

# Mark Scheme Summer 2009

GCSE

## GCSE Modern Greek (1776)

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## 1776 Paper 1 Listening and Reading

Question Number	Answer	Mark
1	F	(1)

Question Number	Answer	Mark
2	D	(1)

Question Number	Answer	Mark
3	A	(1)

Question Number	Answer	Mark
4	E	(1)

Question Number	Answer	Mark
5	C	(1)

Question Number	Answer	Mark
6	B	(1)

Question Number	Answer	Mark
7	A	(1)

Question Number	Answer	Mark
8	B	(1)

Question Number	Answer	Mark
9	(a), (c), (f)	(3)

Question Number	Answer	Mark
10(a) (i)	(i) Σάββατο (ii) 5	(2)

Question Number	Answer	Mark Reject
10(b)	Έξω από το σινεμά/ στο σινεμά/ στον κινηματογράφο	Any English (1)

Question Number	Answer	Mark
10(c)	9 ευρώ	(1)

Question Number	Answer	Mark
11	D	(1)

Question Number	Answer	Mark
12	B	(1)

Question Number	Answer	Mark
13	E	(1)

Question Number	Answer	Mark
14	A	(1)

Question Number	Answer	Mark
15(a)	Έλλη	(1)

Question Number	Answer	Mark
15(b)	Σοφία	(1)

Question Number	Answer	Mark
15(c)	Χάρης	(1)

Question Number	Answer	Mark
15(d)	Χάρης	(1)

Question Number	Answer	Mark
15(e)	Σοφία	(1)

Question Number	Answer	Mark
16	F	(1)

Question Number	Answer	Mark
17	B	(1)

Question Number	Answer	Mark
18	A	(1)

Question Number	Answer	Mark
19	D	(1)

Question Number	Answer	Mark
20 (i)	B	(1)

Question Number	Answer	Mark
20 (ii)	A	(1)

Question Number	Answer	Mark
20 (iii)	A	(1)

Question Number	Answer	Mark
20 (iv)	C	(1)

Question Number	Answer	Mark
21 (a)	i) iii) vi)	(3)

Question Number	Answer	Mark
21 (b)	i) iii)	(2)

Question Number	Answer	Mark
22 (i)	A	(1)

Question Number	Answer	Mark
22 (ii)	C	(1)

Question Number	Answer	Mark
22 (iii)	C	(1)

Question Number	Answer	Mark Reject
23 (a)	She appears on a TV programme / She gives advice on diet issues	Radio programme (1)

Question Number	Answer	Mark Reject
23 (b)	<ul style="list-style-type: none"> <li>• Fish</li> <li>• Pulses</li> <li>• Beans</li> <li>• Lentils</li> <li>• Grain</li> </ul>	Eat small portions  (any 2)

Question Number	Answer	Mark Reject
23 (c)	<ul style="list-style-type: none"> <li>• fatty food</li> </ul>	Take-away food Sugary food Fried food (1)

Question Number	Answer	Mark Reject
24 (a)	<ul style="list-style-type: none"> <li>• He does not cook/ he does not like cooking/ he often orders take-away food/ he often has ready meals or ready made food (1)</li> <li>• Due to lack of time/ due to lack of experience (in cooking) (1)</li> </ul>	He orders food in a packet.  (2)



Question Number	Answer	Mark
24 (b)	It is better to prepare something simple and easy (1)	(1)

Question Number	Answer	Mark Reject
24 (c)	<ul style="list-style-type: none"> <li>• He is thinking more positively / He is going to have some cookery lessons (1)</li> <li>• He is prepared to make changes to his lifestyle (1)</li> </ul>	He will exercise  He is not going to sit on his desk's chair all day  (2)

Question Number	Answer	Mark Reject
24 (d)	He lives a sedentary life/ unhealthy lifestyle	Busy/lazy/bad  (1)



## 1776 Paper 1 Listening and Reading Transcript

### ΣΤΟ ΕΣΤΙΑΤΟΡΙΟ

Π.χ. Θα πάρω μια μερίδα μακαρόνια.

1. Θα ήθελα μια μπριζόλα.
2. Μια μερίδα κοτόπουλο, σας παρακαλώ.
3. Εγώ προτιμώ ψάρι.
4. Έναν καφέ, παρακαλώ.

### ΣΤΟ ΣΧΟΛΕΙΟ

Π.χ. Το σχολείο αρχίζει στις 8:30 το πρωί.

5. Την πρώτη ώρα έχουμε μαθηματικά.
6. Μετά πάμε για κολύμπι.
7. Γυρίζουμε στο σχολείο με το λεωφορείο.
8. Μετά το μεσημεριανό έχουμε Γεωγραφία.

### ΣΤΟ ΞΕΝΟΔΟΧΕΙΟ

9.

Θα σας περιμένω κάθε πρωί στις 9 στη ρεσεψιόν. Θα έχετε πάντα μαζί σας όλα τα απαραίτητα, το καπέλο σας, ένα μπουκάλι νερό κτλ. Αν αργήσετε να έρθετε στο λεωφορείο, δε θα σας περιμένουμε. Δε θα έχετε ανοιχτό το κινητό σας στα μουσεία.

### ΣΤΟΝ ΚΙΝΗΜΑΤΟΓΡΑΦΟ

10.

Έλα, Κώστα, ο Δημήτρης είμαι. Έβγαλα εισιτήρια για την ταινία «Ο εξυπνάκιας». Είναι κωμωδία, θα γελάσουμε πολύ. Θα σε συναντήσω το Σάββατο στις 5 έξω από το σινεμά. Το εισιτήριο κοστίζει 9 ευρώ. Πάρε με, αν υπάρχει πρόβλημα.

### Η ΔΟΥΛΕΙΑ

Π.χ.

Γιάννης: Θέλω να φύγω από αυτή τη δουλειά. Δε μου προσφέρει τίποτα ούτε επαγγελματικά ούτε προσωπικά.

11. Χλόη: Είμαι όρθια όλη μέρα στο εργοστάσιο. Πονάνε τα πόδια μου.

12. Άλκη: Δε βρίσκω καμιά δυσκολία στη δουλειά μου. Τελειώνω γρήγορα χωρίς μεγάλη προσπάθεια.

13. Μυρτώ: Περνάμε ωραία στο γραφείο. Οι συνάδελφοι είναι πολύ φιλικοί.

14. Στέλλα: Όλο τα ίδια και τα ίδια κάνω. Η δουλειά μου δεν έχει κανένα ενδιαφέρον.

## ΨΩΝΙΑ ΣΤΟ ΔΙΑΔΙΚΤΥΟ

15.

**F1:** Επιτέλους! Τέρμα η ταλαιπωρία! Φέτος τα Χριστούγεννα δε θα τρέχω πάνω κάτω στα μαγαζιά για να αγοράσω δώρα. Θα κάνω τις αγορές μου μέσω διαδικτύου χωρίς άγχος. Εσύ τι θα κάνεις, Σοφία;

**F2:** Προσωπικά δε θα έδινα ποτέ τα στοιχεία της πιστωτικής μου κάρτας στο διαδίκτυο. Φοβάμαι μήπως κάποιος άλλος κλέψει τα στοιχεία αυτά! Εσύ τι νομίζεις, Χάρη;

**M1:** Κοίταξε, εγώ πέρσι επειδή δεν είχα καθόλου ελεύθερο χρόνο πριν τα Χριστούγεννα, αγόρασα τα περισσότερα δώρα από το διαδίκτυο και δεν το μετάνιωσα. Μάλιστα κέρδισα πολύτιμο χρόνο. Τι λες, Έλλη;

**F1:** Συμφωνώ με το Χάρη. Άλλωστε, τώρα υπάρχει μεγαλύτερη ασφάλεια σε αυτό το θέμα. Σε πείσαμε, Σοφία;

**F2:** Όπως και να έχει, εγώ προτιμώ να ψωνίζω με τον παραδοσιακό τρόπο. Μου αρέσει να πηγαίνω στα μαγαζιά, ιδιαίτερα τώρα τις γιορτές που έχει κόσμος και κίνηση.

**M1:** Σε καταλαβαίνω, Σοφία, και εμένα μου λείπει λίγο η γιορτινή ατμόσφαιρα στα μαγαζιά...

## Η ΔΙΑΣΚΕΔΑΣΗ

Π.χ. Παίζω κιθάρα με τους φίλους μου.

16. Πάω στο εστιατόριο με την οικογένειά μου.

17. Ακούω μουσική στο δωμάτιό μου.

18. Χορεύω με τους φίλους μου.

19. Πάω στο θέατρο.

## Η ΑΔΕΛΦΗ ΜΟΥ

20.

Την αδελφή μου τη λένε Μαριάννα και είναι 19 χρονών. Σπουδάζει για να γίνει καθηγήτρια Μαθηματικών. Τα Σαββατοκύριακα βοηθάει τον πατέρα μας στο ζαχαροπλαστείο. Κάποιες φορές παίζουμε τένις μαζί. Στα γενέθλιά της θα της πάρω μία τσάντα.

## ΔΙΑΚΟΠΕΣ

21 (a)

Το περασμένο καλοκαίρι πήγαμε οικογενειακώς στη Θεσσαλονίκη. Το ταξίδι μας με το αεροπλάνο ήταν άνετο και το ξενοδοχείο υπερσύγχρονο. Οι διακοπές μας όμως δεν ξεκίνησαν καλά. Από την πρώτη κιόλας μέρα η βροχή δεν έλεγε να σταματήσει. Από το παράθυρο του ξενοδοχείου έβλεπα τη φουρτουνιασμένη θάλασσα. Η θερμοκρασία ήταν χαμηλή για την εποχή και δεν είχα μαζί μου ούτε μια ζακέτα.

**21 (b)**

Δεν είχα όρεξη για τίποτα. Αντί να κολυμπώ και να κάνω εκδρομές, κλείστηκα μέσα και δεν ήξερα τι να κάνω. Ευτυχώς είχα τον υπολογιστή μου και έτσι επικοινωνούσα με τους φίλους μου.

**ΣΤΟ ΤΟΥΡΙΣΤΙΚΟ ΓΡΑΦΕΙΟ****22.**

Το μουσείο ανοίγει στις 10:00 το πρωί. Μπορείτε να πάτε με τα πόδια. Βρίσκεται δίπλα από το βιβλιοπωλείο. Η είσοδος για το μουσείο είναι 6 ευρώ.

**A HEALTHY DIET**

Καλημέρα. Το θέμα μας σήμερα είναι η υγιεινή διατροφή. Μαζί μας είναι η διαιτολόγος κυρία Φιλίππου, γνωστή από την τηλεοπτική εκπομπή «Υγεία», όπου δίνει συμβουλές σε θέματα διατροφής.

**M1:** Κυρία Φιλίππου, όλοι μας έχουμε υποχρέωση να φροντίζουμε τη διατροφή μας. Πώς θα το καταφέρουμε αυτό κατά τη γνώμη σας;

**F1:** Πρώτα πρώτα να κάνουμε υγιεινή διατροφή, με άλλα λόγια να τρώμε μικρές μερίδες, να προτιμάμε το ψάρι, τα όσπρια, όπως τα φασόλια και τις φακές, και φυσικά τα δημητριακά.

**M1:** Και τι πρέπει να προσέχουμε;

**F1:** Όσο μπορούμε να αποφεύγουμε τις τηγανιτές τροφές, τη ζάχαρη, και φυσικά τις χειρότερες, δηλαδή τις τροφές με πολλά λιπαρά.

**24.**

**M1:** Καλά όλα αυτά, όμως, εγώ προσωπικά ούτε πολύ ελεύθερο χρόνο διαθέτω ούτε μου αρέσει και ούτε ξέρω να μαγειρεύω, οπότε πολύ συχνά παραγγέλνω φαγητό σε πακέτο. Τι να κάνω, να πεθάνω της πείνας;

**F1:** Όχι βέβαια! Όμως, καλύτερα να μαγειρέψουμε κάτι απλό και εύκολο, παρά να αγοράσουμε κάτι έτοιμο. Το γρήγορο φαγητό σε πακέτο και το ότι δε γυμναζόμαστε είναι δύο από τις βασικές αιτίες της παχυσαρκίας στην εποχή μας!

**M1:** Μάλλον τότε πρέπει να το ξανασκεφτώ, να πάρω κάποια μαθήματα μαγειρικής και να μην περνάω όλη τη μέρα στην καρέκλα του γραφείου. Σας ευχαριστώ, κυρία Φιλίππου.



# 1776 Paper 2 Speaking

## Conversation

Communication and content (50%)		Application of language (25%)		Accuracy (25%)	
9-10	Responds very well indeed to a wide range of question types. Extremely responsive expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher-examiners' language and prompts. Opinions limited to basic likes and dislikes.	3-4	Predominantly uses short main clause structures. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content	0	No rewardable language	0	No rewardable language





## 1776 Paper 3 Reading and Responding

Question Number	Answer	Mark
1(i)	G	(1)

Question Number	Answer	Mark
1(ii)	D	(1)

Question Number	Answer	Mark
1(iii)	C	(1)

Question Number	Answer	Mark
1(iv)	B	(1)

Question Number	Answer	Mark
1(v)	E	(1)

Question Number	Answer	Mark
2(i)	E	(1)

Question Number	Answer	Mark
2(ii)	F	(1)

Question Number	Answer	Mark
2(iii)	This question was not used to calculate final marks.	

Question Number	Answer	Mark
2(iv)	D	(1)

Question Number	Answer	Mark
2(v)	B	(1)

Question Number	Answer	Mark
3(i)	G	(1)

Question Number	Answer	Mark
3(ii)	B	(1)

Question Number	Answer	Mark
3(iii)	E	(1)

Question Number	Answer	Mark
3(iv)	C	(1)

Question Number	Answer	Mark
3(v)	A	(1)

Question Number	Answer	Mark
4(i)	C	(1)

Question Number	Answer	Mark
4(ii)	G	(1)

Question Number	Answer	Mark
4(iii)	B	(1)

Question Number	Answer	Mark
4(iv)	D	(1)

Question Number	Answer	Mark
4(v)	F	(1)

Question Number	Answer	Mark
5(i)	F	(1)

Question Number	Answer	Mark
5(ii)	G	(1)

Question Number	Answer	Mark
5(iii)	B	(1)

Question Number	Answer	Mark
5(iv)	D	(1)

Question Number	Answer	Mark
5(v)	E	(1)

Question Number	Answer	Mark
6(i)	B	(1)

Question Number	Answer	Mark
6(ii)	C	(1)

Question Number	Answer	Mark
6(iii)	G	(1)

Question Number	Answer	Mark
6(iv)	E	(1)

Question Number	Answer	Mark
6(v)	A	(1)

Question Number	Answer	Mark
7(i)	οι κάτοικοι	(1)

Question Number	Answer	Mark
7(ii)	η έλλειψη	(1)

Question Number	Answer	Mark
7(iii)	απόσταση συγκοινωνία	(1) + (1)

Question Number	Answer	Mark
7(iv)	συχνά	(1)

Question Number	Answer	Mark
8 (i)	B	(1)

Question Number	Answer	Mark
8 (ii)	A	(1)

Question Number	Answer	Mark
8 (iii)	C	(1)

Question Number	Answer	Mark
8 (iv)	D	(1)

Question Number	Answer	Mark
8(v)	A	(1)

Question Number	Answer	Mark
9(a)	<ul style="list-style-type: none"> <li>• To escape from problems</li> <li>• to spend a few carefree months</li> <li>• to get away from the problems of war</li> <li>• because of the problems with a war in their country</li> </ul> (Any one)	(1)
	Reject <ul style="list-style-type: none"> <li>• They do not have a home</li> <li>• There is a war <u>in their village</u></li> <li>• To have a holiday</li> <li>• They have nowhere else to go</li> <li>• They are orphans</li> <li>• Greece is safe</li> <li>• It is not safe for them at home</li> <li>• So they can play with Greek children</li> <li>• They were evacuated</li> <li>• To get a better education</li> <li>• So they can experience a new way of life</li> <li>• To get away from <u>everything</u></li> <li>• To learn about Greek/other cultures</li> <li>• Because of the Red Cross</li> <li>• Because they are upset</li> <li>• To forget the horrible things/atrocities that happened to them</li> <li>• To learn Greek</li> <li>• To stay with a Greek family</li> <li>• To get away from poverty</li> <li>• Because of stress/floods/disease/illness</li> </ul>	(0)

Question Number	Answer	Mark
9(b)	<ul style="list-style-type: none"> <li>• She feels at home</li> <li>• She feels comfortable with them (any 1)</li> <li>• Because she says that the Greek girl she is staying with is like a sister to her/ Because she speaks the language/ she has been to Greece many times (any 1)</li> </ul>	(1) + (1)
	Reject <ul style="list-style-type: none"> <li>• The family is very friendly</li> <li>• She feels safe</li> <li>• She has made many friends</li> <li>• She is having a great time</li> <li>• She is very happy</li> </ul>	(0)

Question Number	Answer	Mark
9(c)	Unlike Sara, <ul style="list-style-type: none"> <li>• Dusan does not speak <u>any</u> Greek</li> <li>• Dusan has never been to Greece before</li> <li>• Dusan has never left home before</li> </ul> (Any 2)	(2)
	Reject <ul style="list-style-type: none"> <li>• Dusan speaks only a little Greek/He is not very fluent in Greek</li> <li>• Dusan cannot speak a word/cannot speak English</li> <li>• He has only just arrived</li> </ul>	(0)

Question Number	Answer	Mark
9(d)	<ul style="list-style-type: none"> <li>• A full schedule</li> <li>• Keeping busy in Greece</li> <li>• Taking part in many activities</li> </ul> (Any one)	(1)
	Reject <ul style="list-style-type: none"> <li>• Love</li> <li>• Help</li> <li>• Learning Greek</li> <li>• A full life</li> <li>• A daily routine</li> <li>• Exercising</li> <li>• A schedule of fun</li> <li>• Busy with work</li> <li>• Various programmes</li> <li>• Something drastic</li> </ul>	(0)

Question Number	Answer	Mark
9(e)	<ul style="list-style-type: none"> <li>• They learn the value of generosity</li> <li>• The importance of helping others</li> <li>• They learn about social responsibility</li> <li>• They realize they have a duty towards those who need them</li> </ul> (any two)	(2)
	Reject <ul style="list-style-type: none"> <li>• They get to meet new people</li> <li>• They get someone to help around the house</li> <li>• They learn about other cultures</li> <li>• They understand the price of generosity</li> <li>• They get to learn Yugoslavian (sic!)</li> </ul>	

Question Number	Answer	Mark
9(f) (i)	<ul style="list-style-type: none"> <li>• She doesn't have a very high opinion of them</li> <li>• She has a negative view (any one)</li> </ul>	(1)
	Reject <ul style="list-style-type: none"> <li>• Society is not what it used to be</li> </ul>	(0)

Question Number	Answer	Mark
9(f) (ii)	<ul style="list-style-type: none"> <li>• She says people are selfish</li> <li>• They only care about themselves</li> <li>• She believes people are only interested in having a good time.</li> <li>• They forget those in need</li> </ul> (Any one)	(1)
	N.B. Some candidates have included the answer to 9f(ii) in the space for 9f(i) but this was acceptable to the examiners.	



## 1776 Paper 4 Writing

This paper will reward students for Communication and Content as well as for Knowledge and application of grammar and structures:

- Task 1: Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English. Task instructions will be given in English. 5 marks
- Task 2: Candidates will be required to write a postcard or similar message of approximately 30 words. Task instructions will be given in English. 10 marks
- Task 3: Candidates will be required to produce a piece of continuous writing of approximately 70 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Task instructions will be given in English. 20 marks
- Task 4: Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structure and time references. They will be offered a choice of task and will be required to produce a piece of approximately 150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language. 20 marks

Total for paper = 55 marks

## WRITING MARK SCHEME

The first question rewards candidates for communication only whereas all other questions attract marks for knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for communication and content, knowledge and application of language and accuracy. The knowledge and application mark scheme for question 2 incorporates elements that reward accuracy.

### Question 1

**Marked for communication only.**

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

### Question 2

Marks are awarded globally across each task using the criteria below:

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - prelearned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - unconnected words or characters. No awareness of structure.
0	No language worthy of credit.

## Questions 3 and 4

Marks are awarded for Communication and Content, Knowledge and Application of Language and Accuracy. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for actual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

## KNOWLEDGE AND APPLICATION OF LANGUAGE

- |   |   |
|---|---|
| 5 | Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate to suit purpose.  |
| 4 | Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.   |
| 3 | Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses / simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.        |
| 2 | Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/ tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination. |
| 1 | Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures, eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be prelearned or stereotyped.   |
| 0 | No language worthy of credit.   |

ACCURACY OF LANGUAGE	
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors; inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.



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