

Examiners' Report/ Principal Examiner Feedback

Summer 2010

O Level

O Level Greek (7615) Paper 1

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Paper 1

General Comments

The majority of candidates who sat the June 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. A good number of candidates failed to adhere to the conventions of orderly and clear presentation and produced essays which were hardly legible, marked by smudges, multiple instances of crossing out sentences and writing rough versions in the margins of the page. This delayed and complicated the marking process considerably.

Comments on individual questions are as follows:

Questions 1a and 1b

Many answers 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.

- A surprisingly large number of candidates failed to identify «Μεσόγειο» as the “Mediterranean” and came up with translations such as “the Pacific” or “The Atlantic”.
- «παίρνουν μέρος» posed some problems as weaker candidates were not able to render the expression correctly, choosing “take place” over the correct “take part” or “participate”
- «μεταφορικό μέσο» was often ignored and left out by weaker candidates; some chose “car” or opted for periphrasis, e.g. “they moved around in a ship”, which may have been awkward but communicated the basic sense of the sentence.
- «εκπαιδευτική εμπειρία» was often translated as “learning experience” as well as “educational experience” by the more able candidates; weaker candidates either ignored the phrase or attempted a periphrasis with varying degrees of success.

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

There was a noticeably substantial number of candidates who failed to communicate the basic sense of the passage or show evidence of language awareness, regarding vocabulary, conventions of grammar and the rules of orthography. Patterns relating to incorrect use of vocabulary or structures were with regard to the following:

- «από τότε που θυμάμαι τον εαυτό μου βλέπω ταινίες» : A considerable number of candidates could not translate the sentence correctly, using the

appropriate Present Perfect or Present Perfect Continuous Tense (“I have watched/I have been watching”), opting instead for a literal translation which employed the Simple Present (“I watch”).

- Isolated words such as «σχέση», «μυθιστόρημα» and «σκηνοθέτες» proved challenging for weaker candidates, who translated these words as “ship”, “myth”, and “actors” (among others), instead of “relationship”, “novel” and “directors”. Similarly «Πόλεμος και Ειρήνη» gave rise to a variety of incorrect renderings instead of the appropriate “War and Peace”.
- Comparative forms of adjectives posed some difficulty too, with occasional instances of “more easy” instead of “easier”; «ούτε» was often ignored by the majority of candidates.

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 few words (vegetarian, mushrooms, waiter) and did not affect the communicative efficiency of the translations seriously. Candidates who attempted to explain the meaning of these words rather than translating them, gained valuable marks for managing to convey the sense of the sentence («δεν τρώω κρέας» instead of «είμαι χορτοφάγος».

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 topics on friendship and the meaning of happiness (3a and 3c), as well as for the creative topic about an embarrassing experience (3e). A small number of candidates misread question 3(b) which asked them to write about a famous politician they would like to meet and explain the reasons why; instead, they wrote about celebrities, footballers or actors. Unfortunately, such responses failed to gain any credit.

The majority, who chose to discuss the qualities they appreciate most in a friend (3a), wrote coherent and pertinent accounts, but there were instances of digression and careless interpretation of the question. Some described a best friend, without addressing the question directly, leaving it to the examiner to extract a conclusive remark. Such tentative positions failed to make the top bands of the assessment criteria, even though they stayed within the thematic framework of the topic.

Some candidates who opted for the creative essay misinterpreted the phrase «ήθελα ν’ ανοίξει η γη να με καταπιεί» and omitted to include the embarrassing aspect of an experience, choosing instead to focus on either frightening or generally negative experiences.

There was a noticeable pattern of candidates sticking to the prescribed word limit; this was very welcome.

Grade Boundaries

Raw Mark boundaries

Max Mark	A	B	C	D	E
100	72	58	44	39	31

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