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Examiners' Report
Principal Examiner Feedback

January 2021

Pearson Edexcel
International AS Level

International Advanced Subsidiary
Greek (WGK01/01)
Paper 1: Understanding and Written Response

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General Remarks

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. 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 students:

- 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** and **purposefully** 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, so they did not give direct and correct answers, 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 question 5 and changed the meaning of a sentence by changing the word given in brackets, or by changing the verb tense or by adding or omitting words.
- Did not handle grammatical structures well in question 6 and either misspelt verb endings or omitted or misplaced stress marks.
- Under-developed or over-expanded one of the bullet points in question 7 or discussed one or more of the bullet points in general and vague terms, 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.

Section A: Reading

Question 1

Many students demonstrated excellent 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 error concerned question 1(b), the correct answer to which is C, i.e. ενδιαφέρον, which is understood from the phrase «καθιέρωσε φέτος μία ημέρα αθλητισμού, που γιορτάστηκε με επιτυχία». The success of the sports day shows that there is great interest in athletics but, as the sports day was established that same year, no such tradition existed before.

Question 2

The majority of students demonstrated excellent 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 error concerned question 2(b), the correct answer to which is i, i.e. σχολικά κτίρια βαμμένα με έντονα χρώματα, which logically as well as grammatically completes the sentence as it explains what most pupils would find welcoming when going to school.

Question 3

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 concerned question 3(a), the correct answer to which is C, i.e. μεταβολή. From the context, it is understood that what we observe lately is a sudden change in climate conditions. The context does not support either stabilisation (A) or improvement (B).

Question 4

Question 4 elicited a great number of 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) proved rather challenging for a number of students. Correct answers referred to the period of time during which one comes across stereotypical images for the first time, i.e. **όταν είναι παιδί**. Answers which referred to the early years of one's life or a very early age also gained full marks.

Those students who mentioned that stereotypical images are first found in books or can be found everywhere around us did not gain any marks as they did not answer the question.

Question 4(b) also proved rather challenging for a number of students. Correct answers took into account the reaction to stereotypes of both the narrator and his friends, explaining they were angered but not surprised, i.e. **θυμώνουν όταν συναντούν στερεότυπα αλλά δεν εκπλήσσονται**. The key phrases in the source text are **Όλοι θυμώνουμε** and **Κατά πόσον όμως εκπλησσόμαστε**.

Those students who mentioned surprise or disappointment as a reaction by referring to the fact that school books continue to project stereotypical images of gender or that the narrator had hoped things would have improved since he left school lost a mark, as this reaction is not shared by the narrator's friends.

Question 4(c) was answered correctly by a good number of students, who explained what change the narrator would like to see in education with specific reference to the use of school books that did not contain any stereotypical images, i.e. **να μην υπάρχουν στερεότυπες εικόνες στα σχολικά βιβλία**. Responses which pointed out the need for school books to present men and women as equal, i.e. **να παρουσιάζονται οι άντρες και οι γυναίκες ως ίσοι στα σχολικά βιβλία**, were also accepted.

Those students who made general remarks about changing the way gender is presented or emphasising the fact that men and women are equal, albeit different, did not gain any marks, as they did not answer the question pertinently.

This is an example of an incorrect response, as it is not specific to change in education.

(c) Τι είδους αλλαγή θα ήθελε να δει ο αφηγητής στην εκπαίδευση;

Θα ήθελε να δει υπάρχουν στερεότυπα πλέον στον κόσμο μας.
Θα ήθελε να δει την ~~από~~ αλληλία,

Question 4(d) was answered correctly by nearly all students, who wrote that the narrator's job is δημοσιογράφος. The key phrase in the source text is μιας συναδέλφου δημοσιογράφου.

Question 4(e) was answered correctly by the majority of students, who gave the correct details about the year group of the pupils mentioned in the article, i.e. στην Πέμπτη και Έκτη τάξη Δημοτικού or στις δύο τελευταίες τάξεις του Δημοτικού.

Those students who wrote that the article is addressed to pupils in the last two year groups of primary school, i.e. απευθύνεται στα παιδιά του δημοτικού, or made general remarks about men and women not being presented as equals in the school books of the last two year groups of primary school gained no marks, as they either misunderstood the text or did not answer the question adequately.

Question 4(f) was answered correctly by the majority of students, who gave two specific examples of how inequality between men and women is evident in school books. Correct answers pointed out the different roles men and women perform, with men doing nearly any job they want or having a leading role whilst women engage in more traditional work, such as housework, or are presented as less able or more sensitive.

Those students who responded without making a distinction between the roles performed by men and women or did not give specific examples of such roles or referred to the roles of men and women in children's books gained no marks, as they did not answer the question adequately.

This is an example of an incorrect response, as the text does not support the idea of women being willing to do traditional jobs, whilst the reference to men does not specify that they play a leading role in most professions.

(f) Σύμφωνα με το άρθρο, πώς φαίνεται η ανισότητα ανάμεσα στους άντρες και τις γυναίκες στα σχολικά βιβλία; Δώσε δύο παραδείγματα.

Οι γυναίκες είναι πιο πρόθυμες να ασπάζονται με παραδοσιακά επαγγέλματα
αυθιχώς οι άντρες ασπάζονται με τα επαγγέλματα. (2)

Question 4(g) was answered correctly by all students, who wrote **οι γονείς** or **οι δάσκαλοι**. As this question bears one mark, only one detail is required in the answer. However, students who supplied both details did not lose any marks, as only the first detail was considered.

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 when or where, respond by providing a period of time or location respectively.

If the question asks why, answer with a reason.

If the question asks how, answer by pointing out the manner in which it done.

Even if you do not use the question in your answer, imply it to avoid confusion, i.e. Ποια είναι τα αρνητικά της επαρχίας ...; (Τα αρνητικά της επαρχίας είναι ότι) Δεν υπάρχει εμπορικό κέντρο.

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

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, changing the word in brackets, and changing the meaning of the sentence by changing the verb tense or by adding or omitting words.

Question 5(a): Successful responses replaced the noun **ένα είδος** with the adverb **σαν** and changed the genitive **κανόνων** into the accusative **κανόνες**. Students who included both **σαν** and **ένα είδος** in their sentence gained no marks because this resulted in an incorrect sentence.

Question 5(b): Successful responses replaced the verb **ήταν** with the verb **φέρονταν** and changed the noun **ήρωες** either into the adverb **ηρωικά** or into the adverbial phrase **σαν (να ήταν) ήρωες**. Responses in which the adverb **σαν** was omitted or was replaced by another word gained no marks because this resulted in an incorrect sentence.

Question 5(c): Successful responses turned the original negative sentence into an affirmative one by omitting the negative word **Δεν**, replacing the pronoun **τα ίδια** with the adjective **διαφορετικά** and changing the adverb **ποτέ** into **πάντα**.

Question 5(d): Successful responses replaced the verb **μεγαλώσαμε** with the verb phrase **είμαστε μεγάλοι** or **είμαστε μεγαλύτεροι**. Responses which contained grammatical mistakes in the ending of **είμαστε** or **μεγάλοι** or **μεγαλύτεροι** gained no marks as a result.

Question 5(e): Successful responses replaced the verb **συμβαίνουν** with **γίνεται** and changed the plural pronoun **τα ίδια** into the singular **το ίδιο**. Responses which included the verb **συμβαίνουν** in the same or a different verb form, such as **να συμβαίνουν** or **να συμβούν**, or changed it into the noun **συμβάν** or replaced it with the noun **αλλαγή** gained no marks because this resulted either in an incorrect sentence or changed the meaning of the original sentence.

Question 5(f): Successful responses replaced the verb **τελείωσα** with the verb **αποφοίτησα** followed by the preposition **από**. Responses in which the

time structures **στα είκοσι χρόνια που πέρασαν** and **από τότε που** were replaced by the time phrase **πριν από είκοσι χρόνια** were also accepted. However, responses in which the noun **το σχολείο** was omitted or the adverb **εδώ και** was added instead of **πριν από** gained no marks because this resulted in an incorrect sentence. Similarly, responses in which entire phrases were omitted without sufficient manipulation of the sentence structure, such as **Είκοσι χρόνια αφού αποφοίτησα από το σχολείο**, lost a mark because this resulted in an incomplete sentence.

Question 5(g): Successful responses changed the original sentence structure into a main clause, which has **έδειξε** as its verb and **ένα άρθρο** as its subject, and a subordinate clause, which is introduced by the relative pronoun **που** and has **γράφτηκε** as its verb. Responses in which **γράφτηκε** is the verb of the main clause, whereas **έδειξε** is the verb of the subordinate clause introduced by the pronoun **που** were also accepted. Such responses also required changing the adjective **πρόσφατο** into the adverb **πρόσφατα**. An alternative acceptable response was one in which **ένα πρόσφατο άρθρο** changes into a prepositional phrase **σε ένα πρόσφατο άρθρο** and the verb **έδειξε** is replaced by the verb **γράφτηκε**.

This is an example of an incorrect sentence, as it leaves the meaning of the verb **γράφτηκε** incomplete.

(g) Ένα πρόσφατο άρθρο έδειξε το αντίθετο. (γράφτηκε)

(1)

Ένα πρόσφατο άρθρο που γράφτηκε, έδειξε το αντίθετο.

Question 5(h): Successful responses turned the original affirmative sentence into a negative one by positioning the negative word **δεν** before the verb **παρουσιάζονται** and replacing the adjective **ίσοι** with the adjective **άνισοι**. Responses in which the adverb **ως** before the adjective **άνισοι** was omitted gained no marks because this resulted in an incorrect sentence.

Question 5(i): Successful responses replaced the noun **δουλειές** with the noun **επαγγέλματα** and changed the comparative feminine adjective **πιο παραδοσιακές** into the comparative neuter adjective **πιο παραδοσιακά**.

Question 5(j): Successful responses replaced the conjunction **αλλά** with the conjunction **αν και**, which can introduce either the clause **είναι ίσοι** or the clause with the verb phrase **είναι διαφορετικοί**.

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 or superfluous words respectively.

Observe basic word order and sentence structure rules to avoid confusion in the meaning of the sentence.

Remember to put the stress marks where necessary.

Write clearly and legibly.

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 was the misspelling of verb endings in question 6(a), i.e. **προτίμισαν**, in question 6(b), i.e. **αποφάσησαν**, in question 6(g), i.e. **γράφτικαν**, or in question 6(h), i.e. **μετακόμησαν**
- Another common error was writing the verb in the wrong tense or person in question 6(a), i.e. **προτιμούν** or **προτιμούσαν**, in question 6(h), i.e. **μετακομίζουν**, or in question 6(j), i.e. **έρχονται** or **ήρθε**
- Other common errors were the omission or wrong use of the stress mark
- 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
- A small number of students also seem to be offering two alternative answers, which can result in the loss of marks

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.

Write clearly and legibly.

Remember always to put the stress marks.

Question 7

The students found the topic close to their world of experience and gave very engaging answers.

Successful students fulfilled the requirements of question 7, by addressing all the bullet points and providing both a short introduction and conclusion. They gave relevant, convincing and well developed answers with no digression or irrelevance. They supported their ideas by citing concrete examples drawn from their personal experience to illustrate a point. They put forth convincing arguments and justified their opinion by offering an explanation or by making a personal comment or evaluation.

Successful students used effectively and appropriately a varied range of vocabulary and complex grammatical structures, relevant to the discussion and with few lapses in grammatical control.

Less successful students either under-developed one bullet point, in some cases bullet point 2 or 4, or expanded unnecessarily on one bullet point, in some cases bullet point 1, and either referred to the remaining bullet points in a cursory manner or went well 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 and/or repetition.

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.

Less successful students showed little attempt to use a wider range of lexis or more complex structures. There were lapses in grammatical control, even in the use of basic language, with high frequency nouns, adjectives or verbs often being misspelt and stress marks being used inconsistently. There was also some repetition of vocabulary.

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

Content: This answer is entirely coherent and purposeful. The development of all bullet points is balanced and the piece is confident with no digression. (14 marks)

Language: This answer shows excellent control of language and level of accuracy. (15 marks)

Αναμφίβολα, ~~ο σημερινός~~ η σημερινή διατροφή έχει αλλάξει ραγδαία στις μέρες μας και είναι εμφανείς οι επιπτώσεις ^{σε παγκόσμια κλίμακα.} αυτού του γεγονότος. Αν και ~~ο γρήγορος~~ τα θετικά του υγιεινού τρόπου ζωής είναι ευρέως γνωστά, πολλοί άνθρωποι αδυνατούν να τον ακολουθήσουν.

Η οικογένεια μου και εγώ ακολουθούμε ^{πια} τη μεσογειακή διατροφή. Υιοθετούμε ~~υγιεινές~~ ^{υγιεινές} συνήθειες και τρώμε περισσότερο

④ τα οποία σε συνδυασμό με τη συστηματική κατανάλωση νερού θρούν καταλυτικά στην ευημερία μας και ανόητη μας.

σπιτικά φαγητά που περιέχουν πολλά θρεπτικά συστατικά. Συνήθως αποφεύγαμε το "γρήγορο φαγητό", αγνοώντας τις συνέπειες του στην υγεία μας, και αιτιθέτως καταναλώνουμε πολλά φρούτα και λαχανικά, ④

Προσωπικά ο τρόπος διατροφής που έχουμε ασπαστεί, μου αρέσει ιδιαίτερα και ~~μέσα από την~~ ^{μέσα από την} σίγουρα αποκομίζω ~~πολλά~~ πολύπλευρα οφέλη από αυτόν. Παρόλα αυτά, ως συνειδητοποιημένος πολίτης με περιβαλλοντική συνείδηση μια αλλαγή που εγώ προτείνω είναι ο περιορισμός κατανάλωσης κρέατος, για την προστασία του ζωικού ^{μας} βασίλειου. ~~Με~~

Σίγουρα ο σημερινός τρόπος ζωής διαδραματίζει ~~σημαντικό~~ ^{καιριο} ρόλο ~~στη~~ ^{στη} ~~επί~~ ^{στη} ~~καθημερινή~~ ^{καθημερινό αυξημένο} διατροφή. Οι σύγχρονοι γρήγοροι ρυθμοί ζωής, το ~~άγχος~~ ^{άγχος} και η αυρεία υποχρεώσεων δεν αφήνουν στο άτομο τον απαραίτητο ^{ελεύθερο} χρόνο για την παρασκευή υγιεινών γευμάτων.

Ως ~~συνέπεια~~ αποτέλεσμα, ~~πρό~~ ^{για να ικανοποιήσει τις ανάγκες του,} καταφεύγει σε "τζακ φουκ" και προπαρασκευασμένα φαγητά που επιδρούν αρνητικά στην υγεία του.

Έτσι, θεωρώ ότι όλοι οφείλουν να υιοθετήσουν έναν πιο υγιεινό τρόπο ζωής. ~~Απαραίτητη προϋπόθεση είναι το άτομο να συνειδητά.~~ Αρχικά μπορούν να εισάγουν τον αθλητισμό στην καθημερινότητά τους, να αποφεύγουν φαγητά με συντηρητικά και πρόσθετη ζάχαρη και να τα αντικαταστήσουν με σπιτικά φαγητά, ώστε να περιοριστούν αρνητικά ^{αίχρα} φαινόμενα όπως η παχυσαρκία.

Καταληκτικά, προσωπικά πιστεύω πως η αλλαγή τρόπου ^{διατροφής} είναι ~~εξαιρετικής~~ ^{ειδικά στις} σημασίας, ~~σε~~ ^{σε} μέρες μας. Απαραίτητη προϋπόθεση όμως, είναι τα άτομα να συνειδητοποιήσουν την κατάσταση

που βρισκόταν

και να έχουν θέληση και όρεξη για ~~επιπλέον~~ μεταστροφή, σε πιο υγιεινές συνήθειες.

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

Content: The answer is purposeful and coherent with no digression. Ideas are mostly expressed in a logical sequence but links between ideas are not always established, as in the discussion of the third bullet point. (12 marks)

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

Η υγιεινή διατροφή είναι απαραίτητη. Μας προσφέρει υγεία και ευτυχία. Δυστυχώς, όλοι πέφτουμε στη παγίδα των ~~γλυκών~~ ^{γλυκών}, αναψυκτικών και γρήγορων φαγητών, τα οποία επηρεάζουν τη ζωή και την υγεία μας αρνητικά.

Η οικογένεια μου κάνει συνεχώς την προσπάθεια να παραμένει υγιείς και μακριά από το γρήγορο φαγητό. Συνήθως τρώμε κάθε μεσημέρι πράσινη σαλάτα και ένα

^{προσεύχνης} είδος ~~προσεύχνης~~. Τις περισσότερες φορές τα μαγειρεύει η μητέρα μου ή η γιαγιά μου. Πάντα είναι νόστιμα! Το απόγευμα απολαμβάνουμε φρούτα και φρέσκους χυμούς, και την νύχτα τρώμε ελαφριά. Όμως υπάρχουν πολλά πράγματα που μπορεί να κάνει η οικογένειά μου για να εμειωθεί η διατροφή και ο τρόπος ζωής μας. Ο πρώτος τρόπος που θα μπορούσε να αλλάξει ~~στον τρόπο που τρώμε~~ ~~η~~ διατροφή μας, είναι να μειώσουμε τα αναψυκτικά που καταναλώνουμε κάθε μέρα. Με το κάθε γεύμα, υπάρχει και ένα αναψυκτικό με ζάχαρη. Επίσης, κάθε σαββατοκύριακο, μαραζάμε ένα γλυκό, το οποίο μπορεί να αντικατασταθεί με κάτι πιο υγιεινό αλλά παλι νόστιμο. Ρωσέ το μην τρώμε ένα τεύε σοκολάτας αλλά μια τάρτα γεμάτη φρούτα.

Στη σημερινή μέρα, το γρήγορο φαγητό βρίσκεται παντού, στις διαφημίσεις, στη τηλεόραση και στο διαδίκτυο. Και ανησυχητικό είναι το γεγονός ότι η τηλεόραση και τα κινητά μας είναι μέρος της καθημερινότητάς μας, δεν υπάρχει τρόπος να το ξεφύγουμε. Επιπλέον, όλες οι εταιρίες του γρήγορου φαγητού δεν ενημερώνουν τους ανθρώπους τι περιέχει και πόσο παχυντικό είναι το φαγητό τους, ώστε κανείς δεν γνωρίζει πόσο κακό κάνει στην υγεία μας. Επιπρόσθετα, όσοι οι διάσημοι άνθρωποι σπονσάρουν μερικά φαγητά που τραβάει τη προσοχή των παιδιών και των νέων που τους θαυμάζουν. Για μια πιο υγιεινή και καλύτερη ζωή, έχω να προτείνω τα σχολεία να δώσουν περισσότερη έμφαση στη σοβαρότητα μιας σωστής διατροφής και της άθλησης. Πιστεύω πως πρέπει στη τηλεόραση να υπάρχουν περισσότερες εκπομπές μαγειρικής, που θα μαθαίνουν σε ~~παιδιά~~^{γονείς} και στα παιδιά τους πως να μαγειρεύουν νόστιμα αλλά υγιεινά φαγητά! Επίσης το γρήγορο φαγητό πρέπει να δώσει τις σωστές πληροφορίες, ώστε να γνωρίζουν οι άνθρωποι τι αγοράζουν και τι τρώνε.

Συμπερασματικά, μια σωστή διατροφή θα οδηγήσει σε μια σωστή και ευχάριστη ζωή. Είναι στα χέρια μας η υγεία μας και πρέπει να καταλάβουμε την ευθύνη που έχουμε. Πρέπει να διδάξουμε ^{στα παιδιά} ~~στις επόμενες γενιές~~ τη σοβαρότητα μιας υγιεινής διατροφής.

(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)

Δυστυχώς πλέον σε πολλές χώρες της Μεσογείου τα αυθεντικά φαγητά έχουν κηφεί την παράδοση. Σε εμάς μας αρέσει να τρώμε ζυμακά, ~~εστιατόρια~~ τσαρκ γούνε και αναφικενιά αλλά πάντα θα πρέπει να υπάρχει ένα μέτρο σε αυτά.

Για να μαγειρευτεί ένα σπιτικό παραδοσιακό φαγητό χρειάζεται αρκετή ώρα και ~~επίσης~~ ^{είναι} ~~πλέον~~ ^{πλέον} οι άνθρωποι δουλεύουν πολύ σκληρά για να θυάζουν ζευτά και δεν έχουν χρόνο για να ~~φτιάξουν~~ ^{ετοιμάσουν} το φαγητό. Μερικοί δουλεύουν δύο και τρεις ~~ώρες~~ ^{δωμάτιες} ~~ώρες~~ για να τα θυάζουν πέρα. ~~Τα~~ ^{Επειτα το} τσαρκ γούνε είναι η εύκολη και γρήγορη λύση για φαγητό και ~~αυτός~~ ~~είναι~~ ~~και~~ ~~ένας~~ ~~γος~~ ~~γιατί~~ ~~κάποια~~ ~~παιδιά~~ ~~έχουν~~ ~~κάποια~~ ~~περιττά~~ ~~κυσά~~ ~~Πιστεύω~~ ~~κάποιες~~ ~~γορές~~ ~~δεν~~ ~~είναι~~ ~~μνο~~ ~~θέρα~~ ~~της~~ ~~από~~ ~~μίας~~ ~~χρόνου~~ ~~αλλά~~ ~~και~~ ~~το~~ ~~θέμα~~ ~~συνήθεις~~ ~~και~~ ~~επει~~ ~~δεν~~ ~~υπάρχει~~ ~~θέματα~~ ~~στο~~ ~~να~~ ~~μαγειρεύουν~~.¹²⁶

Εχω μάθει από μικρή ηλικία σφραίνει η υγιεινή διατροφή ~~από~~ ~~γός~~ ~~του~~ ~~ότι~~ ~~είμαι~~ ~~και~~ ~~αθλητικά~~ ~~της~~ ~~Ευρωπαϊκής~~ Ομάδας στίβου. Η υγιεινή διατροφή είναι ένα αρκετά σημαντικό κομμάτι κάποιου ανθρώπου. Στην οικογένειά μου ~~επηρεάζει~~ ^{αφαιρέσει} υπερβαίνει ^{αφαιρέσει} την υγιεινή διατροφή αλλά όχι όσο θα έπρεπε. Στην δική μας διατροφή υπάρχουν και τα ζυμαρικά και τα φρούτα αλλά και η προετοιμία και η ~~αυτά~~ ~~άνθρωπος~~ ~~που~~.¹²⁷

~~προσέχεται~~ κρίνεται ότι οι ~~απόφοιτοι~~ άνθρωποι. Από την άποψη
 όμως ενώ έχουμε μια υγιεινή διατροφή δεν ~~πρέπει~~ πάθει να
 τρωμε σοκολάτες και ~~κακάο~~ πατατόκια σπανάκι, ~~αλλά~~
 θα ήθελα να μην υπάρχουν ούτε στην ζωή μας. Το τελευταίο
^{χρόνο} η πανδημία του κορωνοϊού έχει βρει τους ανθρώπους κοντά
 στο αθρητισμό και κοντά στην υγιεινή ~~α~~ ζωή αφού ~~βλέπουμε~~
 και λίγο ~~χρόνο~~ στο να ασχισθούν με τον εαυτό τους, ^{και να}
~~βελτιστοποιήσουν~~ ^{εμπροστίαν} ~~εξελιχθούν~~

Τέλος πιστεύω ότι πρέπει να υπάρχει μια ενειμέρως
 προς όχι μόνο τα παιδιά ~~και~~ αλλά και στους πιο μεγάλους για το
 πόσο σημαντική είναι η διατροφή στην ~~βιο~~ ζωή μας. ~~Εξαιτίας~~ και για
 τους κάποιους τρόπους για μια υγιεινή ζωή όπως το να ^{τρώμε}
 φρούτα και ~~αυτοαποφύγετε~~ το να ασχισθεσθερπτικά.

Examiners' Tips

Remember to develop all bullet points equally and purposefully and to sequence ideas in a logical manner.

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.

Express your ideas in a clear and precise manner. Avoid general answers and vague statements.

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

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

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

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 superfluous or 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.

