

Mark Scheme with Examiners' Report GCE O Level Modern Greek (7615)

June 2005

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MODERN GREEK 7615, MARK SCHEME

Question 1: Translation into English

0-1	Poor. The candidate has very little idea of what the passage is about and / or the translation is written in barely intelligible English.
2-3	Weak. Limited comprehension. The candidate appears to be relying on inspiration and guesswork.
4-6	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.
7-8	Good. The candidate will have produced a reasonably accurate translation, with a little awkward English and some errors and omissions.
9-10	Very good/excellent. Candidates 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.

Question 2: Translation into Greek

0-1	The candidate will have been unable to translate the passage. There will be very little or no rewardable work.
2-3	The candidates here will have shown some very limited linguistic ability; however, they will only occasionally use the correct vocabulary with good grammar and structures.
4-5	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.
6-7	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.
8-10	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.

Question 3: Essay Question (40 marks)

Communication	20 marks
Accuracy and variety/interest	20 marks

Communication Grid

Objective	The ability to express ideas, facts and reactions relevant to a narrative, report or description
1-5	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.
6-10	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.
11-15	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.
16-20	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.

Account and Variety/Interest Grid

<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>
<p>1-5</p>	<p>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.</p> <p>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.</p>
<p>6-10</p>	<p>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.</p> <p>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.</p>
<p>11-15</p>	<p>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.</p> <p>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.</p>
<p>16-20</p>	<p>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.</p>

MODERN GREEK 7615, CHIEF EXAMINER'S REPORT

General Comments

Many candidates responded very well to the requirements of the paper and performed well in the translations from and into Greek. The majority scored high marks in question 3, exhibiting a high level of language awareness and an impressive range of vocabulary.

Question 1

Most candidates grasped the basic sense of the passages and produced reasonably accurate translations. The majority of the candidates' responses demonstrated good vocabulary awareness, with items like «αλληλογραφία», «μελάني», «ανεξαρτησία» and «παράλογοι» proving challenging for the weaker candidates. There was a small but noticeable pattern of literal translations, especially with regard to the sentence «Είχα καιρό να πάρω γράμμα...», which was often translated as "I had time to receive a letter", instead of "I hadn't received a letter for a long time...". Other similar examples of inaccurate translations, either as a result of interference from Greek or stemming from inadequate knowledge of the rules of the English grammar and syntax, are as follows:

- «...μ' αυτόν τον τρόπο...», was often translated as "with this way" instead of "in this way"
- «...και να μην είναι ο λογαριασμός ...», was sometimes rendered as "it is nice to go back home and find a letter **and not be the bill**"
- «Πριν φύγω από τη Ρόδο...» was often translated as "Before I left from Rhodes"
- « η αλλαγή μου κακοφάνηκε...» was often changed into "the change disliked me"

Also, many candidates misread «βρέθηκα» as «βαρέθηκα» and ended up distorting the meaning of the original text.

In general, despite some awkward English and grammatical errors, there was evidence of good comprehension of the source passages. Some candidates would have benefited more from more practice, especially with regard to prepositions, word order and correct formation of tenses.

Question 2

The translation into Greek seemed to pose a greater challenge to this year's candidates, especially the two opening sentences. Many candidates took "fit" to mean «ταιριάζουν» rather than «χωράνε», whereas a surprisingly large number did not know the Greek for "statues", "ancient", "childhood" and "wheels" (translated as «στατιστικές», «ασιατικές», «παιδικές κουκούλες» and «φάλαινες» respectively). However, the second and last paragraphs of this text were often rendered into Greek successfully. The language was well communicated and there was evidence of linguistic achievement.

Question 3

Candidates used a wide range of vocabulary and often employed rather complex structures in their responses to question 3. The most popular topics proved to be parts (a) and (d), which obviously seemed to be relevant to the world of experience of most students.

Some weaker and possibly younger candidates approached the topics in a one dimensional way, choosing to focus only on the benefits of technology and failing to

address any possible negative aspects. Others launched into lengthy descriptions of their chosen professions without mentioning the criteria that influenced their choices. Some, who chose to write on the 'magic' of cinema, described literally the structures of certain buildings used as cinemas, or how some people choose pop corn and others chocolate bars to eat while they watch. This suggests that, perhaps being too young, some candidates were not yet ready to tackle essays at this level. Despite their impressive linguistic ability, they could not produce a pertinent, confident and purposeful piece of work.

Finally, candidates ought to be reminded again of the necessity for neatness in their answers, as well as the importance of indicating clearly the position of the stress and sticking to the rules of writing Modern Greek characters. Some answers went as far as incorporating English characters into the writing of Greek ("t" instead of «τ», "u" instead of «υ»), and indicating the stress with a circle rather than an «´».

MODERN GREEK 7615, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	69	56	44	39	32

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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