

# Examiners' Report Summer 2009

O Level

O Level Greek (7615)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners. For further information please call our Customer Services on + 44 1204 770 696, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternately, you can speak directly to a subject specialist at Edexcel on our dedicated Modern Foreign Languages telephone line: **+44 844 576 0035**

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the Modern Foreign Languages subject specialist).

Summer 2009

All the material in this publication is copyright

© Edexcel Ltd 2009

## Contents

1.	Examiners' Report	5
2.	Statistics	9



## Modern Greek 7615

### General Comments

A large number of the candidates, who sat the June 2009 examination in Modern Greek, performed very well and provided satisfactory translations, from Greek into English and very good ones from English into Greek. Question 3 provoked pertinent and interesting accounts and there was evidence of good language skills in most essays as well as evidence of ability to construct a convincing and coherent narrative, mainly by the higher ability candidates.

This time too, there was noticeable improvement regarding rubric and wordage restrictions, as the vast majority of candidates adhered to the rubric. The issue regarding presentation and application of the rules governing the stress system has continued to mar performance. Candidates are reminded that they ought to write legibly and within the margins of the page, avoiding when possible to “spill” over the margins or to take up pages allocated to different questions. Sloppiness, messy writing and carelessness regarding the presentation of responses or inability to adhere to conventions of orthography (the initial letter of proper nouns is always capitalized) ultimately work to the candidate’s disadvantage. Similarly, the position of the stress ought to be indicated, where necessary, with the appropriate diacritic. Circles and stars are not acceptable alternatives of the stress mark. Moreover, Greek letters ought to be rendered appropriately and not substituted by their equivalent Latin characters as, for example, “t” and “u” cannot replace the Greek characters “τ “ and “ υ“. Some candidates completely ignored the conventions of the stress system and failed to indicate the position of the stress throughout. Such instances were penalized.

One observation which ought to be taken seriously by the candidates concerns the presentation of their work. Many candidates presented essays that were hardly legible, the writing not only being hard to read but also marked by smudges and asterisks and words being crossed out over and over again.

### Comments on individual questions

#### Questions 1a and 1b

Many answers showed evidence of fluency and satisfactory awareness of grammar and syntax. Question 1b proved, by far, slightly more challenges as lower ability candidates failed to manipulate the syntax to provide meaningful and accurate translations in English.

Many responses to question 1(a) showed fluent command of vocabulary and idiom, good language awareness and consistently good application of the grammatical system. There were some instances of wrong choice of word, in examples such as:

- “They talk foreign languages”, instead of “They speak”
- “Agreed with statistics”, instead of “According to”
- “Seats of work”, instead of “Positions”
- “Grey belt”, instead of “Grey zone”

A surprisingly large number of candidates did not know the English for «ανεργία» and «τριάντα», usually confusing the latter with “thirteen”.

Question 1(b) proved more challenging in terms of manipulation of grammar and syntax, rather than vocabulary. Therefore, even though most candidates had some success in conveying the gist of the passage, there were quite a few occasions where inaccuracies and glossing marred the flow of the passage and obscured its nuance and finer details.

Some examples of lexical misadventures:

- “Physical beauty”, instead of “Natural beauty”
- “Hard tourist” instead of “Difficult”
- “Must be escorted”, instead of “must be accompanied”
- “(Those who) are more usual”, instead of “more used”
- “Boards/benches”, instead of “signs”

Unsuccessful attempts to convey accurate and fluent translations were most noticeable in the first paragraph of question 1(b). The sentence «Γι αυτό το λόγο...πιο δύσκολους τουρίστες» proved rather a challenge for many and provided an obvious distinguishing boundary between A and B candidates. There was also a noticeable pattern of students misreading the pronouns in the phrase «άλλα εύκολα, άλλα για...» as «αλλά», with the result of a breakdown in communication in that particular section.

Even though many responses were not always entirely successful, they yielded results which, despite their awkwardness, betrayed that a good number of candidates had some control over the meaning of the passage.

## Question 2

Many candidates gained good marks in this section. They produced competent translations, with few grammatical inaccuracies. Despite evidence of occasional errors, the translations usually read well and communicated the sense of the source text correctly. The challenges which confronted a small number of candidates were mainly restricted to vocabulary and did not affect the communicative efficiency of the translations seriously.

Certain patterns relating to errors were as follows:

- “In other words” translated as «μ’ άλλες λέξεις» instead of «μ’ άλλα λόγια»,
- “both when you are out shopping and when you return home” translated as «και τα δύο όταν ψωνίζεις και όταν γυρίζεις...» instead of «και όταν ψωνίζεις και όταν...».
- “an unsuitable item” often became «αχρησιμοποίητο» or «άβολο» instead of «ακατάλληλο».
- “Asking the shop assistant” was often erroneously rendered with a participle, which, in Greek cannot take the place of a subject. Therefore, «Ρωτώντας» was an unsuccessful rendering as it should have been: «Το να ρωτάς» ή «Ένας καλός τρόπος ...είναι να ρωτάς/ρωτήσεις την πωλήτρια/τον πωλητή».

### Question 3

Candidates used a wide range of vocabulary and employed complex structures and idiom in order to respond to the question. There was an even distribution of candidate interest amongst the topics, with a slight preference for (b) and (e). The noticeable pattern of candidates adhering to the prescribed word limit was very welcome.

There were few lapses into irrelevance and the kind of digression that is evidence of a pre-learnt essay or careless reading of the rubric. This was more noticeable with questions 3(c) and 3(d), which sometimes veered into expanded narratives about the Olympic Games or about drugs and other social problems. A number of candidates approached question 3(a) with a certain bias towards the intellect and skills that women possess nowadays. Many seemed to think that women are unable to perform any tasks, other than those of a cook, a cleaner or, at a push, a beautician. Even though the examiners may have disagreed, the candidates' views were respected as long as they were presented in a coherent and acceptable manner. There were also notable exceptions, whereby candidates displayed a balanced and factually documented account, which agreed or disagreed with the question, managing all along to contribute coherently and fairly to the debate.

As is often the case with question 3(e), candidates are invited to account creatively for an experience or incident. This year too, the question yielded many varied and interesting accounts of mishaps, which had a happy ending, thanks to the intervention of a friend. From being saved from the deadly claws of a bear, the fangs of a snake, the deadly conspiracy of an international terrorist organization to more mundane (but also more convincing) accounts of receiving much needed help for an exam or a bereavement, these essays showed good engagement with the topic and a satisfactory degree of success, regarding accuracy.

Centres are reminded that question choices in the essay section are there for candidates to choose, according to their interests or experience. It is not advisable to choose an essay question which one has no affinity with or no knowledge of.



## Statistics

### Paper 01

Grade	A	B	C	D	E
Boundary mark	69	55	42	37	30

### Notes

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.





Further copies of this publication are available from  
Edexcel UK Regional Offices at [www.edexcel.org.uk/sfc/feschools/regional/](http://www.edexcel.org.uk/sfc/feschools/regional/)  
or International Regional Offices at [www.edexcel-international.org/sfc/academic/regional/](http://www.edexcel-international.org/sfc/academic/regional/)

For more information on Edexcel qualifications, please visit [www.edexcel-international.org/quals](http://www.edexcel-international.org/quals)  
Alternatively, you can contact Customer Services at [www.edexcel.org.uk/ask](http://www.edexcel.org.uk/ask) or on + 44 1204 770 696

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH