prefer to talk to their friends because they do not **trust** their parents as much.



This answer is incorrect because it does not specify friends as the people who can understand a teenager better than his parents or other adults.

(c) Γιατί ένας έφηβος δεν λέει τα πάντα στους γονείς του; (1) ye étapa the propole va tas narajóbar

Question 4(d): A substantial number of students answered this question incorrectly, as they confused the feeling of acceptance a teenager gains from being part of a group with the pleasure they derive from spending time with their friends. Some students provided responses that are not supported by the text, i.e. η oµaδa προσφέρει σιγουριά or ανακούφιση or αυτοπεποίθηση.

This is an example of an acceptable answer because it links the notion of pleasure to that of acceptance by the group and presents the former as a consequence of the latter.

(d) Σύμφωνα με τη συγγραφέα, τι προσφέρει σε έναν έφηβο η ομάδα; (1)lpoopéper euxapionnon onous equibous xiam but on tou anodéxorra.

This answer is incorrect because its phrasing causes ambiguity as to who the people who can talk about everything are and the text does not support such a reading.

(d) Σύμφωνα με τη συγγραφέα, τι προσφέρει σε έναν έφηβο η ομάδα; (1)va hisnoon ha a narca nou zous anaorojsi Nov sivar har 2005

Question 4(e): A good number of students answered this question correctly. Successful students gave responses that conveyed the notion that one's choice of friends reveals a lot about one's personality or that we choose friends that we have a lot in common with in terms of character. Some students lost marks by giving responses that drew on similarities between friends in terms of outer appearance or on the idea of friends sharing common goals or future plans.

This is an example of a correct answer, which explains that friends have similar traits, and therefore you can tell about someone's personality by meeting one's friends.

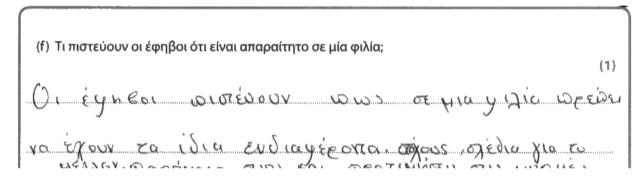
This answer is incorrect because it is not clear what depends on one's outer appearance and it also makes the claim that one's personality is revealed in their appearance, which the text does not support.

۰. (e) Η συγγραφέας λέει «Δείξε μου τον φίλο σου, να σου πω ποιος είσαι». Τι θέλει να πει; (1) mairiéques hurgereuses un éco erbrapés érent necurages var au l'y voad' noci égy no riciarages var an an inglis voad' noci égy no

Question 4(f): The majority answered this question correctly. Successful students gave responses that conveyed the notion that teenagers regard trust as most important in a friendship.

This is an example of a correct answer because it mentions trust as the first detail. This student's response contains more details than is required by the question, the second of which is irrelevant, and thus could have lost marks if the order in which the details appear was reversed.

This response is incorrect because it provides a list of wrong details that do not answer the question according to the text.



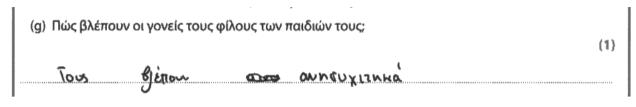
Question 4(g): A good number of students answered this question correctly. Successful students gave responses which conveyed the notion that parents view their children's friends in a negative light, i.e. $\mu\epsilon$ avyouxia or $\mu\epsilon$ καχυποψία.

Some students lost marks by giving vague responses, which failed to identify their children's friends as having a negative influence on them.

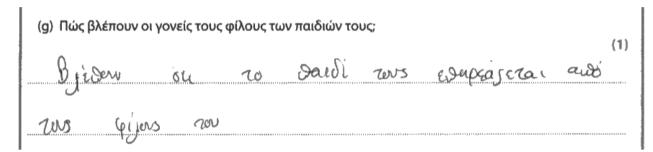
This is an example of a correct answer that is pertinent and relevant to the question because it mentions the fact that parents worry about their children's friends because they are afraid that the friends influence their children too much.

(g) Πώς βλέπουν οι γονείς τους φίλους των παιδιών τους; (1) Ποηλίς φορές οι γονείς ανηδυχούν για τις παρίει των εφήθων και φοβούνται nus to nais tous ennpialetas unipeoaixà and tous pizous tou-

This answer is incorrect because it contains a grammatical inaccuracy that impedes communication.



This answer is incorrect because it fails to mention that the influence of friends on their children is **negative**.



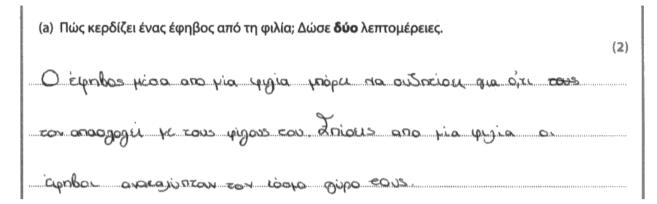
Question 4(h): A good number of students answered this question correctly. Successful students gave responses that conveyed the notion of parents showing patience and understanding towards their children.

Some students lost marks by providing responses which are not supported by the text, i.e. orav unapxel διάλογος, or which draw upon a consequence of the parents' positive behaviour rather than the behaviour itself, i.e. orav unapxel εμπιστοσύνη.

This is an example of a correct answer that is pertinent and relevant to the question because the first explanation it provides is that parents show positive behaviour when they accept their children's friends, which implies lack of negative criticism.

(h) Σύμφωνα με τη συγγραφέα, πότε είναι η συμπεριφορά των γονιών θετική; (1)Éva Orlini ilan a zorris Espriar las crijous lar wardiwir loos Eizvour unoporri. As upiner va upinar la upué à loss un LARELOS IN LOUS RELATING ELLUNG LOGUYA.

This answer is incorrect because both details mentioned about parents gaining their children's trust and building up their confidence are the consequences of the parents' positive behaviour rather than the positive behaviour itself.



This answer is incorrect because it fails to specify who the subject of $\xi \chi \epsilon_i$ is. This renders the response irrelevant to the question, which requires when the behaviour of the **parents** is positive.

(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε **δύο** λεπτομέρειες. (2) O. Évenbor reposisour and inrepuia acpoint or chipor lair 2015 éconbais pe la upobjipala Las valajabour. Ewions auzärcle naziowop Las

Question 4(i): Most students answered this question correctly. Successful students gave responses that conveyed the notion of parents trying to exercise excessive control or severe criticism.

Some students lost marks by providing responses that are not supported by the text, i.e. $\dot{\sigma} \tau a v \tau \mu \epsilon \tau \omega n \dot{\sigma} \delta \dot{\sigma} \mu a \tau a \mu \epsilon \tau a n \alpha \delta \dot{\alpha} \tau \sigma \sigma c$ which draw upon a cause of the parents' negative behaviour rather than the behaviour itself, i.e. $\dot{\sigma} \tau a v \eta \sigma \sigma \omega \delta v$.

This is an example of a correct answer, which is pertinent and relevant to the question because the first explanation provided is that parents show negative behaviour when they are not patient.

(d) Σύμφωνα με τη συγγραφέα, τι προσφέρει σε έναν έφηβο η ομάδα; (1)Ιροσφέρει ευχαρίστηστα στους εψήδους χιατη GOIN OTI TON AND DEXONTAL,

This answer is incorrect because it only mentions the cause of the parents' negative behaviour rather than the negative behaviour itself.

(d) Σύμφωνα με τη συγγραφέα, τι προσφέρει σε έναν έφηβο η ομάδα;

(1)

Mia bondera pia la whus va avhipeladrioci webbinalà lou

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, i.e. Πώς κερδίζει ένας έφηβος...; (Ο έφηβος) Γίνεται ανεξάρτητος.

Manipulate language 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

Students 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 students did not manage to score full marks. The most common grammatical errors were the systematic omission or wrong use of the stress mark, the misspelling of the ending of the word that was required to be manipulated or changing the meaning of the sentence by adding or omitting words or changing the word order in a way that changed the nuance of the sentence.

Question 5(a): Most students answered this question correctly. Successful students used oti to introduce a secondary sentence dependent on $\beta\lambda\dot{\epsilon}$ nouv, changing the plural genitive $\tau\omega\nu\phi\dot{\lambda}\omega\nu$ into the nominative or $\phi\dot{\lambda}\omega$ and adding the verb $\dot{\epsilon}\chi\omega\nu$.

This is an example of a correct answer.

(a) Οι έφηβοι δεν βλέπουν τα ελαττώματα των φίλων τους. (ότι) (1)Sen Bjermon àle ar coijous lous expor ejallisprata.

This answer is incorrect because it adds information that is not contained in the original sentence, i.e. $uno\sigma \tau \eta \rho i \zeta \epsilon \tau \alpha i$, $\alpha v \alpha \gamma v \omega \rho i \zeta \sigma v v$.

(a) Οι έφηβοι δεν βλέπουν τα ελαττώματα των φίλων τους. (ότι) 1000/npijelar de or égabor des avaprupijour la Egallinguala lux yzux lous

This answer is incorrect because it changes the meaning of the original sentence by shifting the focus from friends to friendship.

(a) Οι έφηβοι δεν βλέπουν τα ελαττώματα των φίλων τους. (ότι) (1)Οι έφηθα δεν βρέπουν ότι μια φίζια περιέγει του ερατοίηματα.

Question 5(b): Most students answered this question correctly. Successful students replaced avaosµa os with µstaξu and changed the plural accusative εφήβους into the plural genitive (των) εφήβων. Students, who omitted either συνήθως or πολu, lost the mark because their omission resulted a change in the meaning of the original sentence.

This is an example of a correct answer.

(b) Οι φιλίες ανάμεσα σε εφήβους είναι συνήθως πολύ στενές. (μεταξύ)

$$0_{1} \quad (1)$$

This answer is incorrect because it left $\epsilon \phi \dot{\eta} \beta o \upsilon \zeta$ unchanged.

⁴(c) Ο χρόνος που ξοδεύουν με τους φίλους τους τούς δίνει ευχαρίστηση. (ευχαριστεί) EWAL EUXOPIOTAL LE TOY XPOID NOU 30 FEVOLY LE TOUS GIPOUS TOUS. (1)

Question 5(c): The question was answered well by the majority. Successful students replaced the phrase $\tau \circ \iota \varsigma \delta i v \epsilon \iota \chi \alpha \rho i \sigma \tau \eta \sigma \eta$ with $\tau \circ \iota \varsigma \epsilon \iota \chi \alpha \rho i \sigma \tau \epsilon i$ and positioned it either at the end or at the beginning of the sentence.

This is an example of a correct answer. The answer is accepted as correct because the omission of the stress mark on the second $au ou \zeta$ does not cause any ambiguity.

(c) Ο χρόνος που ξοδεύουν με τους φίλους τους τούς δίνει ευχαρίστηση. (ευχαριστεί) (1) O χ poros va z_{obuou} je toes ajons tas toes Eugopeoni

This answer is incorrect because it adds information that is not contained in the original sentence, i.e. το γεγονός ότι.

(c) Ο χρόνος που ξοδεύουν με τους φίλους τους τούς δίνει ευχαρίστηση. (ευχαριστεί) (1) Ο χροχού που Τεύουν γιε τους φιζους τους, πους ευχοριστεί Τους ευχαριστεί το γεγοχός ότι μυρ

Question 5(d): A good number of students answered this question correctly. Successful students turned the original sentence into a negative one, replacing τους μοιάζουν with διαφέρουν από αυτούς. The correct answer is Οι έφηβοι διαλέγουν φίλους που δεν διαφέρουν από αυτούς.

This answer is incorrect because it does not specify who the friends differ from.

(d) Οι έφηβοι διαλέγουν φίλους που τους μοιάζουν. (διαφέρουν) OI ÉGONBOI REPERTS JIQJEZOUV GIJOUS NOU JEV JIQGÉPOUV NOJÚ. (1)

This answer is incorrect because it suggests that the friends differ from one another rather than from the teenagers who choose them.

(d) Οι έφηβοι διαλέγουν φίλους που τους μοιάζουν. (διαφέρουν) Epindos Ser Signiezour p.a. plipos àlbre vez les listicour (1)

Question 5(e): The question was answered well by the majority. Successful students turned the original passive sentence into an active one by changing the plural accusative τους ίδιους στόχους και σχέδια into the plural nominative οι ίδιοι στόχοι και σχέδια and replacing the verb μοιράζονται with ενώνουν preceded by the personal pronoun τους.

This is an example of a correct answer. The answer is accepted as correct because the word κ_{01} volvol is similar in meaning to δ_{01} .

(e) Μοιράζονται τους ίδιους στόχους και σχέδια για το μέλλον. (ενώνουν) (1) Tous entrous ou kouvoi origiou kan oxidua ka

This answer is incorrect because the omission of the stress mark on $\tau ou \varsigma$ causes ambiguity as to whether the pronoun belongs with $\mu \dot{\epsilon} \lambda \lambda ov$ or $\epsilon v \dot{\omega} v ou v$.

(e) Μοιράζονται τους ίδιους στόχους και σχέδια για το μέλλον. (ενώνουν) (1)Quillou ociano acilia o la zo pisson cous enivour.

This answer is incorrect because it makes wrong use of the verb ενώνουν.

(e) Μοιράζονται τους ίδιους στόχους και σχέδια για το μέλλον. (ενώνουν) (1) EVINIOUN TOUS ISLOUS OTOXOUS KOU OXÉGUA XIA TO MEDDON.

Question 5(f): Most students answered this question correctly. Successful students used the conjunction $\kappa \alpha_1$ to link the two parts of the original sentence, replacing at the same time the subjunctive va $\sigma \alpha_1 \omega$ with the future $\theta \alpha_2 \sigma \alpha_1 \omega$.

This is an example of a correct answer.

(f) Δείξε μου τον φίλο σου, να σου πω ποιος είσαι. (και) (1)Leisu pour vou tor qu'à vou ra vou son son tipar.

This answer is incorrect because the position of $\kappa \alpha_1$ before $\tau ov \phi i \lambda o \sigma ou$ changes the meaning of the original sentence.

(f) Δείξε μου τον φίλο σου, να σου πω ποιος είσαι. (και) (1)Acite pour con pino on real Qa dou no noros cidar.

Question 5(g): A good number of students answered this question correctly. Successful students replaced the verb avησυχούν with either the noun avησυχία or the plural adjective avήσυχοι, which both derive from it, and positioned it after the verb viώθουν. Students who omitted πολλές φορές lost the mark because their omission resulted a change in the meaning of the original sentence.

This is an example of a correct answer.

(g) Οι γονείς πολλές φορές ανησυχούν για τις παρέες των εφήβων. (**νιώθουν**) (1)χονείς περιτές φορές νιώθουν θεανήσυχοι x τις παρέξες των εφή βων.

This answer is incorrect because of the misspelling of the ending of the noun $av\eta\sigma u\chi\epsilon ia$, which is a grammatical error, as well as the omission of $\pi o\lambda\lambda\dot{\epsilon}\varsigma$ $\phi o\rho\dot{\epsilon}\varsigma$, which changes the meaning of the original sentence.

(g) Οι γονείς πολλές φορές ανησυχούν για τις παρέες των εφήβων. (νιώθουν) xoveis vividous annouxeia ria tis mapies rur equibur

This answer is incorrect because the use of $\delta\epsilon\nu$ ν iώθουν καλά does not mean the same as the original sentence.

(g) Οι γονείς πολλές φορές ανησυχούν για τις παρέες των εφήβων. (νιώθουν) YOVENS TOLLES GOOLS VEN VINOOUN NAMA*TIA TIS POPELS* NEGRBUN

Question 5(h): A substantial number of students answered this question incorrectly by using the wrong pronoun, which caused ambiguity in the meaning of the original sentence, or failed to convey the meaning of $u\pi\epsilon\rho\betao\lambda i\kappa d$ by replacing it with $\pi o\lambda d$. Successful students turned the original passive sentence into an active one, changing the plural accusative $\pi ouc \phi i\lambda ouc \pi ou$ into the plural nominative or $\phi i\lambda or \pi ou$. This is an example of a correct answer. The answer is accepted as correct despite the omission of the possessive pronoun in or φ laor tou, which does not change the original meaning.

(h) Φοβούνται ότι το παιδί τους επηρεάζεται υπερβολικά από τους φίλους του. (επηρεάζουν) (1) Obouvrant was orgijon competition voepbour coepbourd zowould zous.

This answer is incorrect because of the wrong use of the personal pronoun τov , which is a grammatical error.

(h) Φοβούνται ότι το παιδί τους επηρεάζεται υπερβολικά από τους φίλους του. (επηρεάζουν) VTALOTITO HALOLICOL

This answer is incorrect because of the wrong use of verb tense, i.e. θa to $\epsilon n \eta \rho \epsilon \dot{a} \zeta o \nu v$, which is a grammatical error.

(h) Φοβούνται ότι το παιδί τους επηρεάζεται υπερβολικά από τους φίλους του. (επηρεάζουν) (1)Poboivrai àzi zo Maidi zous Qa zo annesazoùr UREP Bojika 07

Question 5(i): The question was answered well by the majority. Successful students replaced the verb μ nopouv with $\dot{z}\chi$ ouv followed by the given word δ uvatotηta in the accusative. An alternative correct answer was to replace the verb μ nopouv with the impersonal phrase unapyer δ uvatotηta.

This is an example of a correct answer.

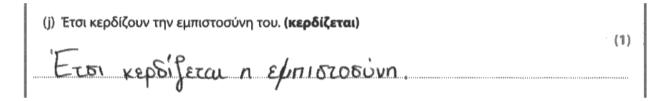
(i) Μπορούν να βοηθήσουν. (δυνατότητα)	(1)
Έχουν την δυνατότητα να βοηθήσουν	

This answer is incorrect because it implies agency, which is absent from the original sentence.

(i) Μπορούν να βοηθήσουν. (δυνατότητα) (1)Suvajozuza va BonDirour.

Question 5(j): Most students answered this question correctly. Successful students turned the original active sentence into a passive one, changing the singular accusative noun $\tau\eta\nu$ εμπιστοσύνη tinto the singular nominative η εμπιστοσύνη. The correct answer is Έτσι κερδίζεται η εμπιστοσύνη του.

This answer is incorrect because of the omission of the possessive pronoun tou, which changes the original meaning by failing to specify whose trust is gained.



Question 6

Students handled this question very 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 students did not manage to score full marks. The most common grammatical error made was the omission or wrong use of the stress mark, which impeded communication, as in question 6(g), i.e. $\epsilon v \delta_{10} \alpha \epsilon_{10} \sigma_{10}$. Other common errors were misspelling verb endings in question 6(a), i.e. $\beta \circ \eta \Theta_{10} \sigma_{10} \sigma_{10}$, in question 6(c), i.e. $\xi \epsilon \kappa i v \sigma \sigma v$, in question 6(f), $\sigma v \epsilon_{10} \sigma v \sigma \sigma v$, or adding words to the text in question 6(g), i.e. **nou** $\epsilon v \delta_{10} \alpha \epsilon_{10} \sigma_{10}$.

Question 7

The majority of students fulfilled the requirements of question 7, by addressing all the bullet points and giving wholly relevant, convincing and well developed answers. They used accurate, varied, and appropriate language. Most students gave very successful and engaging answers. The majority found the topic close to their world of experience.

A small number of 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 a maximum of 10 marks for language. Content: This answer is entirely coherent and purposeful. (14 marks)

Language: This answer shows very good control of language and a very good level of accuracy. (14 marks)

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Examiners' Comments

The student starts with a short introduction, stating that a big city has both advantages and disadvantages and clarifying that it is different from the country.

The student explains what the advantages of life in a big city are, giving concrete examples, and talks about what they consider to be the most important disadvantage, justifying their opinion. They then explain the ways in which life in the country is different, giving concrete examples, before presenting their own preference and providing concrete reasons for this. Then they give a short conclusion.

The student has been awarded 14 marks for content as there is some repetition of ideas presented in the negative in their discussion of bullet point 3.

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

Examiners' Tips

Remember to develop all bullet points equally.

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

Do not exceed the word limit.

This is an example of a mid-range answer.

Content: The answer is purposeful with no digression and most ideas developed in a logical sequence although there may be some ambiguity. (10 marks)

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

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Examiners' Comments

The student starts with a short introduction, claiming that economic advancement and the demands of daily life lead to urbanization but without evidencing this statement in their essay.

The student explains what the advantages of life in a big city are, giving concrete examples, although this bullet point is expanded unnecessarily at the expense of bullet point 2, which is not adequately developed, is too general and lacks clarity.

The student then discusses life in the country but makes a series of claims that are not always successfully supported or linked, such as the quality of life in the country being better because one is closer to nature. The student presents their own preference but provides no concrete reasons for this.

The conclusion is missing.

The student has been awarded 10 marks for content, as the answer is purposeful and mostly coherent while there is occasional ambiguity.

Language is good with successful attempts to use a variety of lexis and structure. However, there are inaccuracies that hinder communication.

Examiners' Tips

Avoid general answers and vague statements.

Remember to sequence ideas in a logical manner and support them with concrete examples.

This is an example of a less successful answer.

Content: The task is understood and some points are satisfactorily developed. (9 marks)

Language: Basic language is satisfactory. (7 marks)

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Examiners' Comments

The student starts with a short introduction, stating that a big city has both advantages and disadvantages.

The student explains what the advantages of life in a big city are, giving some concrete examples, but there is lack of clarity in the development of some ideas and statements made are not always successfully supported, such as people in a big city feeling more satisfied.

The student talks about what they consider to be the most important disadvantage of life in a big city, justifying their opinion.

They then explain ways in which life in the country is different, giving some concrete examples, but there is repetition of ideas presented in the negative, such as the country being less developed or there are being fewer jobs offered. There are also some general statements made which are unsupported, such as the majority of people in the country working as farmers or in animal husbandry.

The student finally presents their own preference providing some concrete reasons but this bullet point is not as developed as the others with some unsupported statements made.

The conclusion is missing.

The student has been awarded 9 marks for content as the overall purpose is clear and the answer is sometimes coherent while there is ambiguity.

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

Examiners' Tips

Avoid general answers and vague statements.

Remember to support ideas with concrete examples and to provide convincing explanations.

Paper Summary

Based on their performance on this paper, students 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 of personal experience
- Show evidence of producing your own language
- Adhere to word order in English when it comes to translation
- Address all bullet points equally in question 7
- Do not exceed the word limit
- Avoid spelling errors in endings, by learning a few rules
- Do not forget to put the stress marks on words that need a stress mark.

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