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Examiners' Report

June 2017

GCSE Greek 4 5GK04 01

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Introduction

GCSE Greek 5GK04 01 requires candidates to respond to a total of two questions, one from each section, A and B. The questions are linked to the topics prescribed in the specification, which are: media, travel and culture and sport, leisure and work.

Candidates are required to choose one task per section.

The tasks and related assessment criteria have been designed to accommodate a wide range of candidate profiles and reward work from grades G to A*. The paper rewards candidates for effective Communication and Knowledge and Application of Language (as well as accuracy in the second longer task). Tasks are set in English to ensure that assessment is not over reliant on reading ability.

Although elements of the second task are accessible to candidates seeking grades G to C, the task from Section B provides opportunities for stretch and challenge through a more extended writing requirement.

The total mark for this paper is 50, 20 for section A, the shorter writing task, and 30 for section B, the longer writing task. It is important to note that the rubric requires that candidates write no more than 70 words in their response to their chosen question from Section A, whereas responses addressing the question in section B require a minimum of 120 words.

Candidates who do not address all the bullet points in their question of choice, according to the prescribed word limit, lose valuable marks from the Communication and Content category and, where appropriate, from the Knowledge and Application of Language category. When targeted content is omitted, certain targeted linguistic structures necessary to relate this content are also omitted.

Question 1 (a)

Question 1(a) was the most popular in this series and the mean mark of candidate performance was at 14.40 out of 20. The question required that the candidates write an email to a friend to tell them about a recent trip and mention:

- what the place they visited was like and something they did there
- what they thought of this trip and why.

Many candidates responded to this question fully, using a good range of appropriate vocabulary and structures and providing relevant detail. There were several instances when a candidate mentioned the name of a place they visited but made no attempt to describe it ("what the place was like"). Given the number of words available, a short description such as "το μέρος ήταν πολύ τουριστικό αλλά είχε ωραία μουσεία" would have sufficed. In addition, many concluded that "περάσαμε υπέροχα", which would lead the reader to have a fair understanding of what the candidate thought of this trip, but there was often no direct explanation regarding "why". In addition, a great number of words was often devoted to irrelevant, chatty sentences addressed to a friend and by the time the candidate reached 50 words there was still no pertinent engagement with the topic. A purposeful response must address the topic from the outset, once a customary **brief** exchange of pleasantries is established (e.g. Γεια σου Άννα,).

This is a fluent response, characterised by relevance and accuracy. It earned full marks. The candidate writes naturally but also in response to the requirements of the bullet points.

Αγαπημένη μου Δανάη,
~~Ελπίζω να είσαι καλά. Ζου χράρω αυτό~~
το χράμμα για να σου πω για την υπέροχη εμπειρία
ημέρα που είχα με την οικογένεια μου χoes.
- Επισκεπτικάμε το ζωολογικό κήπο του Λαδίνου το οποίο είχε
όφρια χία, ερπεία, ωόσκα πονά και ~~πάρτα~~ άλλα σπάρια χία.
Αυτό που μου έρεσε πολύ ~~χου~~ ~~ε~~ ήταν όταν πήγαμε και
είδαμε την παράσταση που είχαν ετοιμάσει ~~χ~~ με τα δελφίνο
και τις φώκες.
- Ήσαν μια εκπαιδευτική ^{εκδρακή} ~~και~~ ^{χέκασο} ~~καταρτήτική~~ ^{χαρα} ~~εμπειρία~~
που ~~ο πατέρας~~ ~~μας~~ ~~θα~~ ~~παραίσε~~ ~~να~~ ~~επισκεπεί~~.
Περμένω σύντομα ~~εις~~ ~~από~~ ~~τα~~ ~~νέα~~ ~~σου~~.
Με αγάπη



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Examiner Comments

All the information required is contained in this excellently linked piece. The place visited, the zoo, had wild and rare animals (“what it was like”). The candidate saw the dolphin show (“something you did there”). The trip was unforgettable (“what you thought of this trip”) as it was educational and fun (“why”).



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Examiner Tip

It is advisable to compose succinct responses that integrate relevant information in a coherent manner and include appropriate vocabulary and structures. This response contains apt references to the past (including irregular verbs), excellent range of vocabulary and no superfluous information.

Αγαπημένη μου φίλη, ΑΕΙΕΙΝ
Τέλα σου, Τε Κανεις; Επειζω να ελσαλ πολυ Καλα.
Σου γραφω αυτο το μελα για να σου πω Σλαποτες
μου. Πηγα με την Ολογενεια μου. ~~στο~~ Εμεις
Πηγαμε στην Μασδρες και ηταν ~~δουτυστικα~~.
Εμεις ~~ε~~ Πηγαμε Κολυμβησι στην Θαλασα. Εμεις
~~ε~~ επαλζαμε ποσοσφαιρο και Τενις. Ηταν, γευλικα,
Τελα!

~~ε~~ για μενα, Εγω ~~αγαπα~~ αγαπω αυτος Σλαποτες
γιατι ~~ο~~ Κικρος ~~ε~~ εμια πολυ ~~ε~~ ζεστη,
και για μενα, αυτος εμια καλο. Εγω αγαπω
χαλαρωνων στην παραλια. Μασδρες εμια
ομορφη.

η φιλη σου,



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When part of a bullet point is omitted or references to the required information is not clear enough due to poor language, the response cannot earn marks from a category higher than 5-6. The narrative is structured around inconsistent use of tenses, which creates ambiguity with regard to the chronology of events and makes the account "comprehensible with some lapses".

This candidate demonstrates limited language skills. There are many mistakes, not enough evidence of understanding the notions of case and agreement and lack of indication of the position of the stress.



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Examiner Tip

Remember that verb endings indicate person and time frames. Even though the ending -ω indicates the first person, it situates action in the present or future tense. There are certain elements that cannot be combined. The augment ("ε") is a characteristic of the Aorist and the Imperfect and cannot coexist with the -ω suffix.

Question 1 (b)

Question 1(b) was the second most popular in this series and the mean mark of candidate performance was at 12.62 out of 20, which indicates that candidates found aspects of it challenging.

The question invited candidates to participate in a survey about their viewing preferences (TV or Cinema) and mention information related to the following:

- which of the two they prefer and why
- their impression of something they watched recently.

Many candidates provided rather lengthy and relevant narratives on one aspect of the question, namely why they preferred one medium over the other. This meant that quite often they exhausted the word count before they managed to give their impression of something they had watched recently.

More able responses conveyed all relevant information in a succinct manner, linking the various aspects that the bullet points required into a coherent whole.

Occasionally, when it came to describe their impression of something they watched, candidates over-used words in English, as in addition to a title in English, they included place names and the names of actors in English. Place names could be translated where appropriate (Η.Π.Α instead of USA) and names could be transliterated if there is no Greek equivalent (Κάλι instead of Kylie).

This is an excellent response that earned full marks. It includes a wide range of appropriate vocabulary and structures, including some complex items, and there is evidence of clear ability to narrate, describe and express opinion.

Προσωπικά προτιμώ την τηλεόραση επειδή είναι ένα μέσο που έχει καθημερινή πρόσβαση στο σπίτι αλλά και πολλές φορές στον χώρο εργασίας σου.

Πρόσφατα παρακολούθησα μια ταινία επιστημονικής φαντασίας που λέγεται 'Divergent' και ήταν αρκετά ενδιαφέρουσα γιατί η πλοκή ήταν διαφορετική από άλλες ταινίες. Από τον σκενό μου κύκλο φέρω ότι οι έφηβοι προτιμούν να πηγαίνουν στον κινηματογράφο επειδή είναι κάτι που πλέου δεν γίνεται συχνά και το ^{εκλαμβάνουν} ~~εκλαμβάνουν~~ ως μια διαφορετική μορφή ψυχαγωγίας.



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Examiner Comments

Despite occasional awkwardness in expression (e.g. in the construction of this relative clause “που έχεις καθημερινά πρόσβαση”) this is a piece that is coherent and pleasant to read. It contains relevance combined with economy and excellent linking of its constituent details.



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Examiner Tip

The adjective “ενδιαφέρων” is one that makes a frequent appearance in the continuous writing tasks. Evidence of familiarity with the rules of its declension indicate confident control of the rules of morphology.

This is a very good response that earned 19 marks out of the 20 available.

“Σινεμά ή τηλεόραση?, είναι δύσκολο να αποφασήσεις.
^{Εγώ} ~~Πάντα~~ Πάντος προτημάω την τηλεόραση, ~~γιατί είναι πιο εύκολο~~
 από ~~το~~ το σινεμά επειδή η τηλεόραση είναι μέσα στο σπίτι ~~σου~~
~~και~~, μπορούμε ^{να} την απολαύουμε ~~καθόντας~~ καθόντας όπως θέλουμε και
 επειδή δεν χρειάζεται να πληρώμε για κάθε ταινία/σειρά
 που βλέπουμε.
 Τώρα τελευταία ^{έχω αρχίσει να} βλέπω στην τηλεόραση για πολύ αστεία σειρά
 γερότη κοροδία, χαίρομαι πολύ που ~~είναι~~ ^{είναι} ~~είναι~~ ^{είναι} στην τηλε-
 όραση επειδή μπορώ να την δω ~~όποτε θέλω~~ ^{όποτε θέλω}.



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Examiner Comments

The candidate addresses the requirements of the question in a succinct but fully relevant manner.
 The candidate prefers TV because he can watch it at home (“what you prefer and why”). They also have a positive impression of a comedy they recently started watching (“your impression of something you watched”).
 The language is not faultless with regard to spelling and use of wrong forms (e.g. κάθοντας) but there is evidence of consistently competent use of complex structures (e.g. “είναι δύσκολο να αποφασήσεις”, “δεν χρειάζεται να πληρώνουμε”) and ability to manipulate language to produce longer, fluent sentences (“εγώ πάντος προτημάω την τηλεώραση από το σινεμά επειδή ...”).



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Examiner Tip

Instances of inaccurate spelling, rather than lack of knowledge of linguistic structures, cost this candidates full marks. Inflections in Greek are mostly indicative of grammatical categories. The suffix -ει may belong to a verb in the third person present indicative or subjunctive but never to a feminine noun (e.g. τηλεόρασει).

This response earned 5 out of the 20 available marks.

Εχω νομίζω οτι τα παιδιά προτιμούν να βλέπουν ταινίες στη τηλεόραση επειδή έτσι μπορούν να τους δής όλες φορές θέλουν, και επειδή το εισιτήριο στο Κινηματογράφο είναι αγρηβα και αν πιας με τους φίλους σου η την οικογένια σου θέρεις πολλα χηματα. και στο οπτικ μπορείς να τες βλέπεις όλες φορές θέρεις. οι νέοι μπορείς να προτιμου η ακρόαση στο οπτικ τους πηο ποδυ απο το Κινηματογράφο.



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Examiner Comments

The candidate attempts to answer one bullet point but it is left to the imagination of the reader to tease out some relevance out of poorly constructed sentences. There is consistent mixing of letters in high frequency words (e.g. αγρηβα). The piece contains much ambiguity and omission.

Question 1 (c)

A very small number of candidates chose this question. Those who did wrote interesting, funny and relevant accounts, marked by excellent language skills.

The mean mark in this question was 15.18 out of 20; which is indication of very good performance in the categories of Communication and Content and Knowledge and Application of Language.

The question invited candidates to write an account of their work experience looking after a neighbour's children. They ought to include in their responses:

- what the children were like and how they spent the first day together
- whether they intended to do it again and why.

Even though the majority of those who chose this question achieved very good marks, a pattern of lengthy and over-ambitious responses was established, especially by candidates with near native speaker skills. These responses exceeded the prescribed word count requirement by far and failed to indicate the combination of accuracy, relevance and economy that are essential for a good response.

This is an excellent response that earned full marks.

Αγαπητή Μαρία,

Σου χράφω' να σου πώ για τη καινούρια μου δουλειά. Κάθε Σάββατο θα παίζω στο σπίτι του γείτονα μου και θα προσέχω τις κόρες του. Αυτά τα δύο κοριτσάκια είναι πανέμορφα και ~~επίσης~~ ^{επίσης} πολύ ευγενικές. Ονομάζονται Χρίστα και Άννα. Τις συνάντησα για πρώτη φορά το Σάββατο. Πέρασανε την ημέρα παίζοντας με τις καινούριες κούκλες τους και λέγοντας ιστορίες. Θα συνεχίσω να παίζω κάθε Σάββατο γιατί τα απόλαυσα πάρα πολύ, η Χρίστα και η Άννα ήταν φανταστική συντροφιά (και η πληρωμή είναι καλή!)

Με αγάπη,
Ελένη



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Examiner Comments

The candidate writes with variety and interest, with consistent attention to the rules of grammar and without losing sight of the requirements of the question. Information is aptly sequenced and pertinent throughout. All the required information is there: the children beautiful and polite, the candidate and the children spent the day playing and telling stories and job satisfaction as well as good pay are the main factors for wanting to continue in this position.



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Examiner Tip

The minimum core vocabulary is a good source of information regarding indicative content under each topic area. Familiarity with the words that are essential to narrate (σου γράφω...), describe (ευγενικές), express opinion (ήταν φανταστική) and expand in direct relation to a topic is necessary for composing a relevant response.

This response earned 13 marks, due to omissions.

Αγαπητέ Γιώργο,

σου γράφω αυτό το ηλεκτρονικό
γράμμα για να σε ενημερώσω για
την δουλειά που έχω ξεκινήσει τα
σαββατοκύριακα, ως νεοει.

Η πρώτη μέρα ήταν εκπληκτική,
τα παιδιά των γειτόνων μου με
έκαναν να νιώθω τόσο οικεία.

Αφού γνωρίστηκα με τα παιδιά και
έσησε ο πάγος, η μέρα κύλησε
γρήγορα και ευχάριστα. Μάλιστα, αν
μου δινόταν η ευκαιρία θα το
ξανάκανα ανεπιφύλακτα.

Το επόμενο σαββατοκύριακο οι
γειτονές μου θα με ξαναχρησιάσουν
και έχω ευχηθώ να πάω!

Ο δικός σου





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Examiner Comments

It is clear that the candidate has good language skills but failed to read the question carefully and compose an answer that includes all of the required details. We do not exactly get a sense of what the children were like and the reader needs to extrapolate a sense of what happened on the day and why the candidate would do it again. What is missing from this response is purposeful, rather than tentative, description and opinion in response to the question.



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Examiner Tip

Evidence of ability to go beyond a minimal response is not enough in itself, if the piece contains omissions. In this case omissions also cost the candidate marks from the category of Knowledge and Application of Language. Marks for the two different categories of assessment (Content and Language) must be drawn from adjacent boundaries. Use of language is considered appropriate when it is formed in direct engagement with the required content.

Question 1 (d)

Question 1(d) was the third most popular question in this series and the mean mark of candidate performance was 13.44 out of 20. This indicates that many candidates managed to convey appropriate details using good variety of vocabulary and structures.

This question invited candidates to participate in a survey about health and fitness and include in their answers the following:

- what they do to stay fit and healthy
- something they did recently that was good for them.

Patterns of omission are mainly related to the second bullet point. This meant that some candidates failed to demonstrate their familiarity with a range of tenses, as their entire narrative was restricted to the time frame of the present. As a rule, for a balanced response, both bullet points ought to carry the same weight in terms of the information conveyed.

This response earned 11 marks. The candidate could have earned more marks if they had included a more personalised narrative instead of this rather general commentary on health and fitness.

ΕΛΘΕΤΕ ΣΤΑ ΠΡΟΣΩΠΑ ΣΤΡΕΦΑ, ΣΤΡΑΛΙ

Indicate which task you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new task with a cross ☒.

Chosen task: Task 1(a) ☒ Task 1(b) ☒ Task 1(c) ☒ Task 1(d) ☒

~~ΤΟ ΣΠΟΡ και ΤΗ ΗΓΙΑ~~

Όλι ζέρουν ότι το σπόρ και
αυτα που τρώμε έχει πολυ
μέγαλι διάφορα στην ηγία μας.
~~Να~~ ~~εχούμε~~ καλή ηγία χρταζουμε
~~να~~ ~~να~~ ~~κάντες~~ ~~πρέπει~~
να ~~κάντες~~ κάνεις μέντε ώρες
σπόρ καθε ευδομαδα και να
μιν ~~πρέ~~ τρώς ~~πολύ~~ πολλή
γληκά και πολύ κρέας διότη
διμιουργούναι ηροβλίματα της καρδιάς.

Αυτή την εβδομάδα, ~~επείδη~~ έτρεξα
τριάντα χιλιόμετρα και νιώθω
πολύ ηρεμία στο εμειδή
~~καθώς~~ ~~ότι~~ ~~η~~ ~~μέρα~~ ~~και~~ ~~ν~~ ~~που~~ ~~μ~~
χαλαρόνιασε από την καθημερινή
ζωή. ~~Αποφεύγω~~ ~~το~~ ~~παι~~ ~~τρέξιμο~~
που έκανα, έχασα δύο κιλά.



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Examiner Comments

This essay earned 6 in the category of Communication and Content because the response to the stimulus failed to explain what the candidate does and focused on what people should do in general. Even though this may constitute the omission of a whole bullet point (range of marks: 3-4, "major omissions"), the information was cognate to the topic and the examiner concluded that the advice given ("πρέπει να κάνεις πέντε ώρες σπορ") may in fact be taken to derive from personal experience.

This response earned full marks. It exceeds the word limit, within tolerance, and manages to convey all relevant information fluently and persuasively.

Η φυσική άθληση είναι πάρα πολύ σημαντική για
ανθρώπους όλων των ηλικιών και πιστεύω πως δεν θα
έπρεπε κανένας να την παραμελεί. Όπως έλεγαν και οι αρχαίοι
πρόγονοί μας "Ύψους υγιειν εν σημασι υγιειν" Αλλάζει πέρα, το
οποίο σημαίνει ότι η φυσική άθληση δεν βοηθάει μόνο την
σωματική υγεία, αλλά και την πνευματική.

Πρωταρχικά, για να διατηρούμε σε καλή φυσική κατάσταση
κοληπάω κάθε μέρα στην πισίνα για περίπου μία ώρα και
προσπαθώ να τρέφομαι όσο πιο υγιεινά γίνεται. Προσπαθώ
να δραστηριοποιούμαι σε γυμναστήριο ώστε να βελτιώσω την σωματι-
κή μου υγεία αλλά και την πνευματική.

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Examiner Comments

Most of the information that is directly relevant to the question is contained in the second paragraph. Even though the candidate makes an unnecessarily long introduction, they rescue the essay by writing fully relevant details in sophisticated and impressive language that demonstrates excellent control of meaning and purpose.



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Examiner Tip

Unless one is very secure in their language skills, such introductions ought to be avoided. This candidate manages to compose a fully relevant response, with very good linking of the information, because of consistently competent use of structures, tenses, vocabulary and subordination.

Question 2 (a)

Question 2(a) was the third most popular response in this section. It was also the one where candidates performed least well. The mean mark of performance was 17.10 out of 30. Marks were mostly lost in the category of Communication and Content as many candidates read the question hastily and chose to write about the pros and cons of TV in general, rather than argue for or against reality TV, which was the particular angle of argument that the question invited.

Question 2(a) required that candidates take a stance in relation to a teacher's claim that reality TV has a negative effect on young people. In their answers, they ought to include:

- which reality TV show is popular with them and their friends and what it is about
- whether they agree or disagree with their teacher and why.

Most essays were one-dimensional, choosing to focus on the argument and neglecting to describe a reality show that they watch. Some wrote that they do not watch such shows and therefore are not in a position to describe one. If a question requires evidence of description and opinion and candidates have nothing to show for either, maybe a different question would be more appropriate for their skills and world of experience. If, on the other hand, a question requires opinion and even though the topic is appealing and the candidate is unsure where they stand, they do not need to take sides. They may offer both sides of the argument and outline the positive and the negative aspects.

This is an example of an excellent response that earned full marks in all three categories of the assessment criteria.

Ένα από τα πιο διάσημα τηλεοπτικά προγράμματα στις λέξεις μας είναι το "keeping up with the Kardashians", δεν το παρακολουθώ αλλά θέλω οι φίλοι το παρακολουθούν. Οι Kardashians είναι το ίδιο τους και δεν μπορώ να το παρακολουθώ.

Το πρόγραμμα αυτό μας δείχνει την ζωή μέσα στο σπίτι των αδελφών Kardashian, είναι 5 αδελφές και ένας αδελφός. Αυτή η οικογένεια έχει πολλά χρήματα. Οι αδελφές ~~και~~ όλες έχουν ~~πολλο~~ διαφορετικούς χαρακτήρες. Η Kim δουλεύει μαζί με τον άντρα της σε μία νέα εταιρεία μόδας. Η Khloé έχει βιβλίο για ηγιεινή διατροφή. Η Kourtney μαζί με την Khloé έχουν διάφορα διδακτικά βίντεο με σούπερ

χυμναστικής. Η κέντρα είναι Ιονέρο και έχει λόγ
ροχών Λογί με την Κόρη Κόρη. Η κάρτα
έχει διμία της Κόρη καχυντηών.

Εντυπωσιακό δεν γέω, τα οφές τους έχουν
αυέβιους χαρακτήρες και όλοι νέοι βρέωσαν
αυτού του είδους προγράμματα έχουν χαρία
χαρακτήρες.

Ο δάσκαλος του Κας είτε ως αυτού τα
είδους προγράμματα έχουν οφνητική ευάρση
βτους νέους. και ευφρονώ Λογί του για τον γοχό

ότι οι νέοι ωφρον όφριαν και είναι όφοι οι ίδιοι
νανέας δεν διαφέρει, όφοι ντυνόνται το ίδιο
και Κίανε το ίδιο εξέριαν αυτών των ρίγρι
τηρεωτήτων προγράμμάτων. Αυτό ωφρω να
βαλατήσε.



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The candidate may be using the title and names of the people involved in this show in English but leaves no doubt as to their excellent ability to compose a purposeful, fluent and fully relevant response. There is direct argument in relation to the teacher's opinion, a conclusive remark that is persuasive and substantiated and a detailed description of the reality show that makes the candidate's evaluation appear confident and fully justified.



ResultsPlus Examiner Tip

It is always pleasant to read about the candidates' personal opinions and experiences when these are required, as in this question. The candidate has chosen a topic that they are clearly familiar with and this makes the piece compelling and pleasant to read. It is always a good idea to choose a topic that one has something to write about, either because one is interested in it or because they have some experience of it.

~~στρέφα, έτραβα~~

στρέφα, έτραβα

Indicate which task you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new task with a cross .

Chosen task: Task 1(a) Task 1(b) Task 1(c) Task 1(d)

Το σπόρ και τη ηγία

Όλι ζέρουν ότι το σπόρ και
αυτα που τρώμε έχει πολυ
μέγαλι διάφορα στην ηγία μας.

~~να~~ Να έχουμε καλή ηγία χρειαζομε
να ~~καντες~~ κάνεις πέντε ώρες
σπόρ καθε ευδομάδα και να
μίν ~~πέντε~~ τρώς ~~πολύ~~ πολυ
σληκά και πολυ κρέας διότι
διμιουργούναι ηροβλίματα της καρδιάς.
Αυτή την ευδομάδα, ~~έτραβα~~ έτραβα
τριάντα χιλιόμετρα και ~~υιόθω~~
πολύ ηγεις στο επειδή
καθήσα ~~ότι~~ ~~πέρα~~ και ν που ν
χαλαρόνιασε απο την καθημερινή
ζωή. Απο ~~αυτα~~ το ~~πέντε~~ τρέξιμο
που έκανα, έχασα δύο κιλά.



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Examiner Comments

The candidate attempts to answer but description and opinion are both hard to decipher and along the wrong lines, in the instances where some meaning does emerge. There is evidence of misunderstanding and the language is basic and inappropriate to the task.



ResultsPlus

Examiner Tip

Even when the candidate possess limited knowledge of Greek, some marks can still be earned when there is evidence that they know the conventions of the Greek writing system, they do not mix English and Greek characters and indicate the position of the stress, rather than a dot above the ι.

Question 2 (b)

Question 2(b) was the second most popular in this section and it was also the one that yielded the most able responses. The mean mark for this question was 20.90 out of 30. This means that many candidates achieved excellent results and wrote clear, coherent, relevant and accurate essays about their favourite book.

Question 2(b) invited candidates to recommend a book to members of a book club and include in their answers:

- why reading is important for them and which book they are recommending
- what the book is about and why they have chosen it.

It was a pleasure to read a variety of interesting and moving accounts about the importance of reading and the impact that a certain book had on a candidate. The candidates who chose this question exhibited a maturity and sophistication that are indeed testament to the importance of reading for one's development into a thinking and sensitive individual.

This is an excellent response that earned full marks. It contains an impressive range of vocabulary and structures and makes a compelling argument for the importance of books.

Chosen task: Task 2(a) Task 2(b) Task 2(c) Task 2(d)

~~Εγώ και οι φίλοι λατρεύουμε την υπέροχη καινούρια κληρονομική σειρά που ονομάζεται «Hustle». Είναι ένα πρόγραμμα που περιγράφει για τον δύσκολο δρόμο ενός παιδιού προς το όνειρό του, να γίνει ένας επαγγελματίας ποδοσφαιριστής. Η σειρά βασίζεται σε μια αληθινή ιστορία και είναι απ' τις καλύτερες και ενδιαφέροντες σειρές που έχω δει - πρώτου αιώνα. Πιστεύω ότι είναι μια καταπληκτική σειρά καθώς είναι πολύ καλά γραμμένη και συνοψισμένη.~~

~~Διαγωνιά με την δασκάλα μου καθώς πηγαίνω σε~~

Το διάβασμα είναι πολύ σημαντικό για ^{εμένα} ~~για~~ πολλούς διαπορευτικούς λόγους. Κατ' αρχήν το διάβασμα με βοηθάει να προετοιμαστώ μετά από δύσκολες ημέρες ~~που~~ είναι πολύ και ακόμα βοηθάει το στήθος μου να ξεκουραστεί. Διότι το διάβασμα σε καθιστεί σε μοναδικούς κόπους γαλακτίας που δεν σου

This response earned 13 out of 30 marks.

Γεια σου
Νομίζω σου αρεσει τούτον το βιβλιο αν
αρεσει σου εση δραση. Λενε το Hunger
games. ~~Ειναι~~ Ειναι περιπου ενα πεζια 11-16 χρον
που κανουν αυτο αμηνια για να πασουν σπιτι.
Ειναι καλα να γιανασις γατι κανη επεκτενω
~~τα~~ λεξιλογια σου και ειναι σημαντικος γατι
θελεις τα λεξιλογια για να σκερις τι θα
κανεις ~~εγινασις~~.
Το Hunger games ειναι το πιο αγαπημενο μου
βιβλιο γατι ειναι δραση και ~~ενα~~ ^{κανη} ευκαιση.
και αρεσει μου πολη τα δρασα ~~βιβλι βιβλι~~
βιβλια και τωτον εχει ~~α~~ πολη δραση
δραση.



ResultsPlus Examiner Comments

This response is not easy to read and contains repetition and ambiguity. It earned only 5 marks in the category of Communication and Content because information relating to the importance of reading or the recommended book is mostly incomprehensible. The answer is also rather short for this section and the language is insecure.



ResultsPlus Examiner Tip

It is essential to adopt the correct register when composing a response and make a note of the audience that the composition is addressed to. In this case, a book club would require the use of the formal "you".

Question 2 (c)

Most candidates who sat for this examination chose question 2(c) as it seemed to be closer to their world of experience and preferences. The mean mark for this question was 20.07 and indicates that those who wrote about video games proved able to compose pertinent, accurate and fluent essays.

Question 2(c) invited description and opinion about video games and young people and asked that candidates include in their answers:

- what kind of video games they and their friends play and how often
- the pros and cons of video games for young people.

Most responses showed ability to offer a balanced argument that discussed the pros and cons of video games and the ways in which they promote certain skills, including competence in another language, but also affect one's performance at school or harm one's health because of the sedentary life style that they entail. There was a pattern of instances of unbalanced approach to the question, when candidates leaned heavily towards argument ("the pros and cons") and neglected to offer description ("what kind and how often").

This is an excellent and fully relevant response that earned full marks.

Εγώ δετρέω να παίζω ηλεκτρονικά παιχνίδια με τους φίλους μου. Έχει πάρα πολύ καλά και μας φέρνει πιο κοντά, ιδίως όταν είμαστε στην ίδια ομάδα. Όπως τα ηλεκτρονικά παιχνίδια ~~αλλά~~ ^{αλλά} όπως, παιδιά και εμένα, χάνουν όσον τον χρόνο μπόρσα σε μια οθόνη. Αυτός μπορεί να προκαλέσει ^{οξύμωρο} προβλήματα ^{στο σχολείο} στον εγκέφαλο και στα μάτια, αλλά είναι και ~~αριστεία~~ ^{αριστεία} αντικουλτουρικό. Πολλά παιδιά δεν μιλάνε στους γονείς τους για όλο μέρες παρὰ μόνο το «κατακρίφα» και «καθαυίχα». Επίσης, πολλά παιχνίδια δείχνουν πολύ βία, ναρκωτικά, αλκοόλ κτλ. που μπορεί

να προκαλέσει εθισμό σ'αυτά τα πράγματα
~~όχι~~ Με τους φίλους μου μ'αρέσει ν
παιζω στρατηγικά παιχνίδια ~~α~~ αλλά
και με ~~πορτρέ~~ και όπλα, που είναι
τα πιο συνυθισμένα αυτός τον καιρό. Όσο
~~α~~ έχουμε όλοι καιρό, συνήθως ~~α~~ μια φορά ~~α~~
εβδομάδα, τα ελεύθερα ~~α~~ παίζουμε για κα
ώρα. Μπορεί να μην είναι τόσο καλό

για ^{την υγεία σου} ~~α~~, αλλά ~~α~~ όμως πότε να
σταματήσεις, είναι ~~α~~ καλό για το
^{μυαλό σου} ~~α~~ επειδή ^{είναι διασκεδαστικό} ~~α~~ χαλαρώνει και
σε ~~α~~ ~~α~~ ταξιδεύει ~~α~~ έξω από την
πολιτοσύνη σου ~~α~~ αδυτική ζωή για λίγο.
Ευχαριστώ;



ResultsPlus Examiner Comments

The candidate writes in a very natural and fluent way and includes only relevant content. There is mention of the frequency of playing games ("συνήθως μια φορά την εβδομάδα"), description of the preferred video game ("στρατηγικά παιχνίδια και άλλα με όπλα") and persuasive as well as balanced argument regarding what they think about the role of games in young people's lives.



ResultsPlus Examiner Tip

It is not necessary to relay the information in a special order that corresponds to the bullet points, as long as the response is detailed and fully relevant. This candidate adopts an acceptable sequence which, in fact, does not order content in the way that the content requirement is listed in the bullet points.

This response earned 8 marks.

Για το όνομα μου και Νεανιδ και θα ήθελα να μιλήσω για τα ηλεκτρονικά παιχνίδια.

Εγώ και οι φίλοι μου παίζουμε παιχνίδια αλλά όχι τόσο συχνά τα παιχνίδια που πλέζουμε πιο πολύ είναι τα Action. Πλέζουμε τέσσερις ή πέντε μέρες από δύο ώρες την ημέρα.

Τα κατά που τα παιχνίδια τον δίνουν είναι γρήγορη σκέψη. 70% από τους γιατρούς που παίζουν ηλεκτρονικά παιχνίδια κάνουν την χειρουργία πιο γρήγορα και καλύτερα.

Τα ναμα ππρ



ResultsPlus Examiner Comments

The candidate's response is short and there is no evidence of ability to go beyond a minimal response. The inclusion of words in English and the mixing of characters (Greek and English) make the information incomprehensible in writing.



ResultsPlus Examiner Tip

It is important to check your writing for consistency. The mixing of Greek and English characters and the use of the wrong consonants when forming words make this piece very difficult to read or comprehend. It is clear that the candidate is familiar with the Greek letters and the rules of phonology but inconsistent application of this knowledge results in very little rewardable material.

Question 2 (d)

Question 2(d) was the least popular question in this section and performance varied from excellent to poor.

Few candidates chose this question which invited them to work as volunteers for an environmental organisation and include in their application letter:

- how and why they would like to help out and whether they have any experience of voluntary work
- what they think the biggest environmental problem is and why.

The candidates whose performance merited marks from the top categories of the assessment grids included all the required information and integrated opinion and the various descriptive tasks in a balanced and coherent manner. Where patterns of errors were detected, these had to do with omission or instances of over-expanding on one bullet and writing minimal information on the other. Some candidates misunderstood the word volunteer and wrote about the experience of paid employment. The most frequent omission had to do with the kind of help the candidates were offering ("how") and the reason why they considered an environmental problem the "biggest".

This is an excellent response that earned full marks. It employs an impressive range of vocabulary and structures and a register which is appropriate to task.

Γεια σας,
Σας γράφω για να γραφώ στην περιβαλο-
ντική σας οργάνωση. Είδα την αγγελία
σας σε μια εφημερίδα και θα με ενδιέ-
φερε πολύ να δουλέψω εθελοντικά για την
προστασία του περιβάλλοντος.
Θα ήθελα να βοηθήσω, διότι ~~είμαι~~ ενδιαφε-
ρόμαι για το περιβάλλον και ξέρω ότι
πολλά άτομα της κοινότητας μας το
χρησιμεύουν καθημερινά. Κυρίως θα ήθελα
να βοηθήσω μαζεύοντας τα σκουπίδια
από παραλίες και πρεβόντες ~~και~~ δέντρα.
Επίσης έχω εθελοντική εμπειρία. Παλιότερα

Δούλενα εθελοντικά για μια αλλη περιβαλ-
τική οργάνωση. ~~Δούλενα ως~~ ~~εθελοντική~~ ~~οργάνωση~~ ~~ως~~ ~~εθελοντική~~
βιοσυνοδίων σε θέλασσεσ και αυτές. Δυ-
στυχώς αυτή η οργάνωση έφειδε λόγω
~~οικονομικών~~ ~~οικονομικών~~ ~~οικονομικών~~ ~~οικονομικών~~ ~~οικονομικών~~ ~~οικονομικών~~ ~~οικονομικών~~ ~~οικονομικών~~
οικονομικών προβλημάτων.

Κατά τη γνώμη μου το μεγαλύτερο
περιβαλλοντικό πρόβλημα είναι τα
καυσαέρια από τα εργοστάσια και
τα αυτοκίνητα. Αυτά καταστρέφουν
το όζον με τα χημικά τους. Με αυτόν
τον τρόπο τα ακτινοβερρά μας
κωλύνει. Έτσι όταν ο ήλιος στέλνει
τις ακτίνες τους για να μας δώσει φως,
η ραδιενέργεια από αυτές παρεμβάται
στην ακτινοβερρά. Αυτό δεν κολύνει μόνο
τον αέρα που αναπνέουμε αλλά
προκαλεί ~~ακόμα~~ θανατηφόρες ασθένειες
όπως ο καρκίνος.

Πιστεύω ότι είμαι κατάλληλη για αυτή
τη δουλειά μιας που ξέρω τόσα για το
περιβάλλον και έχω αφιερώσει τη ζωή
μου στην προστασία του.

Ευχαριστώ πολύ για
τον χρόνο σας



ResultsPlus Examiner Comments

This is clearly a candidate with superior language skills. All the information required is included in a succinct, clear and fluent manner. The candidate wishes to help because it is a matter of urgency ("πολλά άτομα της κοινωνίας μας το μολύνουν καθημερινά") and gives examples as to how they intend to do this ("φυτεύοντας δέντρα"). There is information relating to past experience as a volunteer ("δούλευα εθελοντικά...") as well as clear description and evaluation regarding the "biggest" environmental problem.



ResultsPlus Examiner Tip

A good response must demonstrate knowledge of vocabulary that is appropriate to the task. Each topic and sub topic must be revised through cognate texts and with the help of lexical sets relevant to each theme.

This response earned 14 out of the 30 marks available.

Γεια σας, Οργάνωση φύσης.

~~Θέλω να γίνει~~ Είδα το πρόγραμμα για
~~πώς πώς να βοηθ~~ την οργανωμένη
η φύση φύση και πώς θέλεις εθελοντικά
~~να να βοηθήσει~~ να προστατεύει το περιβάλλον.
Εχω θέλω να γίνει εθελοντία επειδή νομίζω
το περιβάλλον είναι παρα πολύ σημαντική
και αν τα κοσμο δεν προσέχει το περιβάλλον
θα έχουμε συνέπεια στο μέλλον.

Εχω εμπειρία για πώς να βοηθας την φύση
και ~~η~~ ~~εθελοντικά~~ ~~να~~ καθαρίζω την παράλια ~~να~~
για να βοηθάμε το περιβάλλον και προσεχούμε
τα ζώα να μην τρωει τα σκουπίδια. ~~είναι~~

~~βοηθώ το περιβάλλον~~. νομίζω είναι παρα πολύ να
βοηθας την φύση. συνέχεια για να μην έχουμε πρόβλημα σε
μέλλον

* Το πιο σημαντικό πρόβλημα για τον περιβάλλον
είναι το μόλυνση επειδή το κόσμου. χρεωδομοποιεί
τα αυτοκίνητα συνέχεια.

Ευχαριστο είναι



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Examiner Comments

The clarity in this answer is hampered by poor language skills, even though with the help of the dictionary the candidate has clearly managed to use some appropriate vocabulary. There are omissions ("how", "why") and the linking of the various details do not contribute to a coherent and cohesive response.



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Examiner Tip

When you select a word from the dictionary, make sure that you manipulate it accordingly in order to apply the rules of Greek grammar in relation to suffixes. Adjectives like σημαντική need to agree with the noun they describe, in gender, case and number (το περιβάλλον). Nouns (κόσμου) need to be in the correct case to indicate agency in the sentence (προσέχει).

Paper Summary

Many candidates performed well across the paper as a whole and there were some examples of excellent performance, both with regard to appropriate use of content and accuracy of language. Most candidates were well prepared for the different test types but some essays were marked by irrelevance and omissions. This was sometimes the case in questions 1 (a), which was the most popular in Section A and where a number of candidates exhausted the amount of words available to them before even beginning to address certain bullet points or left these out of their account completely.

This year, however, the majority of candidates observed the requirements of the rubric and attempted accurate and relevant responses, which addressed the required bullet points.

There was satisfactory evidence of ability to narrate and evaluate in response to the questions set and many candidates displayed high levels of accuracy.

A good number of candidates wrote responses which were fully relevant, coherent, accurate and pleasant to read, especially in 1 (a) and 1 (c) in Section A and 2 (b) and 2 (c) in Section B.

On some occasions, hasty reading of the bullet points led to significant omissions and irrelevance, especially in the case of questions 1 (a), 2 (a) and 2 (d).

Questions 1(a) and 1 (b) were by far the preferred choices in Section A and questions 2 (b) and 2 (c) attracted the highest number of candidates in Section B.

A small but significant number of candidates ignored the rules of the Greek alphabet and the conventions of the stress system. They either failed to indicate the position of the stress or used English words and English characters ("t" and "u" in particular) instead of Greek ones. Consequently, awarded marks in the Knowledge and Application of Language and Accuracy categories were low. A fair number of candidates, including the ones with very good language skills, ignored the rule that requires that every Greek multisyllabic word carries stress on one of its three final syllables. Moreover in a response which has word count set between 50-70 words, it is advised not to include English words or too many proper nouns, which will take away from the cohesion of the response.

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

- Read each question carefully to decide which fits your experience and knowledge better and to make sure that you understand fully what is expected. Do not choose the question you like. Choose the one that you have something to say in response and that you have an opinion on.
- Respond to the questions within the framework of the bullet points, in order to construct a good response.
- Ensure that you employ a good variety of appropriate vocabulary and structures. Many times, required content is tied to a specific time frame and if this is omitted marks are limited in the category of Content as well as Knowledge and Application of Language.
- Observe the rules of orthography and indicate the position of the stress, when appropriate.
- Try to link your various ideas and descriptions into a whole, using subordination, rather than write sentences in isolation.
- Familiarise yourselves with the cases and the correct inflections of articles, nouns and adjectives. Inconsistent use of the nominative and accusative cases is still responsible for many inaccuracies, e.g. "οι άνθρωποι" versus "τους ανθρώπους".
- Incorrect suffixes in verbs create confusion and obscure meaning as it is not clear who carries out the action and during which time frame. For example -ει versus -εις or -εξ.
- Use the dictionary wisely. Lists of words do not betray ability to narrate, if a sentence is not structured correctly or does not show evidence of ability to manipulate structures.
- In general, avoid using generic pre-learned material, which may often be irrelevant to the requirements of the particular question. Remember that when you write more than the recommended number of words you commit a rubric infringement. You also run the risk of including material that is irrelevant and detracts from the purpose of your response.

Grade Boundaries

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