

Examiners' Report
June 2014

GCSE Greek 5GK04 01

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Introduction

The 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 do not address all the bullet points in their question of choice within the word limit lose valuable marks from the Communication and Content category, despite their often impressive language skills. This was often the case in questions 1(a) and 1(b) where candidates exhausted the amount of words available to them before even beginning to address the second bullet point in the question.

This year also, a good number of students demonstrated very good writing skills and produced 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 attempt 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(a) and 2 (b) 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(c), 1 (d) and 2(a). Questions 1(a) and 1(b) were by far the preferred choices in Section A and questions 2(c) and 2(d) attracted the highest number of students in Section B. A very small number of students chose questions 1(c) and 2(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, marks were limited. 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 advised not to include English words or too many proper nouns, which take away from the pertinence and the cohesion of the response.

Question 1 (a)

The majority of candidates who attempted this question wrote detailed responses to the stimulus, with occasional omission due mostly to lengthier than appropriate narratives. Students did well in explaining the various reasons why they wanted a mobile phone but sometimes they were not very clear with regard to what had happened to the old one. Most of the candidates who chose this question had the necessary range of vocabulary to carry out this task well.

This answer scored 7 out of the available 20 marks.

Αγαπή μου, Γιάγια και Πάππους
Το έπόμενο Σάββατοκυριακή είναι το γενέθλια
μου. Πάνι παραρρησή ρόδακα γραφώ, για να
~~δωρί σε~~ σε σου δώρα, και το παρεμνη ρόδακα,
δεν ξέρω η ξεθώ, στα φώρα, ξέρω ~~χρως~~
στο Δέυτερα, κάτω κάθεται στο κούζινα
με τάν μάμα μου και παίξτε ενα
ηλεκτρονικα παιχνιδια, το γάτακι μου γάβνιασμα
παιώ στο τραπέζι και το τηλέφωνω μου
κορώ κατώ στο πάτωμα και χτύπησα.
Ειναι σημαντικό να έχω ενα τηλέφωνο
γιατί, χωρίς ενα ^{τούτο} τηλέφωνο, επικοινωνια, με
η μάμα, και ο πατερας μου είναι
δύσκολος, και ~~επικοινωνια~~ ποίε θα εγμαι μέσα
στο κέντρο με τις βίτες μου. Απομα
λογος δέτω ενα τεον τηλέφωνο είναι
δέτω να κατώ "SMS" με τις βίτες
μου.

Ευχαριστω πολύ Γιαγια και Φώρα
με αγάπη, Η Υτόμνικ

TOTAL FOR SECTION A = 20 MARKS



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Examiner Comments

The response attempts to address the question but limited linguistic competence obscures the meaning considerably. Some of the points are delineated but there is much ambiguity. This response is not easy to read, as the language is often basic and inappropriate to the task.

Verb endings are of primary importance in creating meaning.

Candidates ought to be familiar with suffixes and their role in denoting the subject in the sentence. Even if the stem of the verb is actually incorrectly formed, a correct ending can contribute to the emergence of some meaning. This response scored full marks.

Αγαπητοί
~~αγαπητοί~~ Παππούδες και Γιαγιάδες,

Σας γράφω αυτό το μήνυμα για να σας πω
για την. Θα μπορούσατε να μου απαντήσετε ένα
μήνυμα ή να γράψετε μου; ~~αλλά~~ ~~το~~ ~~πρόβλημα~~
μου, ~~είχε~~ ~~πρέπει~~ ~~στην~~ ~~πίσω~~ ~~και~~ ~~επιστρέφω~~
Πρέπει να πω ένα μεγάλο καλημέρα με αυτό
έτσι και πάλι με τους φίλους μου ~~την~~ ~~οικογένεια~~
μου, όπως και ~~είναι~~ ~~βρίσκω~~!

Με αγάπη,

Ολυμπία xxx



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Examiner Comments

The candidate has composed a coherent, pleasant to read and detailed piece. The language is fluent, contains longer sentences and offers convincing description and justification, in direct response to the requirements of the question. 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.

Question 1 (b)

Q1(b) was one of the two most popular questions. 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. There was also an occasional pattern of excessive description of what people will do, at the expense of mentioning where and when people will meet.

This response has scored full marks.

Αγαπητοί μου φίλοι,
Όπως ^{παραίτητων} ~~επιθυμώ~~ ~~παραίτητων~~ τα γενέθλια μου: στο τέλος του Ιουνίου. Σκέφτηκα λοιπόν να τα γιορτάσουμε όλα μαζί στο καινούριο κλαμπ που άνοιξε πρόσφατα στην παραλία του Λαγυνησίου, στις 26 Ιουνίου και ώρα επτά το απόγευμα, θα βρισκείται και η οικογένειά μου εκεί καθώς και αναμένω να διασκεδάσω μια ωραία βραδιά με το συγκρότημα ~~και~~ τα αδελφά μου. Η βραδιά θα περιλαμβάνει ποτό, φαγητό και φυσικά μουσική ζέση! Αποφασιστικά να σας δω όλους!

Φιλικά,
Αθηνά



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Examiner Comments

The candidate has written a fluent and appropriate response that covers the required bullet points in a natural and coherent way. The answer avoids pre-learnt generic material about social gatherings and has excellent linking as a whole. The candidate is obviously at ease with complex structures and a range of appropriate vocabulary.



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Examiner Comments

It is good practice to produce a response that contains information which follows the order of the bullet points, as they appear in the stimulus. This way, it is highly unlikely that omissions will occur.

Sadly, this response has only scored 3 out of the available 20 marks.

Μαγει Μαρκος, Χριστο, Νικος και Αλεξανδρος,
 Διν το διοτιον εχεις ηταν εγγεγραμμεν
 εμεις δε ιπποματα σε η σε τω
 εορταστικο μαγε καταρας και μετα εμεις
 θεληοι και σε η νυκτα ~~αδω~~ σε χρονα
 μετα αυτος θεληοι αυξ ετιομενος εβδωματα
 περτω. Αδω και διοδος θεληοι
 ετιοις αυξ υπαρχου παρουναι μαζι.
 Εμεις θεληοι στανταω τα Cochfestes
 τρενο ορατες σε 8 ο'clock και
 περσοποια υπαρχουν.
 Δω αυτω,
 αυτε μαθε



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Examiner Comments

Little relevant information is conveyed in this response. There is substantial omission and at times incoherence, due to rather limited linguistic ability. Dictionaries are a tool that may assist a candidate if a particular word escapes them. Dictionaries however cannot help with sentence structure, the rules of verb inflection, case and agreement. Familiarisation with the linguistic structures and the minimum core vocabulary as recommended in the Greek specification is the best preparation for this examination.

Question 1 (c)

Q1 (c) was one of the two most popular questions. 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. There was also an occasional pattern of excessive description of what people will do, at the expense of mentioning where and when people will meet. This question was handled very well by students with higher language skills, who wrote a compelling and persuasive defence of the usefulness of foreign languages and sophisticated tips about improving one's language skills. Some who also attempted this question erred on the side of either superfluous or incomplete information because of hasty reading of the rubric that led to an omission of the second bullet point or the advice that ought to be given to the friend who is thinking of giving up studying a foreign language.

Question 1 (d)

The small number of candidates who chose this question did very well on the first bullet point of the stimulus but were on rather shaky ground when it came to the second bullet point because of insecure use of verbs in the Aorist or the Imperfect. There was a tendency to over expand on the reasons why exercise is good for you at the expense of a narrative that relates one's own personal experience of how exercise helped them.

Question 2 (a)

Technology is a popular subject and one that is closely linked to candidates' personal experience, especially when the discussion turns to computers and the internet. Some essays drew extensively on a passage on the internet previously encountered in the paper 3 examination and reproduced paragraphs from it, without enough attention to the cohesion and relevance of their piece. The majority however, veered away from platitudes and pre-learnt material to write interesting and fluent responses about the pros and cons of technology and their own personal experience of it. It was surprising, given the popularity of the topic among young people, to see so few choose this question.

Question 2 (b)

Question 2(b) invited students to write a review of a school performance and explain why they had recommended a particular play for next season. Very few student chose this question and those who did wrote extensively describing the plot of the play but skimming over their recommendation for the next play or the reasons why the liked or disliked something about the show they watched.

Question 2 (c)

This was one of the most popular questions in this section. Many wrote fluent and appropriate accounts describing their school and teachers and offered convincing arguments about suggestions for improvement. It was clear that the majority of the students who chose this question had received good training and practice with regard to this topic area and were taught the necessary structures and vocabulary to tackle questions on this theme. There were some isolated cases of responses that launched straight into their recommendations, choosing to concentrate on the second bullet point. Many of these responses were highly successful, as their recommendations also contained the candidates' existing impressions of the school and the teachers. Some, however, wrote about additions and alterations, without offering detailed or clear views of what they think of their school as it is. Even though these essays contained relevant information and went well beyond a minimal response, they also contained significant omissions.

This response has scored 16 out of the available 30 marks.

Κυρία Διευθύντρια σου στέλω αφο το γράμμα
να ~~πες~~ σε ευχαριστώ για κατά σινάκα
μου καταβα μεσα στο σχολο μας. Το σχολο
μας πωλν κωδο είναι και η καθαριτες και
αφο πωλν κωδι είναι αλλα δεν μου αρεσει
ποσ καθε τωσο αδαουμε τους δασκαλους.
Εμεις τους κανουμε τους δασκαλους φιλους
μας και καθε τωσο τους αδαζετε;
Αφο δεν είναι σωστο! και κατε αφο το
καθε σχολο εχει μια μεγαλη πτωια εμεις
ποσ και δεν ελουμε πληρονοουμε για να
μας ~~διδασκετε~~ διδασκετε και να μας προσεξετε
και καν αφο δεν κανετε! Πρετει οαν
σχολιο ησων οταδα να αδαζουμε κατα
προχματα ~~α~~ οπως τους δασκαλους
πρετει να τους κρελοουμε ιουδαχισοτα
ενα χρονο. Πρετει να ελουμε καριτερες
εφουδες και καριτερο χορο για την
γυμναστικη που κανουμε. Αφο εγω μου
να πω και μακαρι να το διδασετε αφο
το μυνημα πουσ οτιδαμε ~~ε~~ ετιςι
οχι μονο είναι κατ για το σχολιο είναι

κατ και για μας τους μαθιτες. Τελος
ματων Ευχαριστω που με ακουσατε και
νατε κατ.



The candidate has conveyed some relevant information, although there are several lapses in the comprehensibility of the piece. There is evidence of ability to go beyond a minimal response, but the candidate focuses mostly on the second bullet point and skims over the first. The piece included frequent errors and misspellings.

Candidates should attempt to address each bullet point fully. The position of the stress should be consistently indicated. This question is also marked out of 5 for accuracy, so respect for the conventions of orthography is of primary importance.

This response has scored 29 out of the available 30 marks.

Αγαπητέ κύριε Καρανικόλα,
Σήμερα σας γράφω από το μαϊά για να σας πω
τι μου αρέσει και τι πρέπει να φτιάξουμε στο σχολείο μας.
Πρώτα από όλα θέλω να σας πω πως όλοι οι
μαθητές αυτού του σχολείου είναι πολύ τυχεροί γιατί
έχουμε τέλειους δασκάλους. Είναι όλοι αστείοι και
χαρούμενοι να μας διδάξουν.
Το περιβάλλον του σχολείου είναι πολύ ωραίο,
μου αρέσει πολύ το κτίριο, το σχέδιο, είναι μοντέρνο
και το κτίριο έχει πολλές τάξεις.
Όταν μεγαλώσω θα ήθελα να γίνω δασκάλα
κορού και το σχολείο μας με βοηθάει πολύ γιατί
έχει πολλές αυθόουσες ^{ταξές} και άριστους δασκάλους με
προηρηρεσία.
Επίσης μου αρέσουν πολύ οι εκδρομές που
πληνουμε, σε διαφορετικές χώρες και πόλεις. Έχω
πάει σχεδόν σε όλες τις εκδρομές του σχολείου μας
και έχω μπει ευχαριστιμένη.
Τώρα θέλω να σας πω για τα
πράγματα που δεν μου αρέσουν και πρέπει να
κάνε ^{κάτι} ~~κάτι~~ σύνταμα.
Πρώτον δεν υπάρχουν πολλές βίντες για να

Ζητήσαμε τα μπουκαλάκια μας με ^{πόσιμο} νερό. Ειδικά τζιρά που έρχεται καθομαίρι τις κρησάσεις ~~οπωσδήποτε~~.

Δεύτερον το εστιατόριο του σχολείου μας δεν μαγειρεύει φαγητό για χορτοφάγους. Η ψήλη μπορεί χορτοφάγος και δεν μπορεί να αγοράσει να φάει κάτι από το εστιατόριο εκτός από σαυτονίζα, και να τρώει κάθε μέρα σαυτονίζα δεν είναι καθόλου υγιεινό. Μου αρέσει νόσος που το σχολείο μας είχε ότι περί νούμερο ένα σε υγιεινή διατροφή.

Τρίτων το σχολείο μας δεν κάνει καθόλου ανακύκλωση. Η ανακύκλωση είναι πολύ σημαντική για τον πλανήτη μας. Στο σχολείο μας κάθε μέρα πετάμε πολλά χαρτιά θα μπορούσαμε να σώζαμε χιλιάδες δέντρα που κόβονται καθημερινά. Σας παρακαλώ να αγοράσετε κάδους ανακύκλωσης σύντομα γιατί καταστρέφουμε τον πλανήτη μας.

Σας παρακαλώ να ~~σχετίζε~~ ^{σχετίζε} αυτά που έγραφα και να κάνετε κάτι επείγουσας. Ευχαριστώ πολύ για τον χρόνο σας, που διαβάσατε το mail μου.

Με αγάπη,
Αντωνία Κρημνίδου
(Μαθήτρια δευτέρας
γυμνασίου) *Andi*



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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 opinion and expand clearly and coherently.

It is always pleasant to read about the candidates' personal opinions and experience, when these are required, as in this question. Moving away from general, pre-learnt material adds variety and interest to any essay.

Question 2 (d)

The most popular question in this section, question 2(d) invited candidates to write about the significance of free time and narrate a personal experience of a memorable time with friends that had to do with leisure.

Most candidates did well in narrating, describing and expressing their opinion on the significance of free time persuasively. Some, however, skimmed over the evaluation aspect of the question, why free time matters, and chose to expand mostly on existing habits about free time. As this question is looking for the candidates to demonstrate their ability to use more complex structures and a variety of tenses, narratives which unfold predominantly in the present tense, cannot earn marks from the higher bands of the assessment grid.

An excellent response that has earned 29 marks.

Ο ελεύθερος χρόνος

Εγώ, νομίζω ότι ο ελεύθερος χρόνος είναι πολλή σημαντικός, επειδή ο ελεύθερος χρόνος βοηθάει για να είσαι πιο ^{ήρεμος} ~~επηρεασμένος~~. Τα κόμπι μου, με βοηθάνε πολύ με την πίεση που έχω από το σχολείο, ~~συνήθως~~ ^{συνήθως} έχω πολλές δουλιές και διάβασμα που πρέπει να κάνω, όμως, όταν πιάνω το αγαπημένο μου βιβλίο, αποφεύγω ^{όλες τις} ~~τις~~ ^{πίεσεις} ~~πίεση~~ του σχολείου μου. Είναι σαν και ταξιδεύω σε άλλο μέρος. ~~Γι~~ ^{Γι} αυτό μ'αρέσει τόσο ~~πολύ~~ ^{πολύ} το διάβασμα των εξοσχολικών βιβλίων.

Έχω πολλά κόμπι παρά το διάβασμα των λογοτεχνικών βιβλίων. ~~Μα~~ ^{Μα} μ'αρέσουν ~~και~~ ^{και} τα σπόρ. Τα αγαπημένα μου σπόρ είναι το ποδόσφαιρο, ~~π~~ ^π και το μπάσκετ. Μ'αρέσουν αυτά τα σπορ επειδή είναι ομαδικά αθλήματα. Όμως μ'αρέσει και το τένις επειδή διασκεδάζομαι πολύ.

Στον ελεύθερο χρόνο μας, συνήθως εγώ και οι φίλοι μου, πηγαίνουμε στο πάρκο ή σε μια αυλή, και παίζουμε ποδόσφαιρο ή σε μια αυλή, και παίζουμε ποδόσφαιρο όλοι μαζί. Η τελευταία τελευταία φορά που το κάναμε αυτό ήταν το προηγούμενο Σάββατο-Κυριακή. Παιζαμε για τρεις ώρες, και μετά φάγαμε σε ένα κοντινό εστιατόριο που λέγεται 'Ναυτός'. Μετά, πήγαμε στον κινηματογράφο, και είδαμε μια συναρπαστική ταινία! Χωρίς τον ελεύθερο χρόνο μου, δεν θα έβρισκα την αγάπη μου για τα λογοτεχνικά βιβλία, και τα σπόρ.



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The candidate has taken care to describe the importance of free time and connect it to the ways he and his friends usually spend it. There is clear ability to narrate and express opinion, the various pieces of information are linked well and are fully relevant. Occasional awkwardness in expression and spelling slips do not detract from the fluency and pertinence of this essay. It is also pleasant to read.

A good essay structure always adds to a response. A conclusion that sums up the essay's main point is a neat and apt addition to the narrative.

This essay earned 17 out of 30 marks.

Οι νέοι στις μέρες μας, τον ελεύθερο χρόνο τους τον περνάνε ~~απολαμβάνοντας~~ ^{πέρνανε} στον υπολογιστή. Οι περισσότεροι τουλάχιστον, ξεκινάνε ότι η πραγματική ζωή είναι έξω. Ακόμα καινού φιλιά και προσκομούν μερικές φορές να βρουν κλεισμένοι στο σπίτι σε έναν υπολογιστή, κινιστά, επίδειξη ή οτιδήποτε παρόμοιο.

Ο ελεύθερος χρόνος για έναν άνθρωπο είναι πολύ σημαντικό γιατί έτσι καθαρίζει το μυαλό του, ξεκουράζει, σκέφτεται πιο καθαρά και γενικά "φορτίζει τις μπαταρίες του".

Τον δικό μου ελεύθερο χρόνο προτιμώ να τον περνάω κάνοντας βόλτες, περνώντας έτσι καθαρό αέρα, πινελιές καινούργιους ανθρώπους, ~~και~~ έτσι μαθαίνω και πως να ~~α~~ συμβιώνω με τελείως διαφορετικούς ανθρώπους και επίσης και πολύ σημαντικό μαθαίνω πως ~~α~~ ~~δεν~~ είμαστε σε υπερπρόσφατα όλοι οι άνθρωποι ίδιοι, άλλοι είναι πιο ευέσμητοι άλλοι πιο δυνατοί, και έτσι μαθαίνεις πως να υπερπεριφέρεις σωστά ανήλικους τους.

Έτσι πιστεύω πως ο καθένας πρέπει να περνά τον ελεύθερο χρόνο του και όχι σε έναν υπολογιστή όπως οι περισσότεροι νέοι σήμερα.



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The candidate is obviously quite fluent in Greek and has considerable skills in describing and expanding on his/her views. The response however is not entirely pertinent as has a slightly different angle to the topic and misses out the second bullet point altogether. As a result, the essay does not include different time frames or tenses and loses out on knowledge and application of language and accuracy, as well as content.

Candidates are assessed on their language competence in response to a required and clearly defined theme or topic. Marks from the higher bands in any of the three categories will not be awarded if the piece contains major omissions and irrelevance.

Paper Summary

To improve their performance, students should:

- 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 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.
- (“η μητέρα” versus “την μητέρα” etc.).
- Inconsistent use of the nominative and accusative cases is still responsible for many inaccuracies. Similarly, incorrect suffixes in verbs create confusion and obscure meaning as it is not clear who carries out the action.
- 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.
- Use the dictionary wisely. List of words do not betray ability to narrate if a sentence is not structured correctly.

Grade Boundaries

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