

IGCSE

Modern Greek

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Modern Greek (4MG0)

First examination 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.org.uk.

Acknowledgements

This document has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to its development.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

References to third-party material made in this document are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Parul Patel

All the material in this publication is copyright
© Edexcel Limited 2008

Contents

Introduction	3
Sample question paper	5
Paper 1	7
Sample mark scheme	19
General marking guidance	21
Paper 1	23

Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.

Sample question paper

Paper 1

7

1. Translate the following passage into Modern Greek:

You started revising for an exam over an hour ago. You are only on page four and nothing in this book can maintain your interest. You keep finding yourself listening to what is going on next door. You have made two cups of coffee and answered the phone every time it rang, even though you are supposed to be studying. You have checked what's on TV, tidied up your shelves and decided what to buy your mum for her birthday. Every time you go back to your desk and try to concentrate on the book, your mind seems to wander off again, after a sentence or two.

So why is studying so difficult at times? Why do we keep putting it aside, to do unimportant things?

It's always hard to make sense of what you are reading when you are dealing with new ideas or when an exam is coming up and you are not very good with deadlines. But, don't despair when homework seems to be such a struggle! You may be learning a lot without realizing it. Do a bit at a time and take a short break. Don't feel guilty every time you are confused by what you are reading or when you don't understand something. It's not just you. Everyone, at some stage, finds learning to be a challenge.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area containing 25 horizontal dotted lines, intended for writing.

Leave blank

Dotted lines for writing.

(Total 20 marks)

Q1

--	--

BLANK PAGE

TURN OVER FOR QUESTION 2

2. (a) Translate the following passage into English:

Το Σεπτέμβρη που μας πέρασε, μου δόθηκε η ευκαιρία να επιστρέψω στην πόλη που γεννήθηκα. Η κυριακάτικη εφημερίδα με την οποία συνεργαζόμουν μου έδωσε την αφορμή που ήθελα και μ' έστειλε στη Θεσσαλονίκη για τη δημοσιογραφική κάλυψη του Φεστιβάλ Κινηματογράφου.

Ένιωθα λίγο περίεργα καθώς είχα να «ανέβω επάνω» περισσότερο από οχτώ χρόνια. Η γνώριμη πτώση της θερμοκρασίας μόλις περάσαμε τα Τέμπη, όμως, με προετοίμασε κατάλληλα για την άφιξή μου. Όπως ένα μικρό φιλμάκι πριν από την προβολή της κανονικής ταινίας, έτσι και ο καιρός μπορεί να σου δώσει μια ιδέα για αυτό που σε περιμένει.

Φτάνοντας λίγο πριν σκοτεινιάσει, αποφάσισα να κάνω μια βόλτα στο κεντρικό τμήμα της παραλίας. Το γκριζωπό χρώμα που καλύπτει συνήθως το φθινοπωρινό τοπίο, είχε δώσει τη θέση του στον πιο καθαρό ορίζοντα που είχα δει ποτέ, σ' ένα εντυπωσιακό ηλιοβασίλεμα χρυσοκόκκινων χρωμάτων. Αλλά δεν ήμουν ο μόνος που είχε σκεφτεί να θαυμάσει το θέαμα. Δεκάδες επισκέπτες που μόλις είχαν βγει από κάποια ταινία, φωτογράφιζαν με τις ψηφιακές τους μηχανές το πιο ιδανικό φυσικό φως, το ηλιοβασίλεμα της Θεσσαλονίκης.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(b) Translate the following passage into **English**:

Η μπάλλα υπακούει πάντα στις εντολές του! Όταν ο Ροναλντίνο παίζει ποδόσφαιρο, το διασκεδάζει. Πριν από τον αγώνα, αγκαλιάζει κάθε συμπαίκτη του ξεχωριστά. Όταν οι παίκτες της άλλης ομάδας τον σπρώχνουν και τον κλωτσούν, αυτός χαμογελά πλατιά. Δε νευριάζει ποτέ και μια αίσθηση ηρεμίας τον χαρακτηρίζει, μέσα και έξω από το γήπεδο. Έτσι είναι ο Ροναλντίνο, ο Βραζιλιάνος αστέρας του ποδοσφαίρου που αγαπήθηκε απ’ τους φιλάθλους για την καταπληκτική του ταχύτητα και τις γρήγορες του αντιδράσεις! Ερωτευμένος με τη μπάλλα.

Γεννημένος στις φτωχογειτονιές του Πόρτο Αλέγκρε, είχε το ποδόσφαιρο μοναδική διέξοδο από τα καθημερινά προβλήματα που αντιμετωπίζει κάθε οικογένεια που δεν έχει οικονομική άνεση. Όπως παραδέχεται και ο ίδιος: «Το ποδόσφαιρο είναι η ζωή μου. Αν δεν είχα το ποδόσφαιρο, δεν ξέρω τι θα έκανα. Δεν θέλω να σκέφτομαι πως είμαι ο καλύτερος παίκτης του κόσμου. Δεν με απασχολεί η φήμη. Μόνο το να παίζω ποδόσφαιρο και να το απολαμβάνω. Οι άνθρωποι μπορεί να λένε διάφορα, ωστόσο αυτά δεν με επηρεάζουν. Είμαι αφοσιωμένος στο να παίζω καλό και καθαρό παιχνίδι και να βοηθώ την ομάδα μου. Δε σκέφτομαι τίποτ’ άλλο».

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area containing 28 horizontal dotted lines, intended for writing an answer.

(20)

(Total 40 marks)

Q2b

--	--

3. Write an essay of about 200 words in **Modern Greek** on **one** of the following subjects:

Either

- (a) Από το Δημοτικό στο Γυμνάσιο: Η σχολική σου εμπειρία μέχρι σήμερα.
- (b) «Οι φίλοι δεν είναι μόνο για τα εύκολα. Στα δύσκολα φαίνονται.» Συμφωνείς; Δικαιολόγησε την απάντησή σου.
- (c) «Η καταστροφή του περιβάλλοντος είναι ένα από τα σημαντικότερα προβλήματα που αντιμετωπίζει ο σύγχρονος κόσμος.» Συμφωνείς; Δικαιολόγησε την απάντησή σου.
- (d) Ο ρόλος της λογοτεχνίας στη ζωή σου.

Or

- (e) Write a letter to the local newspaper, in Modern Greek, of about 200 words, which begins with the phrase:

«Σας γράφω τη γνώμη μου σχετικά με την αρνητική κριτική που ασκήσατε πάνω στη συμπεριφορά της σημερινής νεολαίας...»

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

- Chosen question number:
- Question 3(a) ☒
 - Question 3(b) ☒
 - Question 3(c) ☒
 - Question 3(d) ☒
 - Question 3(e) ☒

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Ruled area for writing with 27 horizontal dotted lines.

Leave blank

Dotted lines for writing.

Q3

(Total 40 marks)

TOTAL FOR PAPER: 100 MARKS

END

Sample mark scheme

General marking guidance	21
Paper 1	23

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.

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.

Paper 1

Question 1 – Translation into Greek (10 marks)

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 2 – Translation into English (10 marks)

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 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 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

September 2008

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.org.uk

Edexcel Limited, Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07