

Examiners' Report
June 2016

GCSE Greek 5GK04 01

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Introduction

GCSE Greek 5GK04 01 requires students to respond to a total of two questions, one from each section, A and B. The questions are linked to the topics prescribed in the specification, which are: media, travel and culture and sport, leisure and work. The writing unit is externally assessed through an examination paper consisting of four tasks per section, which makes it a total of 8 for the whole paper. Candidates are required to choose **only one** task per section.

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, the shorter writing task, and 30 for section B, the longer writing task. It is important to note that the rubric requires that students write no more than 70 words in their response to their chosen question from Section A, whereas responses addressing the question in section A require a minimum of 120 words. Students who do not address all the bullet points in their question of choice, according to the prescribed word limit, lose valuable marks from the Communication and Content category and, where appropriate, from the Knowledge and Application of Language category, especially as when targeted content is omitted, certain targeted linguistic structures are often left out.

Candidates performed well across the paper as a whole and there were some excellent performances.

Most students were well prepared for the different test types but some were marked by irrelevance and omissions. This was sometimes the case in questions 1 (a) and 1 (b), the most popular in Section A, where a number of candidates exhausted the amount of words available to them before even beginning to address the second bullet point of the question. This year, however, the majority of candidates observed the requirements of the rubric and attempted accurate and relevant responses, which addressed the required bullet points. There was evidence of ability to narrate and evaluate in response to the questions set and many students displayed high levels of accuracy. Many of the bullet points required by the tasks were completed within the word limit and there was evidence of reasonable attempts to link the various points into a whole. A good number of students wrote responses which were fully relevant, coherent, accurate and pleasant to read, especially in 1 (a) and 1 (b) in Section A and 2 (b) and 2 (d) in Section B.

On some occasions, hasty reading of the bullet points led to significant omissions and irrelevance, especially in the case of questions 1 (a), 1 (c), 2 (a) and 2 (d). Questions 1 (a) and 1 (b) were by far the preferred choices in Section A and questions 2 (b) and 2 (d) attracted the highest number of students in Section B.

A small but significant number of students ignored the rules of the Greek alphabet and the conventions of the stress system. They either failed to indicate the position of the stress or used English characters ("t" and "u" in particular) instead of Greek ones. Consequently, awarded marks in the Knowledge and Application of Language and Accuracy categories were low. Students are reminded that the position of the stress ought to be indicated, where appropriate. Moreover in a response which has wordage set between 50-70 words, it is advised not to include English words or too many proper nouns, which will take away from the pertinence and cohesion of the response.

Question 1 (a)

Question 1(a) was the second most popular in Section A. The majority of candidates performed well when it came to addressing the first bullet point but some either missed out the second bullet point completely or ran out of words by the time they got to it. The specificity of dietary requirements was often addressed succinctly and most examples focused on vegetarian meals or allergies that precluded certain foods. These were correct answers. Requiring breakfast and dinner only or asking for the times that breakfast and lunch are served, without any mention of special requests for certain foods, were not accepted as apt responses to this question.

In addition, a small number of students, most notably students with superior language skills, often ignored the bullet points that are there to guide the response towards particular content and linguistic structures and wrote fluent but irrelevant accounts, which included unsolicited information about tours of the island, bus transfers and air fares.

This is a very good response that earned full marks on both categories - Content and Application of Language.

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Αγαπητέ κύριε,

Θα ήθελα να κλείσω έξι δικλινα δωμάτια από τις 28 Ιουλίου ημέρα Δευτέρα μέχρι και τις 30 Αυγούστου ημέρα Τετάρτη για ένα σχολείο.

Επίσης, μαζί με τα δωμάτια θα ήθελα πρωινό και βραδινό. Θα ήθελα τέσσερα πρωινά* χωρίς γάλα γιατί οι άνθρωποι αυτοί έχουν αλλεργία στο γάλα και οκτώ πρωινά και βραδινά γεύματα για χορτοφάγους. Έχουμε προτζίστεις για το μεσημεριανό μας δείμα.

Περιμένα απάντησή σας σύντομα.

Με εκτίμηση,



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Examiner Comments

The candidate has composed a coherent piece, fully inclusive of the required information. The language is fluent, contains longer sentences and offers convincing description and justification, in direct response to the requirements of the question. Occasional spelling errors (πρωινώ/βραδυνώ) do not detract from the fluency of the piece.



ResultsPlus

Examiner Tip

It is a good idea to strive for succinct but fully relevant answers, which include a range of appropriate vocabulary and structures. Quality is not necessarily found in quantity, as this response demonstrates.

This response earned a total of 12 marks, despite good language skills. The loss of marks was due to omission and irrelevance.

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)
☒	☒	☒	☒

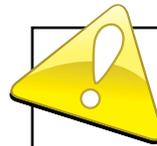
Σας γραφω ένα email γιατί θέλουμε με το σχο-
λείο να έρθουμε στην Κύπρο. Θέλουμε να μας
πεις αν έχεις 20 δωμάτια ανά δωμάτιο
και το κάθε δωμάτιο να έχει 2 κρεβάτια γιατί
θέλουμε να έρθουμε. Θέλουμε να έρθουμε
περίπου 15 Ιουνίου με 23 Ιουνίου ανά μια
εβδομάδα. Κάτι άλλο που θα ήθελα να σας ρωτήσω είναι
αν είναι κοντά στο κέντρο το ξενοδοχείο και
αν το ξενοδοχείο έχει πρωινό ή και βραδινό.
Σε παρακαλώ όταν δείτε αυτό το μήνυμα το
email σε παρακαλώ εισηγηθείτε γιατί θέλ-
με να έρθουμε σε αυτό το ξενοδοχείο. Θέλουμε να
μας κλείσεις κιάλια ένα ρούχων εκεί για να μας
πληκνών φέρνει για να μην ακαθάρια κόνι στο
ξενοδοχείο να μπαίνουμε και βότρες. Σας ευχαριστώ
πολύ που θα διαθέσετε το μήνυμά μου και σας
παρακαλώ όσο πιο δυνατό γίνεται γιατί πρέπει να
κλείσουμε και πολλά πράγματα εκτός από το ξενοδοχείο.



ResultsPlus

Examiner Comments

Careless reading of the rubric resulted in a long response that included somewhat superfluous details and omitted the second bullet point in its entirety. Neglecting to include information in response to a whole bullet point, rather than parts of it, is considered a "major omission". Even though the candidate has impressive language skills, this piece violates rubric requirements both on account of its length as well as its omissions.



ResultsPlus

Examiner Tip

It is important to take note of the register that is appropriate for each response. An email may require a formal form of address, such as the "you plural", if it is part of a formal framework, as this particular example clearly is.

Question 1 (b)

This was the most popular question in section A. Many students wrote fully relevant accounts that contained a variety of appropriate vocabulary and structures, equally distributed and employed to target both bullet points. Some attempt at over-ambitious narratives was also evident, with students writing lengthy descriptions of menus or lists of names of those invited to attend the celebrations, which went well above the prescribed word limit. Occasionally, candidates got too involved in descriptions of Greek dishes and favourite foods and they neglected to articulate clearly their evaluation of the event, which had to be teased out of their narrative, as it was not directly expressed. More careful reading of the rubric would have resulted in better handling of the second bullet point.

In conclusion, however, the majority of candidates who attempted this question performed very well, as they often do when the question invites narratives that touch upon family celebrations.

A perfect score, 20 out of 20, for a succinct and coherent response that includes all of the required information. There is no superfluous information or digression.

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)
☒	☒	☒	☒

Αγαπητέ Θανάση,

Σου γράφω διότι χθές το
 βράδυ πήγα στο σπίτι ~~το~~
 της γιαγιάς μου γιατί είχε ~~την~~
 γιορτή της.

Το σπίτι της γιαγιάς μου είναι πολύ
μεγάλο και είναι κοντά στην θάλασσα.
Πέρασα πολύ ωραία και πήγα για μπάνιο
με τον αδελφό μου τον Νίκο. Παιζαμε
πολύ στο νερό και μετά φάγαμε μια
πολύ νόστιμη τούρτα για να γιορτάσουμε
Περημενών την απάντησή σου σύντομα!

Ανδρέας



ResultsPlus Examiner Comments

The bullet points invite the use of certain linguistic structures (such as the past tense) or the expression of justification through the construction of subordinate clauses (e.g. I enjoyed it because ...). This response manages to do just this, without any superfluous information. The language is fluent despite the presence of occasional spelling mistakes at the lower end.



ResultsPlus Examiner Tip

When you write an email to a friend and you have to compose an answer within the restrictions of a certain wordage you may still adhere to the conventions of writing an informal letter, with a short introduction or salutation and appropriate closing. It is a good idea to study the conventions of formal and informal letter/email writing and expand one's vocabulary with appropriate phrases such as αγαπητέ μου φίλε, αξιότιμε κύριε, φιλικά etc.

This response earned only 9 out of the available 20 marks. It contains a limited range of vocabulary and structures and even though some of the task is completed, the piece is marked by omissions and irrelevance.

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)
☒	☒	☒	☒

Αγαπώ την ψιχή,

Πηγαίνω το πάρτη στην ψιχή οικογένεια
~~που~~ μου, στην γιατί είναι τα θια μου
χενέθια και αυτή είναι είκοσι
πεντε. το πάρτη είναι ~~α~~ διασκεδάση
γιατί το φαγοτό είναι ~~α~~ πολύ
κατά. τρωμε μακαρόνια, σουντα και
παστιτσο. Ακούω τα μουσική και
χορεύω. μου αρεσει αρχίζω νέ τις
οικογένεια μου.

Εκτίμηση,

σουζάν, ψιχή σου.



ResultsPlus
Examiner Comments

The description of a past event is expressed with a present tense consistently. This creates lapses in comprehension and shows that language is mostly inappropriate to the task. There is some attempt at subordination but the candidate's knowledge of structures is too limited to generate meaningful and appropriate content.



ResultsPlus
Examiner Tip

Word order in English cannot be replicated in Greek for the creation of meaning, as meaning in Greek is primarily constructed through inflection. Phrases such as "my family's house" or "my aunt's birthday" require knowledge of the conventions of the Greek case system and cannot be translated into English verbatim, as this candidate has clearly attempted to do, with little success.

Question 1 (c)

The small number of candidates who chose this question did very well on the first bullet point of the stimulus but they were on rather shaky ground when it came to the second bullet point due to omission or digression. There was a tendency to over expand on the first bullet point at the expense of the reason why one would want to enrol in a school in Greece. The candidates who performed very well in this question did not necessarily link the reason they wish to study in a school in Greece to a desire to practise Greek and listed a host of other reasons, including the reputation of the school or the fact that they had friends there. These responses were considered satisfactory and relevant.

An excellent response that earned full marks.

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Καθηστέρα,

Ενδιαφερόμαι να ξεκινήσω θέρια μαθήματα στο σχολείο σας. Ο λόγος για τον οποίο ~~am~~ αποφάσισα να το ~~to~~ κάνω είναι ~~επειδή~~ επειδή είμαι αδύναμος ~~so~~ στα μαθηματικά ~~and~~ και ~~with~~ στην φυσική.

Ονομάζομαι Νικόλας Πάτα ~~to~~ και είμαι 17 χρονών. Μένω στην ~~to~~ πόλη των Χανίων και για αυτόν τον λόγο ~~to~~ ήθελα να κάνω τα μαθήματα σε αυτήν την πόλη.

Ευχαριστώ πολύ,



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Examiner Comments

The candidate included all necessary information in a direct and clear manner, without omitting any of the required details. This is a perfect example of a succinct and purposeful response, with excellent linking of the piece into a whole and clear ability to describe and justify.



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Examiner Tip

It is not necessary to include the information in the order that is expressed in the bullet points as long as the response is detailed and fully relevant.

Question 1 (d)

A very small number of candidates attempted this question. Some of these demonstrated mostly good language skills with evidence of ability to manipulate language and produce fluent, relevant sentences with ease. Generally, students did well in explaining their voluntary work for charity organisations, but did not often expand on the reason why they chose this particular charity. A small number of candidates lacked even basic knowledge of the Greek alphabet and grammar and wrote largely illegible and obscure accounts mixing Greek and English letters or writing whole phrases in English.

A fully relevant response that earned full marks and includes a wide range of vocabulary and structures.

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)
☒	☒	☒	☒

From: at1995@email.example.com
 To: giorgos.papadopoulos@friend.com
 Subject: Φιλανθρωπική εταιρεία

Αγαπητέ Γιώργο,

~~Σου στέλω ευχαίριση για την ηλεκτρονική επιστολή με θέμα~~
 Θα ήθελα να σε ενημερώσω για την δωρεά χρημάτων
 που έχουμε στην UNICEF. Αυτή είναι για φιλανθρωπική

εταιρεία που ο στόχος της είναι να βοηθήσει τους ανθρώπους
στις φτωχές χώρες με τους τό να τους παράγει αγαθά όπως
νερό και φαγητό. Αυτό που έκανε έχω λοιπόν είναι πως
ζήτησα χρήματα από τους συγγενείς μου και τα πήραμε όλα
μαζί και τα έδωσα στην εταιρεία μέσω της ιστοσελίδας της.
Τέλος διαλέξα αυτή την συγκεκριμένη οργάνωση καθώς βοηθά
τους συνανθρώπους μας που έχουν λιγότερα αγαθά από ό,τι
έχουμε εμείς κι αυτό είναι πολύ σημαντικό.

Με αγάπη, Αλέξης.



ResultsPlus Examiner Comments

The candidate writes persuasively and eloquently about the chosen charity and explains very well the reason why UNICEF was chosen. The piece is purposeful and all the relevant information is clearly expressed. The piece is slightly over the prescribed word limit but this is within tolerance.



ResultsPlus Examiner Tip

It is always pleasant to read about the candidates' personal opinions and experiences when these are required, as in this question. The candidate has chosen a topic that is clearly familiar and engaging for them and this makes the piece compelling to read. It is always a good idea to choose a topic that candidates have something to write about, either because they are interested in it or because they have some experience of it.

Question 2 (a)

A very small number of candidates chose this question and performance ranged from poor to satisfactory. This question invited the use of various tenses: present tense to describe the cultural events that the school usually stages and the simple past or imperfect to narrate and express opinion about a past event.

This is the best response to question 2a and a very good example of a fully relevant and purposeful piece. It is also coherent and pleasant to read.

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Αγαπητοί Αναγνώστες,

Σήμερα θα σας μιλήσω για τα πολιτιστικά γεγονότα που διοργανώνει το σχολείο μου. Για παράδειγμα ένα ~~γk~~ γεγονός που παίρνει μέρος ^{σχερ} στο σχολείο μας είναι πως πληγείνουμε εθδρομές σε μουσεία, συνήθως στο Βρετανικό Μουσείο. Έκει έχει ποικίλλες φαντασμαγορικές εκθέσεις αρχαίων εγγράφων, όπλων, νομισμάτων, και τα λοιπά, απ' όλο τον κόσμο. Την τελευταία φορά πήγαμε στην ~~αρχαία~~ στο Τμήμα με την αρχαία Αίγυπτο. Έκει είδαμε ειχόνες, ριγής πυραμίδες, όπλα που χρησιμοποιούσαν εκείνα τα χρόνια και φυσικά μουρμές. Ήταν υπέροχα!

Παρόλα αυτά τα υπέροχα στη συμβάντα είναι είναι αυτό που λέγεται, "Η Βραδιά Πολιτισμού". Αυτή η γιορτή ~~gk~~ οργανώνεται στο σχολείο, κάθε χρόνο, λίγο πριν τελειώσουν τα σχολεία. Παίρνει μέρος κατ' της επτά η ώρα το βραδυ. Εκεί μεζεύονται όλα τα παιδιά του σχολείου και μας δείχνουν ένα

λέξος της κουζίνας από την χώρα που ήρθαν. Άλλοι χυμούνται,
έλλοι τραγουδούν και μερικοί αλλέ φέρνουν παραδοσιακή φαγητά.
Άλλα αυτό που μου ερέσει πιο πολύ είναι η ~~ατμόσφαιρα~~^{ατμόσφαιρα}
Αυτό είναι που με κάνει να λειτουργώ ευτύ τη διοργή.

Είναι αίσθητο να βλέπεις τις κουζίνας αυτών των χωρών
λέσα σε λίγες ώρες. Τα χρώματα, τα αρώματα, η μουσική. Όλα
είναι τέλεια. Είναι σαν να κάνεις το γύρω του αόθου σε
μόνο τρεις ώρες,



ResultsPlus Examiner Comments

The candidate writes with variety and interest, with consistent attention to the rules of grammar and without losing sight of the requirements of the question. Information is aptly sequenced and pertinent throughout.



ResultsPlus Examiner Tip

The minimum core vocabulary is a good source of information regarding indicative content under each topic area. Familiarity with the words that are essential to narrate, describe, express opinion and expand in direct relation to a topic is necessary for composing a relevant response.

This was a poor response that earned only 4 marks.

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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ΣΗΜΕΡΑ ΣΤΟ ΣΚΟΛΙΟ Ε
ΜΑΘΑΜΕΝ Ψ ΓΙΑ ΟΙΕΣ
ΧΟΡΕΟ ΚΑΙ ΙΝΤΑΛΟΥΣ
ΕΝΑΙ ΠΟΥ ΜΙΝΙΣΚΟΝ ΚΑΙ
ΙΝΤΑΛΟΥΣ ΕΝ ΑΛΟΣ ΠΟΣ
ΝΟΥ ΜΙΝΙΣΚΟΥ ΜΕΝ
• ΕΜΙΟ.

ΕΚΑΝΟΝΙΣΑ ΜΕ ΝΑ
ΚΑΜΟΥΜΕΝ ΨΕΣ ΤΙΤΑΛ
ΚΑΙ ΟΥΛΕΟ ΤΕΟ ~~ΤΑΞΕΣ~~
ΤΑΞΕΟ ~~ΤΑ~~ ΣΑ ΜΑΘΟΥΣΙΝ
ΝΕΧΑ ΠΡΑΜΑΤΑ ΚΑΙ
~~ΤΑ~~ ΘΑ ΜΑΣ ΜΑΘΟΥΣΙΝ
ΤΕΟ ΟΙΕΣ ΤΑΞΕΣ.

ΤΟ ΑΓΑΠΙ ΜΕΝΟΝ ΜΟΥ
ΕΙΝΑΙ ~~ΤΑ~~ ΠΟΥ Ε
ΜΑΘ Α ΜΕΝ ΓΙΑ ΤΙΝ
ΚΥΡΟ ΠΕΡΘΙ ΕΠΙΘΙ
ΕΞΕΡΑ ΠΟΛΙ ΚΑΙ Ι
ΜΑΜΑ ΜΟΥ ΕΜΑΣΕΝ ΜΟΥ
ΠΟΛΙ ΠΡΑΜΑΤΑ ΠΑ ΤΙΣ

Θιχω τιο θασκαλασ.

καφε χρονωσ οτω
σκολιω ~~κατα~~ εχωμε
φροτινα για ~~να~~ να
θουμεν ~~η~~ ιταλις ~~η~~ gi
ο κοσμος.

καθε μασι τισ φερκι
φαχιτο που τισ χωρασ
τοσ ~~η~~ για ~~να~~ θοκιμασων
~~ναμ~~ που τποσι.

ι ψιενασα μου ενα
που τιν εσπανηια ~~η~~
και ~~η~~ οταν ιδτεν οτω
σκολιω ε φορισεν
ροχα ~~τη~~ του ~~τη~~ τιν χωραν
τιο, για να πασ θιχι
τι ~~η~~ ε φοροσαν που
~~η~~ εταν ι για για τισ
μικρι.



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Examiner Comments

This candidate lacks the necessary language skills in order to compose a relevant and intelligible response. The mixing of Greek and English characters and the use of the wrong consonants when forming words make the piece very difficult to read or comprehend.

Question 2 (b)

Question 2b was the second most popular in Section B. Technology and the use of social media are popular subjects and, as they are closely linked to candidates' personal experiences, they often invite passionate and lengthy responses. Some essays drew extensively on the issue of the ban and wrote persuasively in support of it or against it. Opinions regarding the ban, whether for or against, were all acceptable as long as they were accompanied by apt and clear justification. Some accounts contained platitudes and pre-learnt material about the uses of technology in general and even though these were still linked to the general topic area they were not fully relevant, as the question was about social media and not about the uses of technology in general.

Where omissions occurred they had to do with failure to account for the way the candidates or their friends used social media.

This was an unsatisfactory response that earned 13 out of the available 40 points. This was largely due to limited knowledge of vocabulary and structures, so as to compose a pertinent response that is also comprehensible throughout. In addition, the candidate wrote a short response that did not satisfy the requirement of the rubric that asks for "minimum of 120 words **in Greek**".

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Γεια σου,

Δεν συμφωνώ με τη ~~θέση~~^{θέση} ~~θέση~~^{θέση} γιατί κοινωνικός μέσα είναι κάτι καταπληκτικός! Άνθρωποι από ολό τον κόσμο μπορούν να κοινωνικοποιούνται. και οι φίλοι μου

Εγώ χρησιμοποιώ κοινωνικός μέσα όπως 'instagram' και 'facebook' να εμπροσθολογήσω φωτογραφίες

και να κοινωνικοποιώ με συγγενής
στο εξωτερικό.

Όπως, μερικές φορές, κάποιος
άνθρωποι μπορούν να εμπροσθολογούν
ακατάλληλα φωτογραφίες και είναι
απολύτως εξευτελιστικός. Επίσης μικρά
παιδιά μπορούν να δούν και να
γίνονται παράξενα.

Αν έχουμε απαγόρευση, να
εχω νομίζω πως ηλικία δεκατρία
και κάτω πρέπει να έχουν
απαγόρευση.

Γράψε μου πίσω την απάντασή σου.



ResultsPlus Examiner Comments

Use of dictionaries is there to support knowledge of grammar and vocabulary and without it, very much like google translator, a dictionary is not much help in constructing anything beyond a basic phrase, especially when it comes to an inflected language like Greek. This response suffers from lack of adequate language awareness. Words such as κοινωνικός remain uninflected, as they would be listed in the dictionary, without the rules of agreement applied. Although some meaning emerges and some of the main points are conveyed with the use of vocabulary and structure, this is limited or repetitive.



ResultsPlus Examiner Tip

When you select a word from the dictionary, make sure that you manipulate it accordingly in order to apply the rules of Greek grammar in relation to suffixes. Adjectives like κοινωνικός and ακατάλληλος need to agree with the nouns they describe, in gender, case and number.

This is an excellent response that earned full marks. The candidate is obviously quite fluent in Greek and has considerable skills in describing and expanding on views.

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Η χρήση του Facebook, του Instagram κτλ έχει γίνει πολύ διάσημη και κάθε μέρα γίνεται όλο και περισσότερο. Δεν έχουν ηλικία, τα χρησιμοποιούν μικρά παιδιά μέχρι και ενήλικες πάνω των 60.

Εγώ προσωπικά έρχομαι Facebook για πρώτη φορά όταν ήμουνα τετάρτη ή πέμπτη δημοτικού αλλά παρ'όλα αυτά δεν το χρησιμοποιούσα πολύ, περισσότερο για να κανονίσω που θα συναντηθώ με τους φίλους μου εφόσον δεν είχα κινητό. Τώρα που μεγαλώσα και το ξανά σκέφτηκα, πότες πως ήταν λάθος να χρησιμοποιώ το Facebook σε τόσο μικρή ηλικία, αλλά για το μόνο που χείρομαι είναι που δεν το χρησιμοποιούσα έτσι όπως το χρησιμοποιούν μικρά παιδιά στις μέρες μας.

Θυμάμαι μία φορά πριν ένα χρόνο περίπου, μία φίλη μου άρχισε να μιλάει στο Facebook με έναν άγνωστο αλλά

απ'ότι έδειχνε το προβόδι του ήταν στην ηλικία μας. Μιλάγαμε κάθε μέρα σχεδόν όλη μέρα και ανεός της ηζιάζε να του στείλει φωτογραφίες από το πρόσωπο της αλλά όταν ηζιάζε και ανεή το ίδιο από αυτόν, ανεός έλεγε όχι και έλεγε μια καλή δικαιολογία. Στο τέλος μάθαμε ότι ήταν ένας μεσήλικας ο οποίος είχε βζιάζει ένα ψεύτικο προβόδι για να ρίχνει μικρά κοριτσάκια.

Από μία αίτηση συμφωνώ στο να απαγορεύονται σε παιδιά κάτω των 18 γιατί ούτως μπορεί να είναι πολύ επικίνδυνο και το Facebook και το Instagram και όλα. Από την άλλη όμως είμαι και έχω μία από αυτούς κάτω των 18 και τα χρησιμοποιώ και έχω αυτά και ειδικά με το ότι έχω μετακομίσει μακριά από φίλους και οικογένεια με βοηθάει να κρατώ επαφή μαζί τους και είναι και πιο φθηνά οικονομικά από το τηλεφώνημα. Ξαν ιδέα μου ακούγεται σωστή αλλά μαλλον ανεί για κάτω των 18 θα μπορούσε να είναι κάτω των 14, δηλαδή σε παιδιά που είναι ακόμα στο δημοτικό και γενικά είναι ακόμα μικρά για τέτοια.



ResultsPlus

Examiner Comments

The response is detailed and addresses the information required by the bullet points in a coherent manner, in separate paragraphs, which is always positive as it adds to the good organisation and development of the material. It also enhances the clarity of the piece as it signals the transitions from one subject matter to another.



ResultsPlus

Examiner Tip

The candidate is quite fluent in Greek so the length of this response does not work against them. The essay could have been just as successful had it been a little shorter, as the rubric requires a minimum of 120 words but does not stipulate a maximum. The narrative pertaining to the friend's experience is pertinent but not essential for the development of the response, as the candidate has already expanded on the way social media is used.

Question 2 (c)

The question on sport was not very popular this year and few candidates selected to write about the sport personality of the year. Many avoided writing about a famous athlete and instead wrote about a fellow student or a member of their family that took on sport to overcome a health problem. These answers were deemed acceptable and relevant.

Whereas many able candidates wrote in length about the attributes of this personality and expanded on their performance throughout this last year, some less able candidates did not employ past tenses or time frames and narrated everything in the present tense. Such responses were penalised both on account of failing to address the first bullet point adequately and for their inability to include "different tenses or time frames".

A very good response that has earned 29 out of the available 30 points. The candidate writes with conviction and persuasion and demonstrates clear ability to describe and express opinion.

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Υπάρχουν πολλοί αθλητές που αξίζουν να πάρουν τον τίτλο της 'Αθλητικής Προσωπικότητας της χρονιάς'. Το άτομο που πιστεύω ότι αξίζει αυτόν τον τίτλο περισσότερο όμως είναι ο Κριστιάνο Ρονάλντο. Ο Ρονάλντο είναι ένας ~~από~~ από τους καλύτερους, επιθετικούς ποδοσφαιριστές στις μέρες μας. Αυτός ο παίκτης έχει παίξει πάρα πολύ ~~κατά~~ κατά αυτόν το χρόνο και ~~έχει~~ έχει υπάρξει πολύ δραστήριος κατά τη διάρκεια των αγώνων του.

Κατά τη γνώμη μου αυτό που κάνει το Ρονάλντο έναν ενδιαφέρων παίκτη, είναι η δύναμη που βάζει στην μπάλα όταν την κλοτσάει. Ο λόγος που θα έδωνα το βραβείο αυτό στον Κριστιάνο Ρονάλντο είναι επειδή έχει παίξει

πολύ ομαδικά αυτών το χρόνο και πάντα βοηθά
τους συμπαίκτες του να βάζουν πολλή γκολ.
Επίσης θα του έδινα αυτό το βραβείο επειδή
συμμετέχει πάρα πολύ στην ομάδα, ~~και πάντα~~
και πάντα τυρίζει πίσω στην άμυνα όταν
~~πρέπει~~ είναι ανάγκη.



ResultsPlus Examiner Comments

The response satisfies the requirements of the question and would have earned full marks had some awkwardness and repetition in the use of tenses been avoided (e.g. the repetition of έχει παίξει and the absence of a past tense, in favour of a present perfect).



ResultsPlus Examiner Tip

Try to include enough variety of higher level structures and avoid repetition. This response could have scored a perfect 10 for Knowledge and Application of Language had the candidate, in addition to the impressive and ambitious structures in evidence, employed a simple past tense when describing the athlete's performance throughout this last year (e.g. βοήθησε και συνεχίζει να βοηθάει τους συμπαίκτες του...).

This is an example of poor performance that fails to yield a comprehensible response. It has earned only 4 out of the available 30 marks.

Indicate which task you are answering by marking a cross . 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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

για σου, έχω γραφή γραπτός η αρθρο
για ~~αριστος~~ φιλαθλος αυτο
ειναι κατα αθλητης, αυτο δειχνω
ομαδα προσδευω, τεχνικη, σεβασμος,
παραινω και επιδεξιτητα. δειχνω
μεσω ετος και εκτενω καταληκτικος.
σχιση φιλοδοξια και παθος, μεγατος
ενδιαφερων.



ResultsPlus Examiner Comments

The candidate lacks the language skills to engage in continuous writing. With the help of the dictionary, and thanks to some isolated words, limited meaning emerges about the qualities of a good athlete, but there are no complete sentences and the piece is incomprehensible.



ResultsPlus Examiner Tip

If the language skills required for entering this examination are not in evidence, it is advisable to postpone taking this exam until further study has enabled the candidate to progress and reach a more satisfactory level.

Question 2 (d)

This was the most popular question in section B.

Many wrote fluent and appropriate accounts describing a new shopping centre and expressing their views on it, offering at the same time convincing arguments about its positive or negative impact on the neighbourhood. The majority of the students who chose this question were well equipped to write with regard to this topic and employed the necessary structures and vocabulary to tackle the requirements of the two bullet points. There were some isolated cases of responses that launched straight into their opinion of the shopping centre without offering enough description or explanation about how it fitted in their neighbourhood. Many candidates, clearly enthusiastic about shopping, chose to linger a little too much on their favourite shops and activities in a mall, offering in this way a rather unbalanced treatment of the subject, as they skimmed over the first bullet point.

This response earned 21 out of the available 30 marks. It was a moderately successful essay, occasionally hampered by limited language skills and difficulty in expressing relevant opinion or description.

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

	(a)	(b)	(c)	(d)
Chosen task:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Γεια σου Νικόλα,

Σήμερα σου γράφω για να σου μιλήσω για τα καινούργια μαγαζιά μαγαζιά που άνοιξαν την περασμένη Κυριακή.

Αυτά τα μαγαζιά είναι τεράστια & με τεσσεραίσ ωμάφ. Τέσσερά πάτωμα.

Υπάρχει πολλά διαφορετικά εστιατόρια. Επίσης

~~αλλά~~ η τιμή τους είναι καλή. Πρέπει και να έχει και καλή πολίτευτα.

Αυτό θα ~~αλλάξη~~ κάνει μια μεγάλη αλλαγή
στην γειτονιά μας και θα έχει πολύ κίνηση
κίνηση και αυτό σημαίνει ότι θα ~~θα~~ ~~θα~~
χτίσουν ~~πολλά καταστήματα~~ ξενοδοχεία μακαμένον

Εγώ νομίζω ότι ~~τα μαγαζιά~~ τα μαγαζιά
είναι καλή ιδέα γιατί θα φέρει τουρίστες
μέσα στην ~~στη~~ πόλη.

Επίσης νομίζω ότι ~~αυτά~~ θέλουμε ~~και~~
P.T.O

μαγαζιά γιατί η πόλη είναι ~~ήσυχη~~
ήσυχη. Κατά τη γνώμη μου είναι
σημαντικό να έχουμε ένα σταθμό που να θα
μπορούμε να χαλαρώσουμε γιατί αν δεν
έχουμε κάτι έτσι θα είμαστε ~~απλ~~ άγχομενέι
άνθρωποι.

με αγάπη
Χριστίνα



ResultsPlus Examiner Comments

The candidate has conveyed some relevant information, although there are some lapses in the comprehensibility of the piece. There is evidence of description and ability to go beyond a minimal response, but the piece includes some non-sequiturs that are not easy to see through. It is not clear what the good prices and quality refers to (the restaurants or the shops in general?) or why hotels will be built in the neighbourhood. The essay includes a variety of structures (για να σου μιλήσω, άνοιξαν, πολλά διαφορετικά εστιατόρια) but also frequent errors and misspellings (πολύ κίνηση, τα μαγαζιά είναι καλή, άγχομενέι).

This is a good response that earned 29 out of the available 30 marks.

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)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Αγαπητή Ελένη,

29 Ιουνίου 2016

Πριν λίγες μέρες, άνοιξε ένα τεράστιο εμπορικό κέντρο στη γειτονιά μου! Η κατασκευή ξεκίνησε πριν έξι μήνες, και όλοι οι κάτοικοι της γειτονιάς μας είναι συγκινημένοι. Μέσα υπάρχουν πολλά εστιατόρια και διάφορα καταστήματα, αλλά το καλύτερο, έχει μια στοά που μπορώ να παίξω με τους φίλους μου! Το εμπορικό κέντρο θα αλλάξει πολύ την ήρεμη γειτονιά μας, θα έχουμε πρόσβαση σε ακριβά προϊόντα πολύ εύκολα.

Προσωπικά πιστεύω ότι υπάρχουν και θετικά και αρνητικά. Είναι καλό να έχουμε εμπορικό κέντρο γιατί είναι πολύ κοντά στο σπίτι μου. Περπατώντας παίρνει μόνο πέντε λεπτά να φτάσω εκεί. Νωρίτερα έπρεπε να πάω στην πόλη που παίρνει τριάντα λεπτά! Όμως, δεν είναι όλα καλά. Νωρίτερα ήταν πολύ ήρεμη και ήσυχη την νύκτα, αλλά τώρα δεν μπορούμε να κοιμηθούμε γιατί πάντα ακούμε αυτοκίνητα και βλέπουμε φωτιά!

Γενικά όμως, μου αρέσει το εμπορικό κέντρο.

Τα λέμε σύντομα.

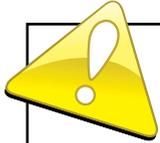
Με αγάπη,



ResultsPlus

Examiner Comments

Very good organisation of relevant material, an apt salutation and closing, as well as balanced handling of the issue in question make this a very good response. Some awkwardness in expression has deprived this candidate of full marks but these are aberrations in an otherwise excellent and consistently competent piece.



ResultsPlus

Examiner Tip

If a question requires your opinion and the topic appeals to you but you are unsure where you stand, you do not need to take sides. You may offer both sides of the argument and outline the positive and the negative aspects, just as this candidate does.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- 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.
- Ensure that they employ a good variety of appropriate vocabulary and structures. Many times, required content is tied to a specific time frame and if this is omitted marks are limited 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 their response and link their various ideas and descriptions into a whole, rather than write sentences in isolation.
- Familiarise themselves with the cases and the correct inflections of articles, nouns and adjectives. Inconsistent use of the nominative and accusative cases is still responsible for many inaccuracies. E.g. "οι φίλοι" versus "τους φίλους" or "η φίλη" etc.).
- Incorrect suffixes in verbs create confusion and obscure meaning as it is not clear who carries out the action and during which time frame. E.g. -ει versus -εις or -ες.
- Use the dictionary wisely. Lists of words do not betray ability to narrate, if a sentence is not structured correctly or does not show evidence of ability to manipulate structures.

In general, avoid using generic pre-learned material, which may often be irrelevant to the requirements of the particular question. Remember that writing more than the prescribed number of words is a rubric infringement. Candidates must not go beyond the maximum word limit, as content produced beyond the prescribed word count will not contribute to the overall marks.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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