

Examiners' Report

June 2015

GCSE Greek 5GK04 01

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Introduction

Writing in Greek, paper 5GK04, requires students to write two pieces in response to a choice of questions that relate to the prescribed themes of this specification: media, travel and culture or sport, leisure and work. The writing unit is externally assessed through an examination paper consisting of two tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*. The paper rewards students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks are set in English to ensure that assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement. The total mark for this paper is 50, 20 for section A and 30 for section B. It is important to note that the rubric requires that students write **no more than 70 words** in their response to **one** question from Section A. Students who did not address all the bullet points in their question of choice within the word limit lost valuable marks from the Communication and Content category, despite their often impressive language skills.

When it comes to Section B, the requirement stipulates a minimum number of words (120). Candidates are advised against lengthy narratives of more than 250 words which often contain irrelevant material and inappropriate forays into topics that are not entirely related to the scope of the question and contain "chatty" personal details.

Rubric infringement was noticeable, but not as much as in previous years, in questions 1(a), 1(b) and 1(d), where on some occasions candidates exhausted the amount of words available to them before beginning to address all the required bullet points in the questions. This infringement was restricted to students with very high ability skills, who embarked on lengthy narratives without paying due attention to the question requirements.

Most students demonstrated satisfactory writing skills and produced mostly relevant responses, with occasional omissions or imbalance with regard to the space devoted to some bullet points. This was demonstrated by a preference for expanding one aspect of the task over another. Many addressed the bullet points required by the tasks within the word limit and candidates with high language skills wrote pieces where there was evidence of a reasonable attempt to link the various points into a whole.

Questions 1(a), 1(b) and 1(c) were by far the preferred choices in Section A. Questions 2(b) and 2(d) attracted the highest number of students in Section B. A very small number of students chose questions 1(c) and 2(c).

Question 1 (a)

Question 1a was the most popular in Section A. Responses were mostly efficient and inclusive of relevant information.

A pattern of incomplete responses emerged when candidates wrote about things they like or dislike in their neighbourhood but either omitted to include something of interest that happened there or mentioned something they did without linking it to an event of interest for the neighbourhood itself (for example: ήρθε ο φίλος μου επίσκεψη). A small number of students who lacked knowledge of structures, tenses in particular, failed to construct responses with clear and appropriate references to the past.

This is a good response that scored 19 out of the available 20 marks. The candidate makes a good effort to conform to the requirements of the rubric and covers all essential material in the space allowed.

Chosen task:	(a)	(b)	(c)	(d)
	☒	☐	☐	☐

Αγαπητέ φίλε μου, θα ήθελα να σου μιλήσω για
την ύπαιθρο γύρω σου, στην οποία ζω. Καταρχήν είναι
πολύ ευχάριστη που μετακομίζεις εδώ, ~~θα σε κατασπαστεί~~
~~το σπίτι~~
Μου αρέσει πολύ η γύρω περιοχή. Οι άνθρωποι είναι
πολύ γενναιοδωροί και καλόκαρδοι. Επίσης το μέρος ~~είναι~~
~~είναι η φύση είναι είναι διαφορετικό γιατί έχει~~
κοινωνικά κλάμα όπου οι γύρω ~~το~~ συγκεντρώνονται
μία φορά την εβδομάδα. Πιστεύω πως θα σου άρεσε ^{πολύ} αν ~~από~~
~~κάνει~~. ~~Αντίθετα εάν δεν μπορείς γιατί δεν έχω αρκετό~~
~~χρόνο. Αν είχα θα πήγαινα συχνά.~~ Πρόσφατα ~~κα~~ διοργανώσα
ένα πείραμα ^{πέρα πολύ} κι ήταν ενδιαφέρον. ~~Αντί να έρθω~~
~~θα σε κατασπαστεί~~
~~με χαρά~~ Καλωσόρισες! ^{στην πόλη}



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Examiner Comments

This is a good example of a full and appropriately phrased response which covers essential information only at the end. Some carelessness in grammar and orthography do not detract from an otherwise clear and coherent answer.



ResultsPlus
Examiner Tip

Better planning would have resulted in less space devoted to pleasantries and more space devoted to required information. Having said that, the candidate manages to "rescue" the response with a last sentence that covers the second bullet point.

Question 1 (b)

A fair number of candidates chose question 1(b), showing that topics related to the internet and the digital landscape attracts a keen response. Many candidates were on task, with pertinent responses that stayed within the boundaries of the prescribed bullet points and paid attention to the word limit. One bullet point in Section A requires that the candidates demonstrate knowledge of tenses. Candidates who managed to convey information about the 'last time' they used the internet, with precision, accuracy and clarity were rewarded with marks from the top band of the assessment criteria for knowledge and application of language, which makes mention of "consistently competent use of more complex structures and different tenses".

There was a pattern of responses that gave unnecessary introductions to the importance of the Web in general, only managing to include one-liners about the particulars of their internet use in the last few sentences. Such responses indicated either poor planning or pre-learned material and were not rewarded with marks from the higher bands of the assessment scale, because of omissions and irrelevance.

This is an excellent, succinct and coherent answer that gained full marks. The candidate composed a detailed and fully relevant response to the stimulus.

Το διαδίκτυο έχει μεταμορφώσει τον τρόπο που ζω. Είναι συχνός χρήστης του εφόσον μου προσφέρει αμέτρητα πλεονεκτήματα και δυνατότητες. Συγκεκριμένα, με επιτρέπει να επικοινωνώ με φίλους-πράγματα το οποίο και έκανα την τελευταία φορά που το χρησιμοποίησα, να παίζω παιχνίδια, να ψάχνω πληροφορίες για εργασίες και να ενημερώνομαι. Με λίγα λόγια, έχει θετιώσει την ποιότητα της ζωής μου πάρα πολύ. ~~Δεν είναι η απάντηση που έπρεπε να δώσω~~



ResultsPlus

Examiner Comments

The way the candidate organised the material shows excellent linking, wide range of appropriate vocabulary and structures, and an exemplary ease with subordination. The piece is not only coherent but also pleasant to read. The language is fluent, containing longer sentences, and offers convincing description and justification, in direct response to the requirements of the question.



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Examiner Tip

Quality is not necessarily found in quantity. It is a good idea to strive for a succinct but fully relevant response, which includes a range of appropriate vocabulary and structures. This piece conveys everything required in approx 60 words. It also interweaves all information in sentences that flow naturally instead of in a list-like manner, linking all the details into a seamless, cohesive whole.

This is a script that scored only 10 out of the available 20 marks. This is mostly due to omissions and irrelevance that could have been avoided, had the candidate conveyed the same information but in a way that is closer to the requirements of the question. It is the responsibility of the candidate to provide a purposeful response and it is not left to the examiner to tease out intended or tentative meaning.

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

Chosen task:

(a)	(b)	(c)	(d)
☒	☒	☒	☒

Αγαπητοί Αναγνώστες,
 Νομίζω ότι διαδικτυό είναι πολύ σημαντικό &
 για ^{τους} νέους ανθρώπους, επειδή είναι πολύ
 χρήσιμο! Συνηθώς σερφαίρω στο διαδικτυό
 κάθε μέρα στο βράδυ και μήνι με
 τους φίλους μου στο << σκάτ >>. Επιπλέον
~~και τα μαθήματα μου στο διαδικτυό~~
~~και παίζω πολλά παιχνίδια γιατί~~
 είναι διασκεδαστικό!
 Προσπατώ, ο υπολογιστής μου εστίασα,
~~και δεν έχω διαδικτυό, δεν μπορώ~~
~~να παίζω παιχνίδια στο διαδικτυό~~
~~και~~ ~~και~~ επειδή ~~δεν~~ υπάρχει να
 δω ταινίες. Για ένα εβδομάδα ήταν
 βαρετά, ^{αλλά} στο σπίτι, αλλά διαβάσα πολλά
 βιβλία, ήταν πολύ ενδιαφέρον!
 Με εκτενώς,

**ResultsPlus****Examiner Comments**

The candidate started well but went off on a tangent in the second part of the answer. This is not a piece that is expected to highlight the importance of reading books, as opposed to using the internet, and some of the information is superfluous. There is not enough evidence of different time frames and tenses appropriate to the task and one past tense (έσπασα) fails to convey information in an apt manner. The correct word should have been "χάλασε" and the answer could have been manipulated to read : Ο υπολογιστής μου χάλασε και δεν μπόρεσα να δω ταινίες....

A response along those lines could have earned more marks for knowledge and application of language and would have been closer to an appropriate response. The malfunctioning of the computer notwithstanding, there must have been a "last time" that the candidate used the internet, before the computer broke down.

There is also evidence of insecurity regarding the noun system, agreement between article and noun and some rather serious errors regarding conjugation of verbs.

**ResultsPlus****Examiner Tip**

It is imperative to conform to the convention of the Greek writing system and avoid anglicised versions of Greek letters, such as "u" .

Always keep in mind that this section is guided writing. This means it is prescriptive and candidates are expected to provide the information requested in the bullet points. If the candidate is not in possession of this information there are three more sub questions to choose from.

Question 1 (c)

Question 1(c) was answered by very few candidates. Those who attempted to write about the impending visit of an international school describing the plans that the host school had made in order to receive the guests wrote convincing accounts offering opinions and explanation regarding the best time to visit and why. There were also good examples of activities, including excursions, sports tournaments and theatre clubs.

This is a good response that earned full marks and covered all required information in under 70 words.

~~Αγαπώ~~ Αγαπητοί μαθητές,
Ενιφερόθηκα ότι σκέπτεσται να επισκεφτείται
το σχολείο μας. Θα χαρούμε πολύ να
vas φιλοξενίσουμε. Η καλύτερη περίοδος
για την επίσκεψή σας είναι Ιούλιος,
μιας και ο καιρός είναι τέλειος και
μπορούμε να κάνουμε πολλές ~~διαφορετικές~~
ωραίες δραστηριότητες. Έτσι λοιπόν
τήρα την πρωτοβουλία να κλείσω ένα
ημερολόγιο για να κάνουμε ένα ταξίδι
τένις. Ελπίζω να το ευχαριστηθίτε
όσο θα το ευχαριστηθούμε εμείς.
Περιμέναμε πως και πως να σας
δαύμε.

Φιλικά,
Κατερίνα.



ResultsPlus Examiner Comments

This candidate has written a fluent and appropriate response that covers the required bullet points in a natural and coherent way. The candidate is obviously at ease with complex structures and a range of appropriate vocabulary (ευχαριστηθούμε, δραστηριότητες, πρωτοβουλία, etc).



ResultsPlus Examiner Tip

There are some spelling errors that indicate haste in writing (e.g. σκέφτεσται, επισκεφτείται). It is advisable to peruse the spelling of verb suffixes and learn the inflection patterns which include the -αι ending.

Question 1 (d)

1(d) was a popular question and many students composed detailed and relevant responses that showed ability to narrate and expand, making apt references to different time frames. Unfortunately, there was also a noticeable pattern of omissions or imbalanced reporting, with as much as 50 words devoted to the type of work that the candidate was engaged in and as few as twenty words being left to describe the hours and impressions concerning the first day and existing plans about what to spend the money earned on. A model response could have included all required information by avoiding superfluous accounts about demanding or rude customers and bossy bosses; which may have indicated the candidate's superior language skills but ultimately failed to satisfy the requirements of the question.

This is a good response that earned 19 out of the available 20 marks.

Γεια σου Μαρία,

Τι κάνεις;

Μόλις τελειώσα την πρώτη μου μέρα στην
καρτοκαρπική μου δουρεία. ~~Για το καλο αυτό το~~
~~καρτοκαρπική~~ θα δουλέψω σε μια σχολή ιππασίας.
Θα βοηθώ τα παιδιά που δεν ξέρουν πολλά
πράγματα δια όσα αλλά θέλουν να μάθουν.

Θα δουλέω από τις 8:00 το πρωί ως μέχρι
το μεσημέρι. Σήμερα διασκεύασα πολύ σήμερα
παράσαν που ήταν λίγο καρποτικό.

Με τα λεφτά που πιανο θα πάω να αγοράσω
καινούριο τσάντα και παμπάτσια, με τα υπόλοιπα
θα τα δωράσω.

Με αγάπη,

Νταβίταχ "



ResultsPlus Examiner Comments

A very detailed and fully relevant response to the stimulus. There are no omissions and the candidate has addressed both bullet points convincingly. The piece is not flawless in terms of spelling but the candidate possesses enough fluency and language awareness to be able to describe, express opinions and expand upon them clearly and coherently.



ResultsPlus Examiner Tip

It is always pleasant to read about the candidate's personal opinions and experiences, when these are required, as in this question. Moving away from generic, easily predictable material adds variety and interest to any composition. This piece stands out with its economy and aptness.

Question 2 (a)

Question 2(a) required a response that addressed and explained the importance of fashion for the writer and included mention of an expensive purchase. Not many candidates chose this question and those who did offered clear and relatively accurate narratives about why fashion matters (or not) to them. In their communicative fervour about the first bullet point they occasionally neglected to touch upon the second one adequately; especially with regard to explaining the reasons why they ended up making an expensive purchase. The nature of the question required skills in subordination, and able candidates did very well in constructing sentences which demonstrated the ability to manipulate language to this effect and produce longer sentences. When it came to references to past time frames, the construction of the Simple Past yielded mixed results.

This is a question that scored 17 out of 30 points. It covers some of the required information but fails to expand ideas, and contains some ambiguity with regard to the explanation why fashion matters to the candidate.

Αγαπητοί αναγνώστες,
Σήμερα να γραφω για τους νέους και
τη μόδα.

Μόδα είναι πολύ σημαντική για μένα και
τους νέους της ηλικίας μου. Είναι σημαντική
γιατί παρουσιάζει τα άτομα μας
ενδιαφέροντα, ~~και~~ επίσης σημαντική γιατί
για να είσαι σαν άλλους, και να
είσαι ξεχωριστός.

~~Νέους επίσης φορούν πενταπ~~

Χτες αγόρασα ένα τσαντά. Μου άρεσε
πολύ αλλά ήταν πολύ ακριβό
Τη αγόρασα γιατί είναι στη μόδα.
~~Τέλος, η μόδα~~

Τέλος, η μόδα είναι σημαντική για
μας τα παιδιά γιατί θέλουμε να

εισζε ονομαρ και σζη νοδα
Σωστα παιδια;
Αυζη ~~η~~ είναι η απουση που
τουλαχιστον.
θα τα πουμε,
Πολυ συντορα.



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Examiner Comments

The candidate has conveyed some relevant information and there is evidence of ability to go beyond a minimal response, but the candidate fails to expand adequately or precisely. The piece includes serious errors, especially in relation to article- noun agreement and case. The candidate neglects to indicate the position of the stress consistently; this is an error that is always penalised in the "Accuracy" category.



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Examiner Tip

Remember to fulfil the requirement of "a minimum of 120 words". This response falls short of this.

Question 2 (b)

The vast majority of candidates chose question 2(b). This required a response that gave advice on the best places to visit in Greece and included a narrative describing the candidate's own best time in Greece. Some candidates wrote detailed and often elaborate accounts of a holiday in Greece which, in fact, was not what the question asked. Many gave detailed responses to the stimulus, occasionally neglecting to structure their account in a balanced manner that devoted equal or comparable space to the bullet points.

Knowledge and application of language was mostly good, as many students felt at ease narrating details about holidays and related activities. Range of vocabulary was mostly appropriate to task. On rare occasions, lack of knowledge of basic geography resulted in largely irrelevant responses.

This is a good response that earned 27 marks. The candidate wrote a clear and coherent piece, giving evidence of opinion and mostly relevant description.

Αγαπητέ μου φίλε
έμαθα πρόσφατα ότι ~~αποφά~~ πήρες την απόφαση με
την οικογένεια σου να επισκευθείτε την Ελλάδα για
διακοπές. Η απόφαση σου είναι πολύ καλή και
είμαι σίγουρος πως δεν θα το μετανιώσεις.
Όμως, για να περάσεις ακόμα καλύτερα, θα
ήθελα να σου προτιώ μέρη τα οποία
μπορείς να επισκευθείς. Πρώτον, θα ήθελα να
σε συμβουλέψω να έρθεις το καλοκαίρι. Αν
έρθεις το καλοκαίρι λοιπόν, τα ελληνικά νησιά
θα είναι η καλύτερη ~~και~~ επιλογή που
θα μπορούσες να κάνεις. Για να γίνει
λίγο πιο συγκεκριμένος, θα σου συνηθώ μία
ιστορία μου. Στο αγαπημένο μου νησί της Ελλάδας,
στη ~~Ρόδο~~ Ρόδο, έχουμε σε ένα ξενοδοχείο
τριών αστέρων, με την οικογένεια μου. Ξαφνικά,
εκεί που καθόμασταν όλοι μαζί να πάρουμε πρωινό,
μας ήρθε ένα γράμμα και μας προσείλεσαν
στο ετήσιο φεστιβάλ της Ρόδου. Αποφασίσαμε να πάμε

και προγραμμα να η αφορμή για την τω-
 μου. Αν θές να ακολουθήσεις τη συμβουλή μου,
 η Ρόδος είναι το καλύτερο και ιδανικότερο
 μέρος που μπορείς να πας για τις
 διακοπές σου
 Με αγάπη, Άρης



ResultsPlus Examiner Comments

This is a natural response that flows well and offers convincing views regarding the topic. The candidate is at ease with subordination and expansion and had the response offered more detail on the reason why Rhodes was chosen, it would have earned full marks.



ResultsPlus Examiner Tip

Always re-read your response to ascertain its close relevance to the prescribed material. You may find that the addition of a detail or two may make a difference in your final mark.

This is not a satisfactory response as the candidate's language skills do not allow description, opinion and expansion appropriate to the task. Some meaning emerges and, clearly thanks to the dictionary in hand, some relevant vocabulary is included in the response. This answer earned 9 marks.

για σου φίλη μου,
 έχω είμαι χαρούμενη ^ή Ελλάδα είναι ~~ενα~~ πολύ
 ομορφή και πολύ ^{ζωστής} ~~εξοχή~~. Ελλάδα έχει πολυαριθμός
 μνημείων. Η χώρα μου έχει πολυαριθμός μυστηριώ-
 δης μύθος.
 έχω ζωντανά ~~με~~ Θεσσαλονίκη. ~~Ενα~~ είναι ένα
 ομορφή και διασκέδαση ^{πολύ} πόλη.
 Ελλάδα έχει ~~πολύ~~ ^{πολύ} αριθμός ευρωπαϊστικός παράλις.
 τα παράλια έχει καταπληκτικός θέα και φυσικά
 σαφής νερά.
 έχω και η οικογένεια ^{σου} ~~στη~~ ^{έλλη} στην σπητή μου για να
^{παίζω} ~~αλλά~~ ποδοσφαίρο και να γυμναστούμε.

Το αγαπημένο μου μήνυ είναι το παλιό
έπιω ^{με} ~~πάλι~~ η οικογένεια μου και επεξών ποσοφ-
αίρο μες τα νερά. Ήταν πολλά διασκεδάση.

Ελλάδα είναι ποτα ζεστής σε Αύγουστος, είναι
ποτα ~~πρό~~ ^{3/3} γήλη μου! Κατά την διάρκεια διακοπές
σου, εση και η οικογένεια σου πρέπει να επισκεψη
κοινοβούλιο κ.σ.ί.ο.
~~πάλι~~ ~~πάλι~~ χεία γήλη μου! Αγάπησε παλι
Κάι μα σας βλέπη σας σύντομα!



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Examiner Comments

Some sentences written in isolation convey relevant details. Occasionally incomprehensible, this piece is not very well linked and not easy to read.



ResultsPlus

Examiner Tip

The dictionary is not very useful when communicative competence is minimal. The word "σαφής" employed here, is appropriate to describe a clear argument but not the clear sea.

Question 2 (c)

Question 2(c) invited students to employ references to the future and the past and to write about a school event that they have helped in planning. Very few students chose this question and those who did wrote extensively describing the event itself but occasionally skimmed over their own involvement in the preparations.

This response earned 9 marks and is more representative of the type of response expected in Section A, mainly because of its length.

Thco.123@hotmail.co.uk. Γουδω,
 Απριλίου 24.
 2015.

Αγαπητοί μου φίλοι,

Πως είσαι, πως είναι η Εικόνα σου;

Θέλω να σε προσκαλέσω στη γιορτή που οργάνωσα. Το γιορτή που οργάνωσα είναι μέσα στο σχολείο μου και είναι στο 3ο Απριλίου 2015.

Το γιορτή είναι για τα αγγλικά παιδιά του νοοκομείου της Πέριοθης μας.

Μαζεψαμε πορτα και διασκεδάσεις οδον.

Περιμένω για το νεα σου



ResultsPlus Examiner Comments

One or two points are conveyed but this is a short response with major omissions. The candidate shows some communicative competence and manages to form accurately the past tense of οργάνωω in a short sentence that addresses part of the first bullet point, which refers to the reason why this event was planned. Limited knowledge of vocabulary creates some confusion with regard to dates and whether the event has already happened or is still being planned.



ResultsPlus Examiner Tip

References to time and dates are required in the response. Minimum core vocabulary and recommended linguistic structures include requirements for forming functions that allow one to talk about time with precision. Had the candidate familiarised themselves with the months of the year, part of the first bullet point would have been addressed appropriately.

Question 2 (d)

Question 2(d) was the second most popular question in this section. Many candidates wrote very interesting and often unusual accounts of future opportunities, providing ample evidence of their competence in composing detailed, fully comprehensible and relevant narratives. Even though these were mostly convincing accounts of a summer opportunity and what it was about, there were some omissions regarding what one had to do to prepare for it. A small number of candidates misunderstood the question and instead of writing about a plausible opportunity that presented itself to them, they wrote about a trip that they had planned with family and friends. This was not in accordance with the rubric which required an account in connection with receiving some good news about an opportunity for the summer.

This is a very good response that addressed the "unexpected" nature of the good news with an interesting and unusual opportunity. The candidate conveyed enthusiasm and gave a convincing account of why they were looking forward to this event and the background behind it.

Γεια σου Ivis,
Τι καυείς; Εχω πολυ καλα νέα. Δεν
θα σου περάσει από το μυαλό ποιος με πήρε
την ευθύνη και τι μου ^{είπε} έγινε. Ο κ. Μαρκόπουλος
απάντησε που σου έλεγα ότι πήρα μέρος σε
ένα διαγωνισμό που κέρδισες ένα ταξίδι
για μια εβδομάδα σε ένα υψί για να
μας διηγηθούν για τον β' παγκόσμιο πόλεμο.
Ακόμα δεν το πιστεύω πως το κέρδισα. Έρε
θα μ'ος μνήσαν για την εξέλιξη του
β' παγκόσμιου πολέμου. Σαν αείρο μου
ακούχεται. Ενώ και από δέκα άτομα θα
ήναστε. Το υψί ~~από το~~ απ' ότι κατάλαβα
θα είναι η κρήνη. Τώρα θα αναποτίεσαι
γιατί η κρήνη και όχι από υψί. Μαλλον
το επέλεξαν γιατί είναι ένα μεγάλο υψί
και υπάρχουν πολλοί σκιωθεατα να δεις. Μαλλον
θα πηχάναμε μαζί, για να ακούσεις

τα ~~αυτά~~ χεχούδια που είχαν. Θα ταξιδεύει
μέσα στα λόγια τους. Θα ~~αυξάνουν~~^{αυξάνουν}
αυτά που είχαν και θα σκευτέσαι πως
είχαν όλα αυτά τα ψίχτα πράγματα και
ποιος άνθρωπος μπορεί να τα εκουέ. Όταν
θα ακούς το όνομα Χίτλερ θα νοβάς
γιατί θα αναρωτιέσαι, γιατί αυτός ο
άνθρωπος κατέστρεψε ~~τα~~ χωρές, πόλεις και
σκυτώσε πολλούς ανθρώπους μόνο και
μόνο για το καλό της χώρας του. Από
τα χεχόμενα που μου καταλαβαίνεις πόσο
ταξιδεύεις στο παρελθόν. Δεν θέλω να
χάσω αυτή την μαγία και για αυτό
νομίζω πως είναι η πιο σημαντική
εκδρομή που θα κάνω της ζωής μου.

Πρώτα από όλα πρέπει να ετοιμάσω
τους βαλίτσες μου και ένα ημερολόγιο
που θα κρατώ σημειώσεις τα χεχόμενα
τους. Δεν θέλω να χεχάσω αυτή ~~τη~~
αυτή την μαγία του να ταξιδεύεις στο
παρελθόν και μάλιστα να σταματάς
εκεί που θέλεις και να συνομιλείς όλες
σου οι απορίες. Επιπλέον να χαρήκες
με αυτά που σου είπα και μέχρι να
φύγω, ένα κομμάτι μέρο από το σπίτι.

Χαίρετιοπα στην ~~εξέταση~~ Ντίνα και στους
γονείς σου.

Με αγάπη, Βεατρίκη.



ResultsPlus

Examiner Comments

An individual and relevant response to the stimulus. The piece is not flawless in terms of spelling but the candidate possesses enough fluency and language awareness to be able to describe, express opinions and expand upon them clearly and coherently. The details that frame the opportunity are narrated in a realistic manner that is very true to the form of 'writing to a friend'.



ResultsPlus

Examiner Tip

It is advisable not to get carried away by the flow of the narrative without double checking that all the required details have been addressed to the required length. One more sentence regarding preparation for this opportunity would have earned the candidate full marks.

This response earned 9 marks and is representative of a short response that lacks adequate description and opinion.

Φίλε μου

Θέλω ένα ομάδα για του ποδόσφαιρου. Γιατι επόμενου

Μαΐου θα είναι ένα τουρνάου για του ποδόσφαιρου και

θέλω να πηράνη το ~~κυπέλλο~~ κυπέλλο από την άλλη

μεριά. Πέρσι του Μαΐου έχω ένα τουρνάου σχολείου για

το ποδόσφαιρο. Μου αρέσει πολύ γιατί παίζουμε συνάτα

παίχνισα και πηράνη το ^{κυπέλλο} ~~κυπέλλο~~ = ήταν μεγάλη πείρα

εμπειρία.

Το επόμενου Μαΐου το τουρνάου θα έχει 10 άλλα

σχολεία. Θέλω 10 μαθήτες να συμμεταχή για το

τουρνάου για τη ομάδα για του ποδόσφαιρου του σχολείου.

Θέλω να παίζουμε συνάτα παίχνισα για να πηράνη

το κυπέλλο από την άλλη μεριά. Εγώ θα

προετοιμάζω εκπαίδευση το ποδόσφαιρο.

Το τουρνάου θα είναι το λονδίνο.



ResultsPlus Examiner Comments

Some relevant information is conveyed but the limited range of structures and vocabulary consistently impedes even basic communication. Some detail can be gleaned in relation to an event, which reads like a planned sport tournament taking place in May, as it probably does every year. There is a lot of extraneous information regarding a similar past event that is not integrated into the narrative very well and ends up sounding irrelevant



ResultsPlus Examiner Tip

If the candidate's communicative competence is at the lower end it is advisable to stick to attempting to provide the information listed in the bullet points, without risking forays into unsolicited areas of information. In this example, there is an attempt to include references to a time frame (the past) which requires linguistic structures (the Simple Past or the Imperfect) that the candidate is not very comfortable with. Some measure of success is conveyed through ήταν and παίξαμε, but there is also some confusion as a result of μου αρέσει, έχω and πηράνη

Paper Summary

To improve their performance, students should:

- Familiarise themselves with the topics prescribed in the specification and practise writing essays that address the scope of these topics, employing the minimum core vocabulary and linguistic structures required.
- Familiarise themselves with the assessment criteria so they are fully cognizant of the level of achievement required for a good response.
- Read each question carefully before attempting to answer it, to ensure clear understanding of what is expected.
- Respond to the questions within the framework of the bullet points, in order to construct a good response; avoid over expanding on one bullet point at the expense of the other.
- Ensure that they employ a good variety of appropriate vocabulary and structures. Many times required content is tied to a specific time frame (the future or the past) and if the tense constructed does not clearly indicate this time frame, marks are lost in the category of content as well as knowledge and application of language.
- Observe the rules of orthography and indicate the position of the stress, when appropriate.
- Structure a response so that its various components are linked into a whole, rather than list-like responses.
- Familiarise themselves with the cases and the correct inflections of articles, nouns and adjectives. ("οι φίλοι " versus "τους φίλους" etc.)
- Avoid using generic pre-learned material, which may often be irrelevant to the requirements of the particular question.
- Use the dictionary wisely. A list of words does not demonstrate an ability to narrate if a sentence is not structured correctly and does not contain the appropriate word. When students look up words, they ought to pay attention to the part of speech that is relevant to their composition. The verb "subject" is not the same as the noun "subject", and even the noun subject has more than one meaning. The subjects manifest themselves in different words in Greek.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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