

Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE
in modern Greek (4MG0) Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

IGCSE Mark Scheme

Assessment criteria

Assessment criteria reflect the standard expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, **consistent** mismatching adjectives and nouns, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, **occasional** omission of accents, slight spelling errors.

Awarding marks

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the lower box, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Marks are awarded using the following assessment criteria grid:

| Transmission | Mark |
|--|------|
| The candidate will have been unable to translate the passage. There will be very little or no rewardable work. | 0-1 |
| The candidate will have shown some very limited linguistic ability; however, they will only occasionally use the correct vocabulary with good grammar and structures. | 2-3 |
| There will have been a pedestrian translation containing many grammatical errors and the wrong choice of vocabulary but the passage shows some level of communication and also some linguistic achievement. | 4-5 |
| The candidate will have produced a competent translation to have gained marks at this level. There will be some grammatical inaccuracies and some wrong use of vocabulary but the language is well-communicated and there is evidence of linguistic achievement. | 6-7 |
| The candidate will have produced an excellent translation. The language will read well, and will also contain a variety of correctly-used structures, vocabulary and idiom. There may be occasional grammatical errors. | 8-10 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1 | <p>Ο Θωμάς μόλις κέρδισε σ' ένα διαγωνισμό για το ποιος φοιτητής μιλά τις πιο πολλές γλώσσες στο Ηνωμένο Βασίλειο. Σε μια τηλεοπτική εκπομπή βλέπουμε το Θωμά να μιλά άπταιστα έντεκα γλώσσες.</p> <p>Πώς έμαθε τόσες πολλές γλώσσες; Ο Θωμάς μας είπε πως όταν μεγάλωνε, η μητέρα του, που είναι μισή Ελληνίδα, του μιλούσε αγγλικά, ελληνικά και λίγα γαλλικά.</p> <p>«Συχνά επισκεπτόμασταν την οικογένεια της μητέρας μου στην Ελλάδα», είπε στο δημοσιογράφο. «Όταν ήμουν πιο μικρός, πάντα ήθελα να μιλώ διαφορετικές γλώσσες. Ο πατέρας μου δούλευε στην Ιαπωνία τέσσερα χρόνια. Συχνά στενοχωριόμουν όταν δεν μπορούσα να επικοινωνήσω με τ' άλλα παιδιά».</p> <p>Αυτήν την περίοδο ο Θωμάς βρίσκεται στη Ρωσία και εξασκεί τα ρωσικά του, σαν μέρος των πανεπιστημιακών του σπουδών στις ξένες γλώσσες.</p> | (20) |

Marks are awarded using the following assessment criteria grid:

| Transmission | Mark |
|--|------|
| Poor. The candidate has very little idea of what the passage is about and/or the translation is written in barely intelligible English. | 0-1 |
| Weak. Limited comprehension. The candidate appears to be relying on inspiration and guesswork. | 2-3 |
| Satisfactory. The candidate has grasped the basic sense of the passage but is never in total control of the meaning. There are likely to be many errors and omissions, with carelessness and sometimes poor English. | 4-6 |
| Good. The candidate will have produced a reasonably accurate translation, with a little awkward English and some errors and omissions. | 7-8 |
| Very good/excellent. The candidate will have demonstrated a fluent command of vocabulary and idiom. They will also have demonstrated a good awareness of style, which makes the passage flow. At the lower end of the range there may be one or two careless minor errors. | 9-10 |

| Question Number | Answer | Mark |
|-----------------|--|-------------|
| 2(a) | <p>Every Sunday, Greek volunteers work as teachers, helping immigrants learn Greek. At the same time they offer them advice about practical problems they may have.</p> <p>«We try to teach Greek to all immigrants, irrespective of age”, one of the volunteer teachers explains to our magazine. “Classes take place only on Sundays, because everyone works the other days of the week. We have three-hour long classes, which start early in the morning and finish in the evening, so that they fit with everyone’s schedule. I am not a teacher. I am a lawyer. Anyone can come to work in the school and dedicate as many hours as they like for these people. I have gained a lot, thanks to this experience. I like what I do. The smiles I see are the best reward”!</p> | (20) |

| Question Number | Answer | Mark |
|-----------------|---|-------------|
| 2(b) | <p>Has it ever happened to you that you have worked for hours with no result? Or for the end of the week to come and for you to feel exhausted without having accomplished any of the things you wanted? Here are two simple things to improve the situation.</p> <ol style="list-style-type: none"><li data-bbox="331 703 1214 913">1. Stop talking about it and just do it. It's very nice to have plans but even nicer when these plans become reality. Therefore, when you have a new idea, instead of thinking about it for hours, get to work.<li data-bbox="331 927 1214 1137">2. When you have hundreds of things on your mind, the only certainty is that you will never be able to remember them all. Better to make a list of the things you have to do, in order to organise your time better. | (20) |

Question 3 – Writing (40 marks)

Marks are awarded for **communication** and **accuracy and variety/interest**, using the following assessment criteria grid:

Communication

| Objective | |
|---|-------------|
| The ability to express ideas, facts and reactions relevant to a narrative, report or description. | |
| Communication | Mark |
| No language worthy of credit. | 0 |
| About a quarter of what is written will have shown the ability to express ideas relevant to the narrative, report or description required. Overall, however, there is little evidence of an ability to put ideas into a satisfactory sequence. As a result, the piece on the whole contains a substantial amount of incoherence, irrelevance or unaccountable digression. | 1-5 |
| At least half of what is written will have shown the ability to express ideas in a form that is comprehensible to a native reader. There will also have been evidence of the ability to put ideas into a satisfactory sequence. Though there are likely to be many areas of incoherence, irrelevance, ambiguity or illogical argument, these should not be sufficient to obscure the overall theme or purpose of the whole passage. | 6-10 |
| At least three-quarters of what is written will have shown evidence of ability to put ideas and events into a recognisable sequence. While there may still be evidence of oddity, irrelevance, ambiguity or even occasionally incoherence, these will have given the impression of having been aberrations in an otherwise coherent and pertinent piece of work. | 11-15 |
| Notwithstanding any errors that do not interfere with the comprehension of the passage, all of what is written will have been correctly sequenced and unambiguous. The minor oddity or irrelevance may be tolerated in this range, but should not detract from the overall picture of a confident, fluent, pertinent and purposeful piece of work. | 16-20 |

Accuracy and variety/interest

| | |
|--|-------------|
| <p>Objectives</p> <p>To write with sufficient variety and interest to give a sensibly fluent account, report or description which would give a native reader confidence in what one was saying and one's judgements in the situation.</p> <p>To write with sufficient accuracy and sense of grammatical structure to give evidence of clear understanding of the basic principles of the language and a solid foundation for further study. To demonstrate a grasp of syntax, case, gender, predication, subordination and co-ordination.</p> | |
| Accuracy and variety/interest | Mark |
| No language worthy of credit. | 0 |
| About a quarter of what is written is correctly spelled. A substantial proportion of the work contains errors of more than a single letter. There will have been frequent errors involving common words. The candidate will have observed case and gender only intermittently. The verb inflexions will have been very insecure on a frequent basis. The vocabulary and structures will have been barely adequate to have performed the task required. There will have been little or no evidence of factual information or enhancement. | 1-5 |
| About half of what was written will have been correctly spelled. The common words will have been generally correct, and most of the errors will have been limited to a single letter/symbol. The vocabulary used and the structures employed will have been adequate for the conveyance of the intended meaning. The candidate may have attempted enhancement of given facts or even more ambitious structures, though not always successfully. The use of structures and vocabulary may be a little conservative, sometimes repetitive, though relatively accurate. | 6-10 |
| About three-quarters of what is written will have been correctly spelled. There will have been clear evidence of an understanding of case, gender, tense/person even though lapses will be present. The candidate will have used a variety of vocabulary, and may have made sensible use of attributive adjectives, subordinate clauses, relative clauses, in a successful way. There may also be evidence of idiomatic language. | 11-15 |
| Errors made will be confined to minor lapses. The candidate will have used a wide range of vocabulary to avoid repetition and will have added interest. The more difficult structures and idioms will have been successfully employed. | 16-20 |

