

Examiners' Report/ Principal Examiner Feedback

January 2010

O Level

O Level Greek (7615) Paper 1

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Paper 1

General Comments

The large majority of candidates who sat the January 2010 examination in Modern Greek performed very well and provided competent translations, both from English into Greek and vice versa. Question 3 provoked relevant and interesting accounts and there was evidence of good language awareness, appropriate application of structures and broad range of vocabulary, in most essays. This time too, there was noticeable improvement regarding rubric and wordage restrictions, as the vast majority of candidates adhered to the rubric.

Comments on individual questions are as follows:

Questions 1a and 1b

Many responses showed evidence of fluency and satisfactory awareness of grammar and syntax.

Many responses to question 1(a) showed fluent command of vocabulary and idiom, good language awareness and consistently good application of the grammatical system.

With regard to vocabulary and structures, the following items seemed to pose some difficulty.

- Some candidates found the verb «προπονούμε» challenging
- «Όσο περισσότερο χρησιμοποιούμε τη μνήμη μας και το μυαλό μας, τόσο καλύτερα δουλεύουν» posed some problems as weaker candidates were not able to render the analogy succinctly and accurately by translating as “the more we use our memory and our brain the better they work”
- «Εκτός από τη «γυμναστική» με διάβασμα» often gave rise to inappropriate translations that failed to translate «γυμναστική» as “exercise” and opted for “gym” or “gymnastics”.

With regard to question 1(b), many responses were competent translations, with few grammatical inaccuracies and a variety of correctly used structures and vocabulary.

The few patterns relating to incorrect use of vocabulary or structures were with regard to the following:

- A considerable number of candidates could not translate «Παραμονή Πρωτοχρονιάς» as “New Year’s Eve” and opted for various forms of paraphrasing or explaining, such as “The day before the first day of the New Year”.
- Isolated words such as «τζάκι» and «κασκόλ» proved challenging to weaker candidates
- «Τελικά, είτε στην πόλη είσαστε είτε στο χωριό, το ίδιο είναι» was often rendered as “either...or” , instead of “whether...or”

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 a couple of words (blogs, teenage, skills) and did not affect the communicative efficiency of the translations seriously. The Internet is clearly a topic known and dear to many candidates and the familiarity with the theme resulted in very competent responses.

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 obvious preference for the topic soliciting views about the internet, a subject which is clearly very interesting and familiar to the candidates. There was a noticeable pattern of candidates sticking to the prescribed word limit; this was very welcome.

Some candidates wrote slightly one dimensional accounts, when they chose to approach the question of changes in the family unit, in terms of the differences between men and women or the generation gap only; this way they failed to take into account other parameters, such as frequency of divorce, more liberal conditions regarding the upbringing of children, the emancipation of women and their active participation in employment, education etc.

As a final note of approval, the examiners would like to acknowledge that the candidates for the January 2010 exams were very well prepared, adhered to the requirements of the rubric and wrote in a fairly clear and legible way, breaking away from patterns of carelessness with regard to presentation.

Statistics

Paper 1

Grade	Max. Mark	A	B	C	D	E
Boundary mark	100	74	59	45	40	32

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